Reynolds School District

Student Investment Account Application

April 2020

Reynolds School District

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

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PART ONE: GENERAL INFORMATION

Part One: General Information (Application)	
School Year	2020-2021
District	Reynolds School District
Webpage	https://www.reynolds.k12.or.us/district/student-success-act
Contact Person	Name: Dr. Nicole MacTavish, Chief Academic Officer Email: nmactavish@rsd7.net Phone: 503-661-7200

PART TWO: NARRATIVE

The Reynolds School District is nearing the end of an expansive and ambitious collaboration to create a five-year Strategic Plan. We have spent the 2019-20 school year deeply immersed in the work of closely listening to our stakeholders, parsing out the themes and patterns of this learning, charting our course for the next five years, and articulating beliefs and commitments to our community.

Thus far, four core beliefs/commitments have emerged from our work and are guiding our district transformation. The four core beliefs/commitments are already beginning to drive our work and shape our approach to system improvement. The core beliefs/commitments are further defined by what we are calling the 'why' of our work. The why is the underlying belief that creates urgency around disrupting the status quo in Reynolds to ensure improved outcomes for students. The Reynolds School District Board of Directors approved the following core beliefs/commitments during the 2019-20 school year:

Core Belief/Commitment #1: We believe that all students, families and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.

Why: Students at the intersection of race and poverty are at a greater risk of incarceration. We will disrupt and eliminate the cradle-to-prison pipeline for students who have been historically underserved and marginalized.

Core Belief/Commitment #2: We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.

Why: In order to thrive, students deserve high quality and culturally relevant instruction. Students deserve to see themselves in their teachers and in their classrooms.

Core Belief/Commitment #3: We believe that high-quality first-time instruction will eliminate the opportunity gap. We commit to setting high expectations and providing intentional professional development for instructional leaders.

Why: In order to thrive and stay on track for high school graduation, students must have world-class first-time instruction.

Core Belief/Commitment #4: We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Why: All students, families, staff and community members deserve dignity, respect, and world-class customer service in a welcoming and inclusive environment.

The Student Investment Account plan outlined in this document directly supports our district's plan for transformation as codified in our core beliefs/commitments; a focus on physical and emotional safety, equity, instruction, and people.

Through our extensive community, staff, parent, and student outreach, and through our deep dive into district data, areas of need were identified. Because more areas of need were identified than the Student Investment Account (SIA) can fund, we also worked with our stakeholder groups and our Board of Directors to prioritize the needs in order to determine which would be funded through the SIA.

Since the majority of our plan funds staff, our three-year plan is to hire, and then retain and support our professionals over the course of the three years.

PART THREE: COMMUNITY ENGAGEMENT AND INPUT

"Reynolds School District is committed to working through solutions to reduce academic disparities and increase opportunities for our students by breaking down systems of oppression affecting our students and families daily."

Approach to Community Engagement

Reynolds School District (RSD) proudly serves a beautifully diverse student population with families representing more the 125 birth countries and 61 spoken languages. The second stated purpose of the Student Investment Account encompasses the essence of our student population - focusing on reducing academic disparities with students experiencing poverty, students from underserved racial or ethnic groups, students with disabilities, English language learners, students who are fostered, and students experiencing homelessness.

As we actively engage our students, families, staff, and community through annual budgeting input sessions, engagement around the Student Success Act allowed us to dive deeper and explore wider engagement while actively addressing the academic disparities our students have historically faced. Receiving input and open collaboration with critical stakeholders will enable us to develop impactful teaching and learning approaches, which further our vision of "Each and every child prepared for a world yet to be imagined."

Through this process of open, active engagement, we gathered valuable data from our students, families, staff members, local businesses, faith communities, community partners, and the community at large to drive focused, intentional planning for Student Investment Account funds and initiate district-wide change in the delivery of services for our students. Engagement opportunities included family, staff, and student survey results, Budget Goals and Priorities sessions, Strategic Planning focus group and input sessions, English Learners Program Assessment focus group and input sessions, Special Education Program Assessment focus group sessions, Positive Behavior and Invention Supports and Restorative Justice Program Assessment input sessions, principals and department supervisor meetings, Technology Audit surveys and focus groups, and information sessions held with our collective

bargaining units. Collectively, the engagement opportunities provided various lenses with which to view our district and the future of our students.

Meaningful, Authentic, and Ongoing Community Engagement

Reynolds School District is committed to working through solutions to reduce academic disparities and increase opportunities for our students by breaking down systems of oppression affecting our students and families daily. This work begins by clearly understanding barriers that are in place and systematically changing the norms that create barriers. The invaluable insights received through our exhaustive engagement with the Student Success Act, the Strategic Planning process, annual budget development, and various program assessments will continue to drive change for many years to come.

- A comprehensive survey of our students, families, and staff was completed in March 2019 through The Center for Educational Effectiveness, which collected data to help measure organizational effectiveness, student engagement and motivation, social-emotional learning, and parent/community involvement against the nine characteristics of high performing schools. The results of this survey include responses from 2,575 students, 1,038 parents/guardians, and 733 staff and are disaggregated to be utilized in the development of school improvement plans in addressing academic disparities.
- Budget Goals & Priorities Sessions with Student Success Act Input were held in October and November 2019 with in-person and online sessions culminating in 426 total individual participation with staff, parents/guardians, and students. During the sessions, participants were asked to reflect and provide feedback to direct questions related to the 2020-21 Budget and Student Investment Account funding priorities.
- RSD initiated the “Reimagine Reynolds” Strategic Planning Input Sessions, which included two live community forums in November 2019 and February 2020 and 18 live focus groups in November 2019. The focus groups asked participants to reflect and provide feedback on strategic planning focus and goals for the next five years and included 380 participants in the following groups: Hispanic Families, Indigenous Families, Russian/Ukraine Families, International Families, Black Families, Special Education Families, Certified/Licensed Staff, Classified Staff, Administrator Staff, Middle School Students, Reynolds High School Students, Reynolds Learning Academy Students, Local Business Leaders, Faith Leadership, and Community Partners.

- The English Learners Program Assessment was implemented in Fall/Winter 2019 to determine current barriers within our systems that were affecting student outcomes and creating academic disparities with the underserved population of emerging English learners. This was conducted using interviews and surveys with general and Special Education staff, parents and families, students, English Learner Program staff, and administrators (136 stakeholders and 444 survey responses).
- The Special Education Program Assessment in January 2020 included site visits and interview discussions with over 100 general and special education teachers and support staff as well as family engagement focus groups.
- The Positive Behavior Intervention Supports (PBIS)/Restorative Justice Program Assessment was held in January 2020 and included site observations and individual/group interview discussions with approximately 100 participants in schools and administration.

There are barriers to developing meaningful, authentic, and ongoing community engagement opportunities which center around language support. To develop the trusting relationship needed to create a two-way conversation, RSD must consistently enlist the services of translators and interpreters to deliver and receive authentic conversation when language barriers exist. This includes initial outreach in our families' most comfortable language and facilitating the exchange of dialogue in a timely manner within limitations of available services. RSD is committed to continued work on breaking the language barriers to increase engagement within our culturally diverse community of students and families.

Relationships and Partnerships to Cultivate

RSD is fortunate to have contractual relationships with a large number of culturally specific organizations serving many of our students and families each year. Partnerships with organizations allow us to help bridge gaps and foster relationships with our historically underserved students and communities. As such, partners were vital to our process of gathering information for the Student Success Act engagements and will continue to be

an essential conduit to engagement in the future. Organizations include Centre of African Immigration and Refugees (CAIRO), Immigrant and Refugee Community Organization (IRCO), Jackson and Associates, Latino Network, Metropolitan Family Services (MFS), Native American Youth and Family Center (NAYA), Self Enhancement Inc. (SEI), United Way, and many others.

We look forward to continuing to offer engagement opportunities with our parent focus groups to facilitate future conversations to learn how we are progressing as we implement change. The focus groups on our Strategic Planning process held in the Fall 2019 were excellent catalysts to opening discussions around student success, safety, and wellness. In turn, they allowed RSD to develop more trusting relationships with our community stakeholders.

Resources to Enhance Engagement Efforts

Culturally relevant and productive community engagement takes time, resources, and coordination to develop. RSD is committed to continuing and expanding the conversations with our students, families, and community. A new Volunteer and Community Engagement Coordinator position in the Communications and Community Relations Department has recently been filled to further engagement with our volunteers and develop community engagement opportunities.

Additional resources of a Family and Community Engagement Specialist under the Student and Family Services Department will be funded with Student Investment Account. This position will work cross-departmentally to collaborate and develop family engagement best practices and implement strategies to further develop engagement and involvement.

Who Did We Engage?

- ✓ Students of color
- ✓ Students with disabilities
- ✓ Students who are emerging bilinguals
- ✓ Students navigating poverty, homelessness, and foster care
- ✓ Families of students of color
- ✓ Families of students with disabilities

- ✓ Families of students who are emerging bilinguals
- ✓ Families of students navigating poverty, homelessness, and foster care
- ✓ Licensed staff (administrators, teachers, counselors, etc.)
- ✓ Classified staff (paraprofessionals, bus drivers, office support, etc.)
- ✓ Community-Based Organizations (non-profit organizations, civil rights organizations, community
- ✓ Service groups, culturally specific organizations, etc.
- ✓ Tribal members (adults and youth)
- ✓ School volunteers (school board members, budget committee members, PTA/PTO members
- ✓ Booster club members, parent advisory group members, classroom volunteers, etc.)
- ✓ Business community
- ✓ Community leaders
- ✓ Other: Administrative staff (non-licensed), Faith Communities

How Did We Engage?

Evidence of Engagement

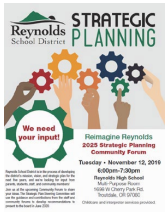
Why Did We Select These Artifacts?

The artifacts as evidence of engagement were chosen to illustrate sustained engagement and partnership with our students, families, teachers, support staff, community partners, and community at large. RSD used multiple modalities in creating one-way and two-way engagement opportunities.

1. The **Budget Goals & Priorities Sessions and Student Success Act Input** communicated the need to connect with families and staff with in-person and virtual feedback. The in-person sessions were facilitated by a bilingual facilitator who is not an RSD staff member to allow for authentic conversations with families and staff in a more comfortable environment. The 2020-21 Budget Input Session Results Summary outlined the results of the sessions to review the questions asked and the summary of input.

2. The **December Board Work Session Budget Priorities Discussion Summary Report** outlines the collection in inputs from various stakeholders on Student Success Act and RSD 2020-21 Budget and the process with which RSD Board of Directors prioritized that input to give guidance to administration.

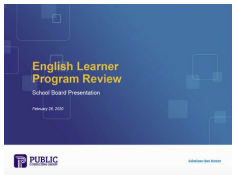
3. The **"Reimagine Reynolds" Strategic Planning Process** includes flyers for one of two public community forums and one of 18 Focus Groups which requested feedback from parents, students, staff, and community members to share input for the five-year strategic plan. The Strategic Planning Focus Group summary report outlines the compilation of over 400 stakeholders input using SWOT analysis techniques.



4. The **Committee Flyer and Strategic Planning Steering Committee Summary Draft** includes the invitation for community, staff, parents, and students to join numerous steering committees to provide input on "Reimagine Reynolds" Strategic Planning 2025 including the beliefs of the Board, four pillars, and draft

strategies in building the plan. This plan is being finalized and will be presented to the Board for review and approval in June 2020.

5. The **English Learners (EL) Program Review Presentation, Report, and Appendices** outline the use of multiple measures including community engagement to gather data and detect trends for EL programming feedback and recommendations.



Strategies Used to Engage Students and Families

1. **Multilingual Engagement** – RSD is committed to engaging our students and families in languages which are comfortable to encourage and elicit authentic dialogues for feedback. In all engagement opportunities, bilingual and multilingual translators and interpreters or family liaisons were available to develop signage, various communications, and facilitate in-person communication with families in our top languages. This strategy allows RSD to engage with a much larger population of students and families and fosters relationship building.

2. **Partnering with Culturally-Specific Community Organizations** – RSD has the advantage of partnering with many community organizations in schools to develop further reach into communities. By leveraging the relationships partner organizations have with our students and families, we were able to quickly build focus group participation and drive community forum numbers to gather feedback and input.

Two Activities Used to Engage Students and Families

1. **Focus Group Settings** – In an effort to minimize fear and promote authentic conversations, smaller focus groups settings were utilized to gather feedback for Strategic Planning, EL Program Assessment, and Special Education Program Assessment. Smaller groups allowed for ease of conversations between targeted, potentially similar-minded, and similarly impacted students or families. This strategy offered RSD stronger feedback to use in informing Student Investment Account and overall shifts in processes.

2. **Parent Group Meetings** – Whenever possible, RSD leveraged the use of planned parent group meetings to foster outreach and elicit comment on budget, specifically around Student Investment Account allocations. This was purposely important with our Spanish-speaking parent groups and the addition of Superintendent Diaz, who is bilingual, to communicate with and develop personal relationships with parents who felt at ease voicing concerns in her presence.

Strategies Used to Engage Staff

1. **Involving our Collective Bargaining Units** – RSD Administrative Leadership continues to meet monthly with our teachers' association, Reynolds Education Association (REA), and our classified staff association, Oregon School Employees' Association (OSEA), to review budgeting processes including timelines and updates on Student Investment Account.

2. **Valuing Staff Engagement** – RSD has built strong communications around the value of staff engagement and the need to hear the voices of those most impacted by decisions. It was specifically important to drive the message of "we want to hear your voice" when soliciting feedback to engage our staff to take the time to give input with the security that their individual voices and professional input will be used to guide the future of Reynolds School District.

Two Activities Used to Engage Staff

1. **Focused Time for Input** – RSD offered time to all staff to give input, specifically for budget and Student Success Act. This was in the form of live, group feedback sessions or in pre-planned opportunities to review audio and slides of the live feedback sessions and offer input through online surveys. This strategy gave all staff members the opportunity to have their voice heard, anonymously if they chose, to help alleviate discomfort while promoting transparency.

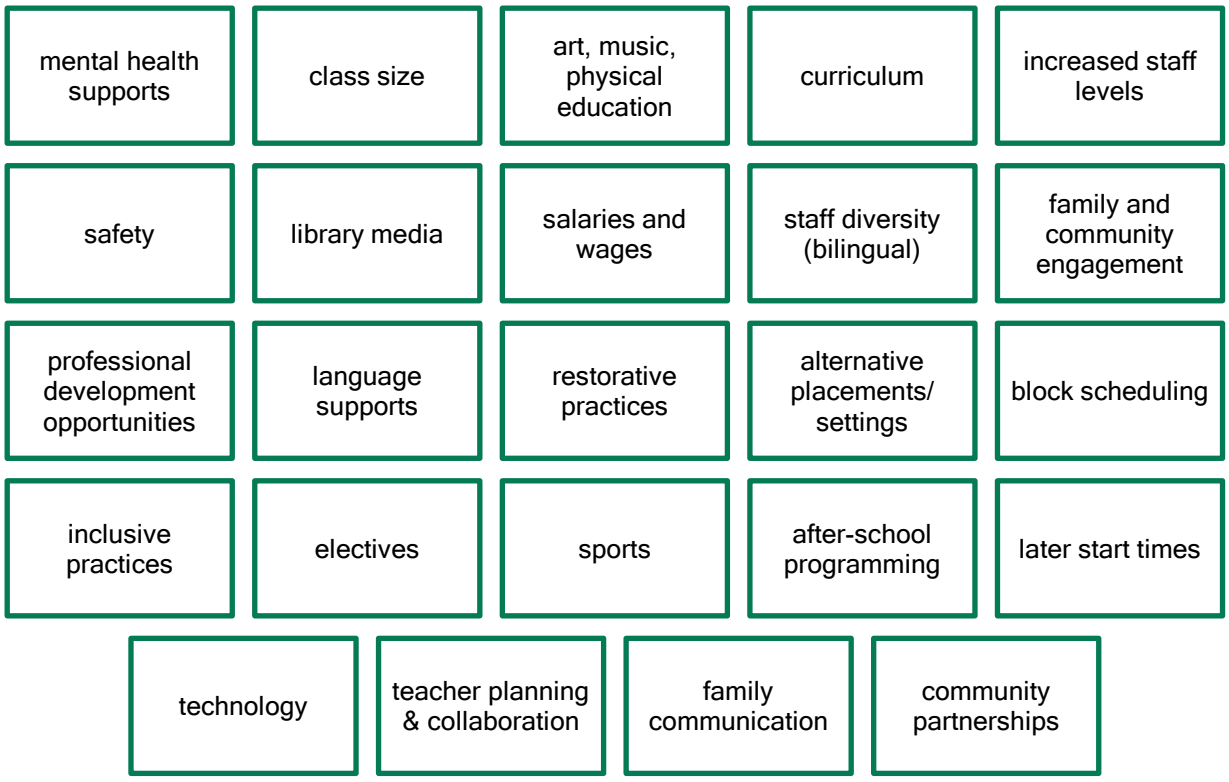
2. **"Keeping You Informed" Newsletters** – Staff received weekly or bi-weekly newsletters to keep them informed of upcoming opportunities for input or review of summary reports from assessments. Regular communications allowed staff members from all

classifications to feel as though they are a part of the process and know what to expect moving forward.

What Did We Learn?

The process of learning so you can improve as a district can be time consuming but is a critically important step in developing improvement processes to drive intended results for student achievement and eliminating disparities. Strong themes emerged through actively engaging with students, families, staff, and community over the last year that were synthesized for review and possible action steps.

Through various engagement opportunities, the following summarized themes were offered as areas for RSD to develop improvements using Student Investment Account and other funding sources in no particular order:



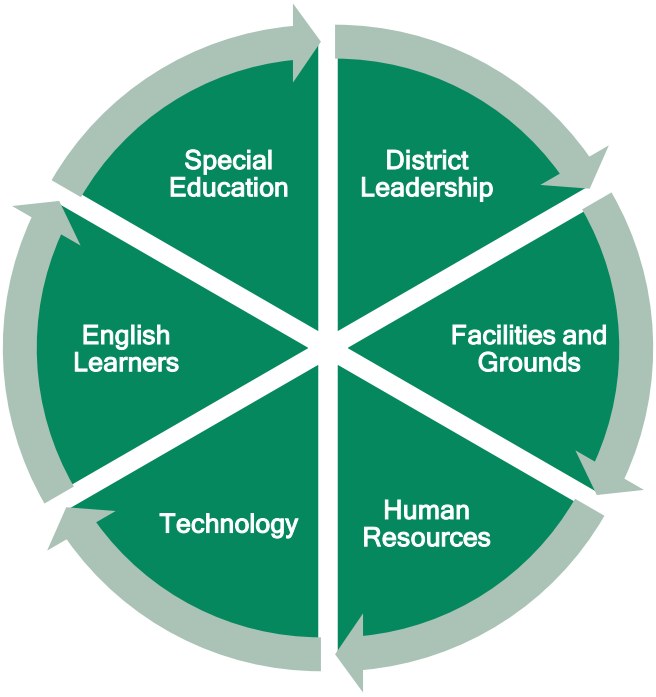
The summarized themes were the catalyst for strong conversations between the Board of Directors, the Superintendent, Cabinet-level leadership, District Office staff, school administrators, teachers' union, classified staff union, and others to open the doors to change fueled by Student Investment Account funding and district-wide improvement opportunities with other funding sources.

PART FOUR: DATA ANALYSIS

As part of our application we dug into achievement and perception data, stakeholder feedback, and program audits.

Student Data: Student data was disaggregated by race, ethnicity, gender, SPED, EL, migrant, rates of poverty, homelessness, and grade level. Student data sources included Smarter Balanced Assessment data, attendance, graduation, discipline, course grades, 9th grade on-track, college credits earned, Star assessment data, kindergarten assessment data, English Language Proficiency (ELPA) data, and Career & Technical Education (CTE) completers.

Systems Data: Over the last 18 months we conducted a series of program audits, listed below. Findings and recommendations from the audits informed our SIA planning.



Additionally, we conducted a comprehensive survey through the Center for Educational Effectiveness. This survey asked students, parents, staff, and our Board of Directors about their perceptions of district quality.

Stakeholder Feedback: Extensive stakeholder feedback data is described in Part Three of this application.

PART FIVE: SIA PLAN

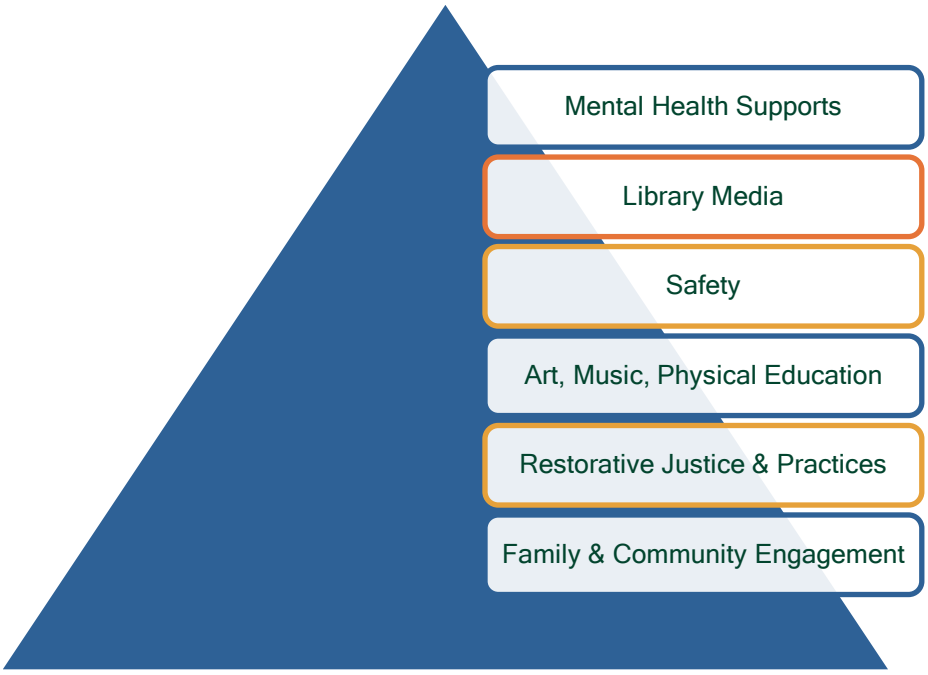
Reynolds School District is continuing with the Strategic Planning process to build a five-year strategic plan. We have already drawn upon what we have learned from the process to inform our Student Investment Account plan. Once the Strategic Plan is complete and formally adopted by our Board of Directors, we will update sections of this SIA plan if necessary. However, since our intent throughout both our Strategic Plan development and our Student Investment Account development is that they are interconnected, the SIA plan will ultimately support our overall strategic plan and we do not anticipate necessary updates to the plan.

RSD is committed to staffing our schools in a differentiated manner so that schools with the highest needs receive critical resources. In Reynolds, we call this process "Staffing for Equity" and in Appendix B you will find our aspirational document outlining how we would align our resources if we were fully funded to the Oregon Quality Education Funding Model.

The Staffing for Equity document color codes our schools as they are classified by the Oregon Department of Education (ODE) - red for Comprehensive schools, yellow for Targeted schools, and green for schools which are not identified. For each level of classification, note that layers of support are added in the form of additional staffing in strategic categories. However, in costing out this total document, we found that Reynolds would need an additional $25 million in revenue at today's costs to fully fund the model.

As we are not able to fully realize our Staffing for Equity aspirational goal, we are using the SIA funding and board prioritization to help us determine which pieces of the Staffing for Equity model we can fund.

After our extensive process of gathering feedback from our stakeholder groups, our Board of Directors went through a process of prioritizing the use of SIA funds. The first step of that process was to create a list of the themes that emerged from all stakeholder feedback. That list included 22 summarized themes. The next step occurred at a public Board Work Session held on December 11, 2019. At that meeting, the Board took the list of themes and prioritized them. At that point, six themes clearly rose to the top. That prioritized list, in order of board priority, is as follows:



The six themes form the backbone of the Reynolds School District SIA application and were officially voted on for action by the Board at the January 22, 2020 Board Business Meeting. Detailed below are the specific ways we plan to support each of the SIA priorities identified by the board, all of which will continue for the entirety of the three years described in this plan.

Class size reduction: At the beginning of this school year, we added 13.17 full-time equivalent (FTE) to support class size reduction. Thirteen of this FTE was added at the elementary level, and .17 was added at middle school. For this school year, we were able to pay for the additions from our reserve fund. In order to keep the additional teachers, and continue to support class size reduction, we will support this ongoing expense through our SIA funds.

- Link to SIA purpose: Class size reduction links to both meeting students' mental and behavioral needs, as well as increasing academic achievement for students.
- Link to allowable use: Class size reduction is one of the stated allowable uses for SIA funds.
- Impact to all students and focal group students: Smaller class size allows teachers to spend more time differentiating for individual students, form stronger and deeper relationships, and track individual student data to better serve each student.

Mental Health Supports: Reynolds School District plans to add 10.0 FTE in school counselors and 10.0 FTE in social workers to directly support students. The school counselors will support student's social and emotional needs at school. Social workers will work with students to support both student needs in school and the needs outside of school that support students' readiness to learn.

- Link to SIA purpose: Mental health supports link to both meeting students mental and behavioral needs, as well as increasing academic achievement for students.
- Link to allowable use: Student health and safety is one of the stated allowable uses for SIA funds.
- Impact to all students and focal group students: The students of Reynolds School District are highly impacted by outside forces affecting their families. With 732 homeless students and 400 students in foster care, a huge number of our students require significant levels of support within our schools. Adding supports would allow our students to get the help they need while at school.

Nursing Support: Reynolds School District has been trying to support the needs of over 11,000 students with only four school nurses shared across the district. This limited ratio does not begin to support the needs of our demographic. Using our SIA funding, we will add 6.0 FTE nurses to our schools, allowing every school to have a nurse on site at least one and a half days per week and for our most impacted schools to have full-time nurses.

- Link to SIA purpose: Nursing support links to both meeting students mental and behavioral needs, as well as increasing academic achievement for students. When students have unmet health needs, they are often separated from school for longer than necessary. Nurses are also a critical component of serving the highly impacted student population of Reynolds School District. Our nursing staff connects students and their families to community resources to meet medical, dental, vision, and vaccination needs.
- Link to allowable use: Student health is one of the allowable uses of SIA funding.
- Impact to all students and focal group students: Ensuring that students are healthy, have their medical and dental needs met, and ensuring they have necessary vision correction is a critical component of student academic success.

Program Administrators: As we are staffing up our Student Services department by adding nurses, counselors, social workers, and Teachers on Special Assignment (TOSAs), we need to ensure that we are working collaboratively to create a web of support. We also want to establish ombudsman positions, allowing families to easily access help from the district through one point of contact. To facilitate this, we are adding two program administrators to oversee the Student Services functions, to ensure a seamless system of supports for students and families, and to be single point contacts for families who need help of any type from our district.

- Link to SIA purpose: Synchronizing student supports across our district and ensuring parents have the support they need will allow us to meet students mental and behavioral needs, as well as to increase academic achievement.
- Link to allowable use: Added supports will address student health and safety, as well and community engagement.
- Impact to all students and focal group students: Added supports will ensure that families received the information and outreach they need, as well as the systematic coordination of all student support services to create a safety net for students.

Special Education Teachers on Special Assignment: Through our listening sessions, stakeholder input sessions, and surveys, it became clear that Special Education (SPED) teachers and regular education teachers serving students with special needs need greater support. Our high turnover rate with SPED teachers means that many teachers serving our special populations are first-year teachers, needing mentoring both in the art of teaching, and also in the complexities of writing Individual Education Plans (IEPs) and ensuring compliance with SPED rules, regulations, and timelines. The Reynolds School District is also deeply committed to increasing inclusionary practices. To do this, we need to train and coach our regular educators so they can develop the skills and confidence needed to maximize each student's experience. The five TOSA's will train and mentor new SPED teachers, support all teachers in inclusionary practices, and develop written guidance for all educators to reference.

- Link to SIA purpose: Coaching and support of SPED teachers would directly support students' mental and behavioral health needs, as well as academic achievement for students receiving special education services.

- Link to allowable use: Added critical supports for our teachers of Special Education would increase students' instructional time, especially their access to core instruction, allow our students with IEPs to access more elective courses for a well-rounded education, and provide better communication with families for greater community engagement.
- Impact to all students and focal group students: Well trained and supported special educators improve access and outcomes for their students.

Multi-Tiered System of Support Teachers on Special Assignment (MTSS TOSAs): Three years ago, the Reynolds School District began intentionally leaning in to the social and emotional needs of our students while also trying to reduce the number of students separated from school due to disciplinary action. At that time, we hired 10 Restorative Justice Teachers on Special Assignment (TOSAs) to help us establish Restorative Practices as an alternative to, and an improvement upon, traditional school discipline. At this point, we are poised to move to the next level of teacher support which includes coaches who will assist teachers with both social-emotional needs and academic content needs. To do this, we will hire 10 MTSS TOSAs to coach teachers and to support building-wide work as we create robust systems of support for students' needs, both academic and social-emotional.

- Link to SIA purpose: Supporting teachers in MTSS will improve student mental health and behavioral outcomes, as well as increase academic achievement through better classroom supports in both the social emotional realm and the academic realm.
- Link to allowable use: MTSS supports will address student health and safety needs.
- Impact to all students and focal group students: Students will be better able to access their core instruction and will be more engaged with learning if their teachers have the supports they need to address tiered interventions for both social-emotional learning (SEL) and for academics.

Professional Development for Social and Emotional Learning (SEL), Positive Behavior Interventions and Supports (PBIS), Multi-Tiered System of Supports (MTSS), and Restorative Practices (RP): In order to create a web of supports for our students, to ensure that all staff have the skills they need to support our students, and to

maximize the impact of our MTSS TOSAs, we plan to deploy district-wide professional development.

- Link to SIA purpose: This professional learning links to the MTSS supports above. In addition to providing coaching support, all staff need professional development in supporting students in SEL, PBIS, MTSS, and RP. This training will improve both student mental health and behavioral outcomes, as well as increase academic achievement through better classroom supports in both the social emotional realm and the academic realm.
- Link to allowable use: This professional development will support student health and safety needs as well as expanding instructional time through minimizing students being separated from instruction due to discipline or class disruption.
- Impact to all students and focal group students: Students will be better able to access core instruction and will be more engaged with learning when their teachers and support staff have the training they need to support all learners.

Culturally Responsive Curriculum: Over the last three years, the Reynolds School District has been able to re-start our curriculum adoption cycle that had been paused due to multi-year budget deficits. As we move forward, we hope to continue our curriculum adoption cycles to bring updated materials to our students. In addition, we want to enhance purchased curricular programs to ensure that they reflect the students and the families that we serve. We plan to bring together committees of stakeholders for each of our curricular areas and ask them to walk through a process of recommending supplemental materials to enhance the materials' relevance to our families and the engagement of our students. As our committees make their recommendations, we plan to purchase the supplemental materials and create scope and sequence documents for each content area to guide their use.

- Link to SIA purpose: Students will be more engaged with their learning and will have improved outcomes when the curricular materials they experience are relevant to their families and their lived experiences. This will lead to increased academic achievement.
- Link to allowable use: Enhancing curricular materials will provide students with a more well-rounded education, as well as engaging their families through enhancing the cultural relevance of the materials.

- Impact to all students and focal group students: Students' academic achievement will improve through their engagement with materials that reflect their lives and families and through an enhanced sense of belonging in our schools and classrooms.

Library Media Specialists: To this point, we have only been able to staff licensed Library Media Specialists at our comprehensive secondary schools. We plan to add full-time licensed Library Media Specialists to all of our elementary schools as part of this plan. The positions are critical to support our rollout of culturally responsive curriculum and to support broader literacy and technology efforts in the Reynolds School District. We also view our Library Media Specialists and the welcoming spaces they create within our schools as part of our web of social and emotional supports for students. Additionally, our Library Media Specialists are key players in our movement toward digital literacy for all students through helping students become savvy and practiced consumers of digital media and adept users of instructional technology.

- Link to SIA purpose: Library Media Specialists will enhance academic achievement for students through creating rich resources to support both structured learning in classrooms, as well as individualized learning through access to materials chosen by the students themselves.
- Link to allowable use: The supports provide students a more well-rounded education and allows better engagement with families as they are able to read together at home.
- Impact to all students and focal group students: Students will benefit academically from the resources provided through our libraries when staffed by professional Media Specialists, and from the safety and comfort afforded by the physical space of a staffed school library throughout the day.

Assistant Principals at Comprehensive and Targeted Schools: Reynolds School District is committed to providing a safe and supportive learning environment for all students, specifically our students who have been historically marginalized. Our comprehensive and targeted schools serve students who face significant barriers to accessing high quality education. Barriers include, but are not limited to, poverty, domestic violence, houselessness, and racial and cultural oppression. Providing each comprehensive and targeted school with an Assistant Principal gives each building the opportunity to build capacity in building staff so they can effectively respond to the complex needs of our students.

Staff need administrators on site to respond to the emotional and behavioral needs of students while coaching, developing, and evaluating staff to ensure that their responses are reflective of a restorative lens, rather than punitive. Assistant principals will build relationships with students, coach staff on the implementation of trauma informed practices, respond to the emotional and behavioral needs of students, and build capacity in staff to better support students within the general classroom setting.

- Link to SIA purpose: The supports offered from additional administrative supports will enhance student mental and behavioral supports through decreased disciplinary incidents, increased attendance, and enhanced family communication. The supports will also enhance academic achievement through improved teacher coaching and support and enhance in-the-moment interventions to keep students in school and engaged in learning.
- Link to allowable use: Additional assistant principal supports will expand instructional time by decreasing student suspensions and expulsions through right-in-time interventions, will support student health and safety, and will allow for greater family engagement through improved two-way communications.
- Impact to all students and focal group students: Students will have greater just-in-time help aimed at keeping them in school and connecting with their families. They will also have additional advocacy to connect them to needed resources and supports.

Family and Parent Engagement Specialists: Throughout our stakeholder input sessions, survey data, and live board public comment, a clear and strong theme emerged of families needing additional support accessing our schools and our district. Due to the intersectionality of language barriers, economic barriers, housing barriers, mobility barriers, and other real-life barriers faced by our students and their families, voices loudly indicated the need for the district to establish liaisons dedicated to outreach, information, translation, understanding rights, and access to assistance.

- Link to SIA purpose: Family and parent engagement supports student mental and behavioral needs, as well and enhanced academic achievement.
- Link to allowable use: Community engagement is directly allowable.
- Impact to all students and focal group students: Students thrive when their families are knowledgeable about, and supportive of, teachers and schools. Families want to support their students, but sometimes do not know how. Specialists are direct supports to

families, to ensure that information and resources are reaching them, and that family input and questions are reaching the school district.

EQUITY LENS

The Reynolds School District uses an equity based decision-making protocol based on Connie Hoffman's book *Putting Sense into Consensus*. The tool can be found in Appendix C of this SIA planning document.

We use this protocol regularly to ensure that all of our decisions are viewed through an equity lens. We employ this tool throughout our organization and specifically when allocating resources, funding and supports, or when creating policy, procedure, or guidance in our system.

Our use of this tool helps us ensure that we are recognizing and supporting students who have been historically marginalized. The Reynolds equity protocol focuses on our core mission to eliminate the systems of oppression and disrupt the cradle-to-prison pipeline for the students we serve.

This protocol was a central part of our work with all stakeholder groups, during Cabinet-level discussion, and as our board prioritized the many needs presented through our community engagement processes.

Equity Lens for Decision Making

Reynolds School District

Decision-Making Model

Command Decision
Made by one person or group without input from others
- When decisions need to be made quickly or are time-sensitive
- Personnel issues or issues that require security or privacy
- When consensus breaks down or cannot be reached (ultimately the buck stops at the leader's desk)

Advisory Decision
Made by one person or a group after input from others
- When decisions only affect a few people
- When input is needed from everyone but the timeline is short
- When other factors/parameters out of the team's control affect the final decision

Consensus Decision
A shared decision made by a team when high levels of support are needed
- Made by the whole group or representative group; a shared decision
- When there is ample time for discussion and group decision-making

Definition of Consensus:
Consensus is a decision that has been reached when most members of a team agree on a clear option and the few who oppose it have had a reasonable opportunity to influence that choice. All team members agree to support the decision.

From Connie Hoffman, Putting Sense into Consensus, Vista Associates, 1998

Decision-Making Filters

- How will this decision impact and/or support student learning and results?
- To what extent does the decision align to our mission, vision, values, and collective commitments?
- How will data be used to inform and evaluate the effectiveness of this decision?
- What are the non-negotiables related to this decision that must be considered?
- What are the barriers to more equitable outcomes and how will you (a) mitigate the negative impact and (b) address the barriers identified?
- What impact will this decision .have on our stakeholders and how are they involved in the decision-making, when possible?
- What commitments are needed in order to achieve the desired results?
- What resources are necessary to support this decision?
- Does the policy, program, practice or decision worsen existing disparities or produce other unintended consequences?
- How will this decision be communicated out to stakeholders?

PART SIX: USE OF FUNDS

How Funds Will Be Utilized

Our plan includes strategic investments across several key areas that align with both SIA guidelines and stakeholder input. We have incorporated both differentiated investments in our highest-needs schools and elements that reach and support students in every school in the district. We believe that the priority areas in total represent a well-rounded plan that is reflective of the district's strategic priorities and community-led vision.

With this investment, we will fund multiple efforts to increase instructional time for students, simultaneously reducing class sizes and caseloads. To support our students receiving special education services, we are funding Special Education TOSAs to support teachers in improving the delivery of special education services, assists schools in parent engagement of parents with students receiving SPED services, and provide key strategic supports to the overall function of the Special Education Department.

Reynolds School District is committed to addressing our student's mental health and safety needs. We recognize that increased mental, behavioral, and health supports have a direct impact on the outcomes of our most marginalized students. Using an equity framework and data on our most impacted students such as rates for homelessness, foster youth, chronic absenteeism (Oregon's 4th highest rate among school districts), mobility, and the state designations of comprehensive and targeted, we will be using funds to improve the ratio of counselors to students at our elementary and middle schools. With a homeless population of 10% (2018-2019 data) and 400 students in foster care, the District will increase its current capacity of three social workers to a total of 13 school social workers. To ensure student safety, improve chronic absenteeism due to student health issues, and as part of our commitment to educating the whole child, the District will increase the number of days per week allocated to each school with licensed school nurses. All of the expenditures will begin to assist Reynolds School District in moving toward the state recommended ratios for the important professionals necessary to serve our historically underserved students and families.

Resources will also be allocated to support the implementation of a district-wide social emotional learning (SEL) curriculum and Multi-Tiered System of Student Support (MTSS).

Professional learning, resources, and supports for our educators are being prioritized to focus on prevention and education, as we believe these investments will have long-lasting impacts on the social emotional and academic success of all students, especially our most historically underserved. Program Administrators are included in the expenditures and will ensure systemic implementation at a high level of fidelity, support schools in addressing chronic absenteeism, and support and supervise the MTSS TOSAs.

As a district, we understand and value the importance of student, family, and community engagement as a means to positively impact a student's academic and social emotional outcomes and address continuous improvement efforts. We will use SIA funding for a Family, Parent, and Student Engagement Coordinator to ensure a clear alignment between our intentions and actions to foster engagement that reflects the communities' values, breaks down barriers to student achievement and school transformation, and increases our culturally-specific student and family supports.

PART SEVEN: EVIDENCE OF BOARD APPROVAL

The Reynolds School District Board of Directors will vote to approve this Student Investment Account plan at their regularly scheduled Board Work Session on April 8, 2020. Our completed plan is uploaded to our public website. The link to our approved SIA plan can be found here: https://www.reynolds.k12.or.us/district/student-success-act

Reynolds School Board agenda, board packets, and meeting minutes can be found here: https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000073&mk=50371970

PART EIGHT: PUBLIC CHARTER SCHOOLS

Charter School Collaboration and Engagement

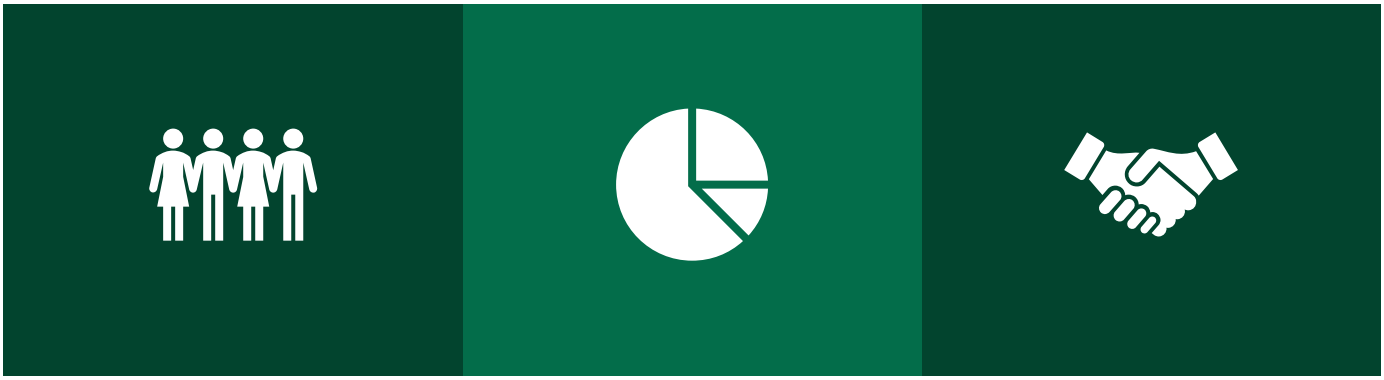
Reynolds School District sponsors three public charter schools, all of which were invited to participate in our community engagement process. Outreach to the schools occurred through the monthly Transformation Team meetings with the Executive Director of Schools who is the designated Charter School Liaison. SIA program timelines and opportunities for engagement were communicated monthly beginning in October 2019. All three charter schools opted to participate in the SIA grant process under the District's application and each held additional engagement processes within their respective communities. Charter schools each drafted their SIA program plan based upon their community feedback and submitted to their individual Board of Directors for approval. Upon approval of the Charter School plans, each of the Charter Boards then authorized the SIA Charter School Agreement with the District during their regularly scheduled public meetings.

Agreements

Please see Appendix D for the following charter school agreements:

- Multnomah Learning Academy
- Reynolds Arthur Academy
- Rockwood Preparatory Academy (KNOVA Learning Oregon)

APPLICANT ASSURANCES



The school district or charter school assures:

- ☑ Adherence to the expectations for using its Continuous Improvement Plan (CIP) needs assessment to inform SIA planning.
- ☑ Input from staff, focal student groups, and families of focal student groups was used to inform SIA planning (other community engagement input may also be used).
- ☑ Disaggregated data by focal student group was examined during the SIA planning process.
- ☑ The recommendations from the Quality Education Commission (QEC) were reviewed and considered.
- ☑ The district's SIA plan is aligned to its CIP.
- ☑ Agreement to provide requested reports and information to the Oregon Department of Education.

APPENDIX A: EVIDENCE OF COMMUNITY ENGAGEMENT

1. Budget Goals & Priorities Sessions and Student Success Act Input
2. December Board Work Session Budget Priorities Discussion Summary Report
3. “Reimagine Reynolds” Strategic Planning Process
4. Committee Flyer and Strategic Planning Steering Committee Summary Draft
5. English Learners (EL) Program Review Presentation, Report, and Appendices

BUDGET GOALS & PRIORITIES SESSIONS
and STUDENT SUCCESS ACT INPUT

Reynolds School District invites our staff members to attend one of the upcoming Budget Goals & Priorities Sessions. This year, we also request your input on Student Success Act funds available for next year's budget. The school board welcomes your suggestions and recommended priorities for the 2020-21 school year budget and will consider all feedback when preparing budget goals in December 2019. Please join us so your voice can be heard!

Budget Goals & Priorities Session 1
(STAFF ONLY)

THURSDAY, OCTOBER 17, 2019 • 4:00-5:30pm

Wilkes Elementary School
17020 NE Wilkes Rd.
Portland, OR 97230

Childcare and snacks available

Budget Goals & Priorities Session 2
(STAFF ONLY)

THURSDAY, NOVEMBER 7, 2019 • 4:00-5:30pm

Reynolds Middle School
1200 NE 201st Ave.
Fairview, OR 97024

Childcare and snacks available

Budget Goals & Priorities Session - Virtual Meeting (online only)

RECORDING AND SURVEY AVAILABLE ONLINE OCTOBER 28–NOVEMBER 15, 2019

https://www.reynolds.k12.or.us/district/2020-21-budget

For more information, please visit www.reynolds.k12.or.us or call (503) 661-7200.

BUDGET GOALS & PRIORITIES SESSIONS
and STUDENT SUCCESS ACT INPUT

Reynolds School District invites parents and community members to attend one of the upcoming Budget Goals & Priorities Sessions. This year, we also request your input on Student Success Act funds available for next year's budget. The school board welcomes your suggestions and recommended priorities for the 2020-21 school year budget and will consider all feedback when preparing budget goals in December 2019. Please join us so your voice can be heard!

Budget Goals & Priorities Session 1

THURSDAY, OCTOBER 17, 2019 • 6:00-7:30pm

Wilkes Elementary School
17020 NE Wilkes Rd.
Portland, OR 97230

Childcare, snacks, interpreter services

Budget Goals & Priorities Session 2

THURSDAY, NOVEMBER 7, 2019 • 6:00-7:30pm

Reynolds Middle School
1200 NE 201st Ave.
Fairview, OR 97024

Childcare, snacks, interpreter services

Budget Goals & Priorities Session - Virtual Meeting (online only)

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https://www.reynolds.k12.or.us/district/2020-21-budget

For more information, please visit www.reynolds.k12.or.us or call (503) 661-7200.

2020-21 Budget Input Sessions Results Summary

Reynolds School District Board of Directors invited parents, guardians, staff, and community members to attend one or more budget input sessions for the 2020-21 budget. These live and virtual sessions requested input on 2020-21 budget and the Student Success Act/Student Investment Account. This is a summary review of the results that will be presented for discussion at the December 11, 2019 Reynolds School Board Work Session.

Sessions: 426 Total Participation

- **(LIVE) October 17, 2019**
  - **(4:00PM) Staff = 18**
  - **(6:00PM) Community = 3**
- **(LIVE) November 7, 2019**
  - **(4:00PM) Staff = 65**
  - **(6:00PM) Community = 23**
- **(VIRTUAL) October 28, 2019 – November 26, 2019**
  - **317 Participants**
    - **283 staff members**
    - **31 parents and community members**

Budget Input:

Question 1 – In the event RSD needs to budget for a constraint (current budget with fixed-cost increases not funded), what is non-negotiable or should not be changed?

(Summarized categories in order of response rate)

1. Class Size
2. Art, Music, P.E.
3. Mental Health Supports
4. Retain Current Staff Levels
5. Curriculum
6. Safety
7. Salaries and Wages
8. Library Media

Question 2 – In the event there is no change to the 2020-21 budget, are there new and innovative ways the General Fund should be prioritized?

(Summarized categories in order of response rate)

1. Mental Health Supports
2. Class Size
3. Art, Music, P.E.
4. Curriculum
5. Increase Staff Levels
6. Safety
7. Library Media
8. Salaries and Wages

STUDENT INVESTMENT ACCOUNT INPUT:

Q1. REDUCING ACADEMIC DISPARITIES (GAPS BETWEEN OUTCOMES FOR DIFFERENT STUDENT GROUPS)

(Summarized categories in no order.)

- Curriculum – accessible, reflecting student cultures
- Social Emotional Support
- Bilingual Staff
- Counselors
- Mental Health Support
- Behavior Support
- Family Engagement
- Professional Development
- Educational Assistants
- Lower Class Size
- Equity Training
- Increased Language Support
- Restorative Justice and Practices
- Specialized Rooms (testing, de-escalation, isolation, etc.)
- Alternative Placements or Settings
- Middle School Athletics
- Block Schedules
- Recruit Culturally Diverse Staff
- Inclusive Practices
- Afterschool Programming

Q2. MEETING STUDENTS' MENTAL & BEHAVIORAL NEEDS

(Summarized categories in no order.)

- Professional Development
- Restorative Justice and Practices
- Social Emotional Skills/Training
- Additional Educational Assistants
- Counselors and Therapists
- Alternative Placements or Settings
- Family Supports and Classes
- Family Engagement
- Focused Support Groups
- Electives and Sports
- Start Times
- Mentor Programs
- School Psychologists

Q3. Providing Access to Academic Courses

(Summarized categories in no order.)

- Online Assignments/Classes
- Academic Programs on Weekends/Breaks
- Block Schedules
- Smaller Class Sizes
- Technology
- ELD/GenEd Certified Teachers
- Increased Educational Assistants
- Scaffolding Practices
- Curriculum – engaging, appropriate, culturally representative
- Night School
- Start Times
- Alternate Placements or Settings
- Foreign Language Courses in Middle School
- Increased Class Opportunities (variety)
- In-District Credit for Professional Development
- Updated iPads at Elementary
- Collaboration with Higher Education
- Tutoring Programs

Q4. Allowing Teachers and Staff Sufficient Time (collaboration, review data, and develop strategies to support students to stay on track to graduate)

(Summarized categories in no order.)

- Data Teams
- Paid Meeting Time
- More Frequent Teacher Workdays or Half Days
- More time for Collaboration Between Teachers and Support Staff
- Less Meetings/More Uninterrupted Planning Time
- Time at the Beginning of the Year for Planning
- Classified Staff Support (lunch/recess)
- Block Schedules
- Subs for Teacher Meetings
- More Teacher-Led Late Starts
- 4 Day Academic Schedule (Day 5 for planning)
- End Late Starts (compress into 1 full day of PD)

Q5. ESTABLISHING AND STRENGTHENING PARTNERSHIPS

(Summarized categories in no order.)

- More Community Events
- Communicate the Needs of the Schools to Community
- Understand and Grow Current Partnerships with Teacher Input
- Partner Outreach
- More Available Space for Partners in Schools/Buildings
- Collaborations Between Community, Families, Students, and Staff
- Family Liaisons
- Increased SMART Readers in All Elementary Schools
- Recruit Volunteers with Different Careers to Speak/Work in Schools
- Partner with STEAM Organizations
- Community Partnership Committees
- Increased Communications with Families
- Increase Career Days
- Internships
- Community Volunteer Training
- Parent/Community Listening Sessions
- International Nights

End of summary.

School Board Work Session
Budget Priorities Discussion Summary

December 11, 2019 · 6:00pm

Reynolds School District

BOARD GOALS

#1 Student Achievement
#2 Equity
#3 Fiscal Responsibility
#4 Communication

Reynolds School Board met for the regular work session on December 11, 2019 at Glenfair Elementary School. The agenda included a presentation from the Superintendent reviewing results from various community input sessions and a board discussion of budget priorities for the 2020-21 school year.

Summary results from the Budget Goals & Priorities Sessions, Student Success Act Input Sessions, and Strategic Planning Community Forum and Focus Groups were presented to the board and key themes from that input were determined. The board deliberated all community and staff input themes and prioritized the input to give administration recommendations for the 2020-21 budget.

Presentation of Summaries:

The following staff and community sessions were held for input on Budget, Student Success Act, and Strategic Planning:

Budget Goals & Priorities and Student Success Act Input
4 Live Sessions (10/17/19, 11/7/19)
1 Online Session (10/28-11/26/19)
426 Total Participation

"Reimagine Reynolds" Strategic Planning Input Sessions
1 Live Community Forum (11/12/19)
18 Live Focus Groups (11/18-11/22/19)
338 Total Participation

Summarized Themes: *(in no order)*

- Mental Health Supports (SIA eligible)
- Class Size (SIA eligible)
- Art, Music, Physical Education (SIA eligible)
- Curriculum (SIA eligible)
- Increased Staff Levels (SIA eligible)
- Safety (SIA eligible)
- Library Media (SIA eligible)
- Salaries & Wages
- Staff Diversity (Bilingual, ELD/GenEd) (SIA eligible)
- Family & Community Engagement
- Professional Development (SIA eligible)
- Language Supports (SIA eligible)
- Restorative Justice & Practices (SIA eligible)
- Alternative Placements or Settings
- Block Schedules (SIA eligible)
- Inclusive Practices (SIA eligible)
- Electives, Sports, After-School Programming (SIA eligible)
- Start Times (SIA eligible)
- Technology
- Teacher Planning & Collaboration (SIA eligible)
- Family Communication
- Community Partnerships (SIA eligible)

SIA eligible

Identified as eligible to fund using Student Investment Account under Student Success Act (approximately $10 Million)

Discussion: 2020-21 Board Budget Priorities and Recommendations

The Board discussed budget input summarized themes presented by administration to determine priorities for the 2020-21 budget. During this discussion, key considerations for budget priorities based on community and staff input were evaluated. Board members were asked to individually identify their top five prioritized themes. Results were tabulated to determine which themes were identified the most. After careful review and discussion, the Board determined the following community and staff input themes should be used by administration in developing the 2020-21 Reynolds School District budget:

Prioritized Themes: *(in order of Board priority)*

1. Mental Health Supports (SIA eligible)
2. Library Media (SIA eligible)
3. Safety (SIA eligible)
4. Art, Music, Physical Education (SIA eligible)
5. Restorative Justice & Practices (SIA eligible)
6. Family & Community Engagement

The Superintendent and administration will use the Board's prioritized themes as guidance to make recommendations when developing the proposed 2020-21 budget.

2020-21 Reynolds School District Budget

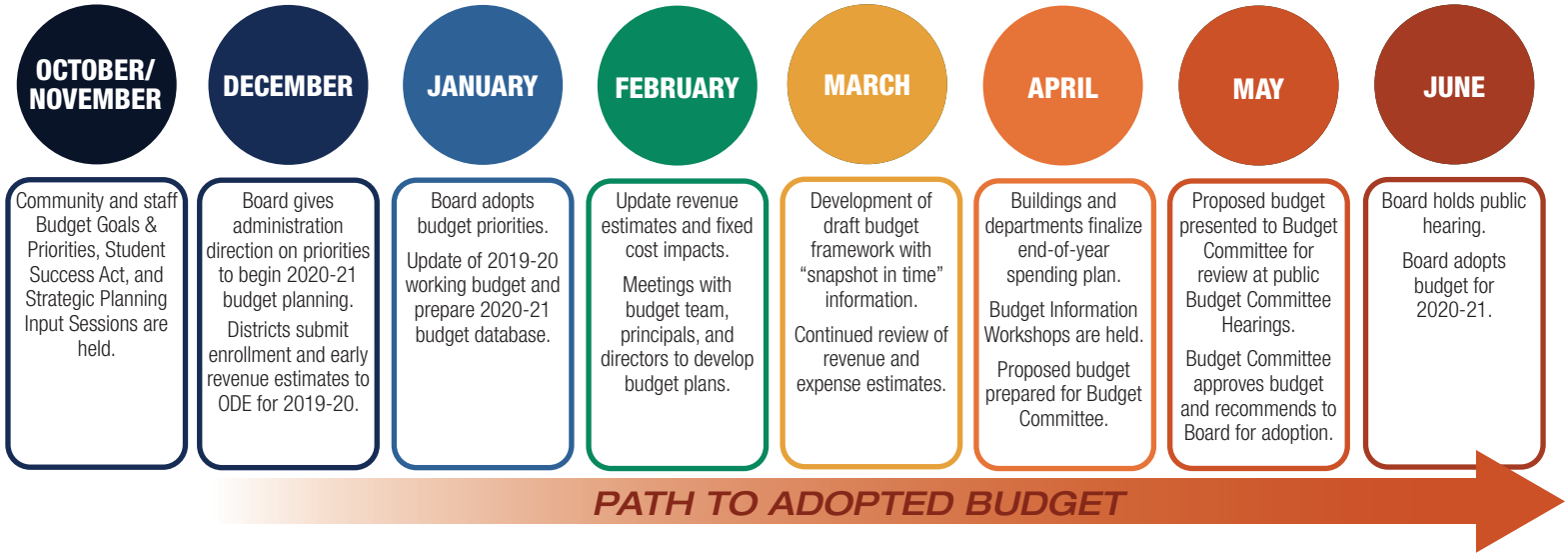
Forecasted 2020-21 Budget = Approximately $210 Million
(including Federal, State, Local, and Capital restricted funds)

Student Investment Account = Approximately $10 Million
Student Success Act *(including charter schools)*

(continued)

Internal/External Input Sessions - 2019	(live)	October 17	
		November 7, 12, 18-22	
	(online)	October 28-November 26	
Budget Workshop Information Session #1		April 9, 2020	
Budget Workshop Information Session #2		April 16, 2020	
Proposed Budget Published		April 30, 2020	

1st Budget Committee Meeting	May 7, 2020
2nd Budget Committee Meeting	May 14, 2020
3rd Budget Committee Meeting (if needed)	May 21, 2020
Board of Directors Meeting	June 24, 2020
Conduct Budget Hearing	
Enact Resolutions: Adopt Budget	
Impose and Categorize Taxes	



Budget Workshops

Please join us for one of these information sessions to learn more about how the school district budget process works in Oregon!

Public welcome.

Refreshments and interpreter services provided.

April 9, 2020 -or- **April 16, 2020**

6:00pm

Woodland Elementary School - Library

21607 NE Glisan Street, Fairview, OR

Reynolds School District
1204 NE 201st Ave.
Fairview, OR 97024

Reynolds School District

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

Tel: (503) 661-7200
Fax: (503) 667-6932
www.reynolds.k12.or.us

Sesión de Trabajo de la Junta Directiva

Resumen de la Deliberación sobre las Prioridades del Presupuesto

11 de diciembre de 2019 • 6:00pm

Reynolds School District

BOARD GOALS

- #1 Logro Estudiantil
- #2 Equidad
- #3 Responsabilidad Fiscal
- #4 Comunicaciones

La Junta Directiva de Reynolds se reunió para la sesión de trabajo regular el 11 de diciembre de 2019 en Glenfair Elementary School. La agenda incluyó una presentación de la Superintendente de la revisión de los resultados de varias sesiones de aportes de la comunidad y una discusión de la junta sobre las prioridades presupuestarias para el año escolar 2020-21.

Se presentó a la Junta el resumen de los resultados de las Sesiones de metas y prioridades del presupuesto, Sesiones de aporte sobre la Ley de Éxito Estudiantil, Foro comunitario de planificación estratégica y Grupos de Enfoque y se determinaron los temas clave de esos aportes. La junta deliberó sobre todos los temas de aportes de la comunidad y el personal y priorizó los aportes para dar recomendaciones administrativas para el presupuesto 2020-21.

Presentación de Resúmenes:

Se llevaron a cabo las siguientes sesiones con el personal y la comunidad para obtener información sobre el presupuesto, la Ley de Éxito Estudiantil y Planificación Estratégica:

Aportes sobre las Metas y Prioridades del Presupuesto y la Ley de Éxito Estudiantil

4 sesiones en vivo (17/10/19, 7/11/19)

1 Sesión en línea (28/10-26/11/19)

Total de 426 participaciones

Sesiones de Aportes de Planificación Estratégica "Re imaginar Reynolds"

1 Foro Comunitario en Vivo (12/11/19)

18 Grupos de Enfoque en Vivo (18/11-22/11/19)

Total de 338 participantes

Resumen de Temas: *(sin orden)*

- Apoyo a la Salud Mental (SIA eligible)
- Tamaño de las clases (SIA eligible)
- Arte, Música, Educación Física (SIA eligible)
- Plan de Estudio (SIA eligible)
- Incremento del Nivel de Personal (SIA eligible)
- Seguridad (SIA eligible)
- Biblioteca (SIA eligible)
- Sueldos y Salarios
- Diversidad en el Personal (Bilingüe, ELD/Educación General) (SIA eligible)
- Participación Familiar y de la Comunidad
- Desarrollo Profesional (SIA eligible)
- Apoyo en Idiomas (SIA eligible)
- Justicia y Prácticas Restaurativas (SIA eligible)
- Ubicaciones o ambientes alternativos
- Horario en Bloques (SIA eligible)
- Prácticas Inclusivas (SIA eligible)
- Clases Electivas, Deportes, Programas Extracurriculares (SIA eligible)
- Tiempo de Inicio (SIA eligible)
- Tecnología
- Planificación y Colaboración Docente (SIA eligible)
- Comunicación con Familias
- Asociaciones con la Comunidad (SIA eligible)

SIA eligible

Identificación como elegible para recibir fondos usando la Cuenta de Inversión Estudiantil bajo la Ley de Éxito Estudiantil (aproximadamente $10 millones)

Deliberación: Prioridades y recomendaciones de la Junta sobre el presupuesto

La Junta deliberó sobre el resumen de los temas de los aportes sobre el presupuesto presentados por la administración para determinar las prioridades para el presupuesto 2020-21. Durante esta discusión, se evaluaron las consideraciones clave para las prioridades del presupuesto basadas en la participación de la comunidad y el personal. Se pidió a los miembros de la junta que identificaran individualmente sus cinco temas prioritarios principales. Los resultados se tabularon para determinar qué temas se identificaron más. Después de una cuidadosa revisión y discusión, la Junta determinó que los siguientes temas de aportes de la comunidad y el personal deben ser utilizados por la administración para desarrollar el presupuesto Reynolds School District para el año escolar 2020-21:

Temas Priorizados: *(En orden de prioridad según La Junta)*

1. Apoyo a la Salud Mental (SIA eligible)
2. Biblioteca (SIA eligible)
3. Seguridad (SIA eligible)
4. Arte, Música, Educación Física (SIA eligible)
5. Justicia y Prácticas Restaurativas (SIA eligible)
6. Participación de Familias y Comunidad

La superintendente y la administración tendrán en cuenta los temas priorizados por la Junta como guía para hacer recomendaciones al desarrollar el presupuesto propuesto para el 2020-21.

2020-21 Reynolds School District Budget

Presupuesto Previsto para el 2020-21 = Aproximadamente $210 Millones
(incluye fondos restringidos federales, estatales, locales, y de capital)

Cuenta de Inversión Estudiantil = Approximadamete $10 Millones
Ley de Éxito Estudiantil *(Incluídas las escuelas charters)*

(continuado)

Sesiones Internas y Externas de Aportes - 2019	octubre 17
(en vivo)	noviembre 7, 12, 18-22
(en línea)	oct. 28 a nov. 26
Taller informativo sobre el presupuesto # 1	9 de abril de 2020
Taller informativo sobre el presupuesto # 2	16 de abril de 2020
Publicación del Presupuesto	30 de abril de 2020

1° Reunión del Comité del Presupuesto	7 de mayo de 2020
2° Reunión del Comité del Presupuesto	14 de mayo de 2020
3° Reunión del Comité del Presupuesto	21 de mayo de 2020
Reunión de la Junta Directiva	24 de junio de 2020
Audiencia sobre el Presupuesto	
Aprobar Resolución: Adoptar Presupuesto	
Imponer y Categorizar Impuestos	

OCTUBRE/ NOVIEMBRE

Se llevan a cabo sesiones de la comunidad y el personal sobre metas y prioridades del presupuesto, la Ley de Éxito Estudiantil y sesiones de aportes de planificación estratégica.

DICIEMBRE

La Junta da instrucciones a la administración sobre las prioridades para comenzar la planificación del presupuesto 2020-21.

Los distritos envían estimaciones de inscripción e ingresos anticipados a ODE para 2019-20.

ENERO

La junta adopta las prioridades del presupuesto.

Actualización del presupuesto de trabajo 2019-20 y preparación de la base de datos del presupuesto 2020-21.

FEBRERO

Actualización de las estimaciones de ingresos y los impactos en los costos fijos.

Reuniones con el equipo de presupuesto, directores de escuelas y departamentos para desarrollar los planes de presupuesto.

MARZO

Desarrollo del borrador del marco presupuestario con un panorama del tiempo.

Revisión continua de las estimaciones de ingresos y gastos.

ABRIL

Los edificios y departamentos finalizan el plan de gastos de fin de año.

Se realizan talleres de información sobre el presupuesto.

El Comité del Presupuesto prepara el Presupuesto Propuesto.

MAYO

Se presenta el presupuesto propuesto al Comité de Presupuesto para su revisión en las audiencias públicas del Comité de Presupuesto.

El Comité de Presupuesto aprueba el presupuesto y recomienda a la Junta que lo adopte.

JUNIO

La junta celebra audiencia pública.

La junta adopta el presupuesto para 2020-21.

CAMINO A LA ADOPCION DEL PRESUPUESTO

Talleres sobre el presupuesto

¡Únase a nosotros en una de estas sesiones informativas para obtener más información sobre cómo funciona el proceso presupuestario del distrito escolar en Oregón!

El público es bienvenido

Habrá Refrigerios y servicios de interpretación

9 de abril de 2020 -o bien- **16 de abril de 2020**
6:00pm

Woodland Elementary School - Biblioteca
21607 NE Glisan Street, Fairview, OR

Reynolds School District
1204 NE 201st Ave.
Fairview, OR 97024

Reynolds School District

TODOS Y CADA UNO DE LOS NIÑOS PREPARADOS PARA UN MUNDO AÚN SIN IMAGINAR

Tel: (503) 661-7200
Fax: (503) 667-6932
www.reynolds.k12.or.us

Reynolds School District

STRATEGIC PLANNING

We need your input!

Reimagine Reynolds

2025 Strategic Planning Community Forum

Tuesday • November 12, 2019

6:00pm-7:30pm

Reynolds High School
Multi-Purpose Room
1698 W Cherry Park Rd.
Troutdale, OR 97060

Childcare and interpreter services provided.

Reynolds School District is in the process of developing the district's mission, vision, and strategic plan for the next five years, and we're looking for input from parents, students, staff, and community members!

Join us at the upcoming Community Forum to share your ideas. The Strategic Plan Steering Committee will use the guidance and contributions from the staff and community forums to develop recommendations to present to the board in June 2020.

Reynolds School District

STRATEGIC PLANNING

We need your input!

Reimagine Reynolds

2025 Strategic Planning

Black Families Focus Group

Thursday • November 21, 2019

6:00pm-7:30pm

Reynolds Middle School

(Library)

1200 NE 201st Ave, Fairview, OR 97024

Reynolds School District is in the process of developing the district's mission, vision, and strategic plan for the next five years, and we're looking for input from parents, students, staff, and community members!

Join us at the upcoming focus group to share your ideas. The Strategic Plan Steering Committee will use the guidance and contributions from the staff and community meetings to develop recommendations to present to the board in June 2020.

Questions? Please contact Stephanie Field, Director of Communications & Community Relations at (503) 491-3428 or sfield@rsd7.net

Reynolds School District Strategic Planning Focus Group Summary - November 2019

Public Consulting Group (PCG) facilitators conducted 18 focus groups and met with approximately 400 RSD community members from November 18-21, 2019. We met with various parent groups by race, ethnicity and home language; business leaders; faith-based leaders; community members at-large; middle school and high school students; and staff by subgroups.

The themes that emerged are based on the recorded comments, dozens of informal side conversations, observed emotion and reactions by the participants, and the facilitators shared recall immediately following the focus groups.

The methodology used was a SWOT Analysis with various protocols depending on the group makeup and needs. Every group was asked to identify the strengths, weaknesses (areas to improve), opportunities, and threats that they perceive for the Reynolds School District.

Strengths

- Diversity of the student population and community.
- Board of Education (diversity of the Board).
- There is a lot of hope and excitement around the new superintendent and cabinet leadership (with a bit of concern over the loss of institutional knowledge).
- The community is seen as supportive of the schools.
- Strong relationships and support from community partners.

Weaknesses

- Culture (adult) of fear and intimidation resulting in concerns of disrespect, racism, and lack of voice (student, staff and parent) including policies and procedures undermining school climate (for students).
- Equity issues pertaining to resource allocation and a feeling of cultural unresponsiveness.
- Lack of Human support services to address trauma, bullying, and mental health for students and staff and need for additional counselors, social workers, and behavioral/health specialists,
- Instruction concerns citing a culturally unresponsive curriculum lacking rigor and relevance and focusing too much on “the test”.
- Structure of the school day with concerns over start times, quality (and cultural recognition) of food and nutrition, and overcrowded classes, busses and high school.

Opportunities

- Hiring practices focusing on more diversity to reflect the student population being served.
- Systemic and sustainable (follow-through) professional development that is aligned vertically and horizontally throughout the system.
- Alignment of policies and procedures that are culturally responsive and consistent throughout the system.
- The opportunity to engage the parents and community for time and talent and adult learning (and understanding how to navigate the system for their children).
- A strong sense that the time is now for a deep, courageous, and inclusive community conversation that unites the RSD education community.

Threats

- Safety from external threats and easy access to the schools, and internal threats of bullying, racism, and disrespect.
- Budget concerns resulting in overcrowding, lack of resources, and student options.
- Human Resources practices resulting in recruitment/retention staffing challenges, especially teachers of color, and a lack of staff diversity.
- Poverty issues interfering with student readiness to learn such as nutrition and hunger, mobility, professional support services.
- Community apathy and low expectations

(End summary)

Reynolds School District

JOIN A COMMITTEE TODAY!

Get involved and make a difference!

Reynolds School District is looking for volunteers for the following committees.

RSD Strategic Planning Steering Committee

The RSD Strategic Planning Steering Committee will help drive the future of Reynolds School District by developing a five-year strategic plan. Be a part of "Reinvent Reynolds 2025" by sharing in the process of future growth for all of our students!

COMMITMENT:

RSD Strategic Planning Steering Committee Members will meet once per month from October 2019 through April 2020. *January 2020 sub-committee only.

October 8, 2019	6:00-7:30pm
November 12, 2019	4:00-5:30pm
December 10, 2019	6:00-7:30pm
February 11, 2020	4:00-5:30pm
March 10, 2020	6:00-7:30pm
April 14, 2020	6:00-7:30pm

RSD English Learners Program Assessment Committee

This committee will assess current services, supports, and curriculum for English learners in the District. This important assessment will help determine future needs for our English Learner Program to help drive student success.

COMMITMENT:

RSD English Learners Program Assessment Committee Members will meet once per month from October 2019 through December 2020.

October 10, 2019	4:00-5:30pm
November 19, 2019	4:00-5:30pm
December 10, 2019	4:00-5:30pm

RSD Facilities Assessment & Master Plan Committee

This committee will review the needs assessment for each of our school buildings, grounds, and athletic fields to prioritize action for the master plan. This will include touring each location to review recommendations throughout the year.

COMMITMENT:

RSD Facilities Assessment & Master Plan Committee Members will meet once per month from October 2019 through September 2020 at 14 school locations.

* Two meetings in January and September.

October 9, 2019	4:00-5:30pm
November 13, 2019	4:00-5:30pm
December 11, 2019	4:00-5:30pm
January 8, 2020	4:00-5:30pm
January 14, 2020*	4:00-5:30pm
February 12, 2020	4:00-5:30pm
March 11, 2020	4:00-5:30pm
April 8, 2020	4:00-5:30pm
May 13, 2020	4:00-5:30pm
June 10, 2020	4:00-5:30pm
July 22, 2020	4:00-5:30pm
August 12, 2020	4:00-5:30pm
September 9, 2020	4:00-5:30pm
September 15, 2020*	4:00-5:30pm

You are invited to get involved and make a difference in our students' future today!

For more information or to sign up for one or more committees, please contact:

Stephanie Field, Director of Communications & Community Relations

(503) 491-3428 or sfield@rsd7.net

DRAFT 2 - 03/09/2020

Reynolds School District

REIMAGINE REYNOLDS
STRATEGIC PLANNING 2025

VISION

Each and every student prepared for a world yet to be imagined.

MISSION

We educate all students to graduate with the skills and confidence to thrive.

PILLAR 1
EQUITY

We believe that equitable practices allow everyone within the Reynolds community to thrive.

We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.

In order to thrive, students deserve high quality and culturally-relevant instruction. Students deserve to see themselves in their teachers and in their classrooms.

WE WILL...

Create a system that celebrates and centers the whole child and what makes them unique: their mind, their agency, their mental health, their physical well being, and the experiences they need to grow.

PILLAR 2
ORGANIZATIONAL CULTURE

We believe that the heart of a high-performing organization is its people.

We commit to becoming an inclusive and positive organizational culture.

All students, families, staff, and community members deserve dignity, respect, and world-class customer service in a welcoming and inclusive environment.

WE WILL...

Hire, train, develop, support, and retain high-quality and diverse staff which embodies what we wish for of our students.

PILLAR 3
INSTRUCTIONAL PRACTICES

We believe that high-quality first-time instruction will eliminate the opportunity gap.

We commit to setting high expectations and providing intentional professional development for instructional leaders.

In order to thrive and stay on track for high school graduation, students must have world-class first-time instruction.

WE WILL...

Engage students, families, the community, and partners in our schools to create instructional practices and curriculum that is relevant and reflective of our students which will celebrate them and assure their success.

PILLAR 4
SAFETY

We believe that all students, families and staff deserve a safe and secure learning environment.

We commit to providing physical and emotional safety across the Reynolds community.

Students at the intersection of race and poverty are at a greater risk of incarceration. We will disrupt and eliminate the cradle-to-prison pipeline for students who have been historically underserved and marginalized.

WE WILL...

Commit to a process to see, review, own, and correct systems of oppression which contain individual, systemic, and institutional inequities to keep evolving to a environment where we all rise.

English Learner Program Review

School Board Presentation

February 26, 2020

PUBLIC CONSULTING GROUP

Solutions that Matter

Agenda

Project Overview

- Purpose
- Methodology
- Key Findings
- Recommendations

RSD Questions

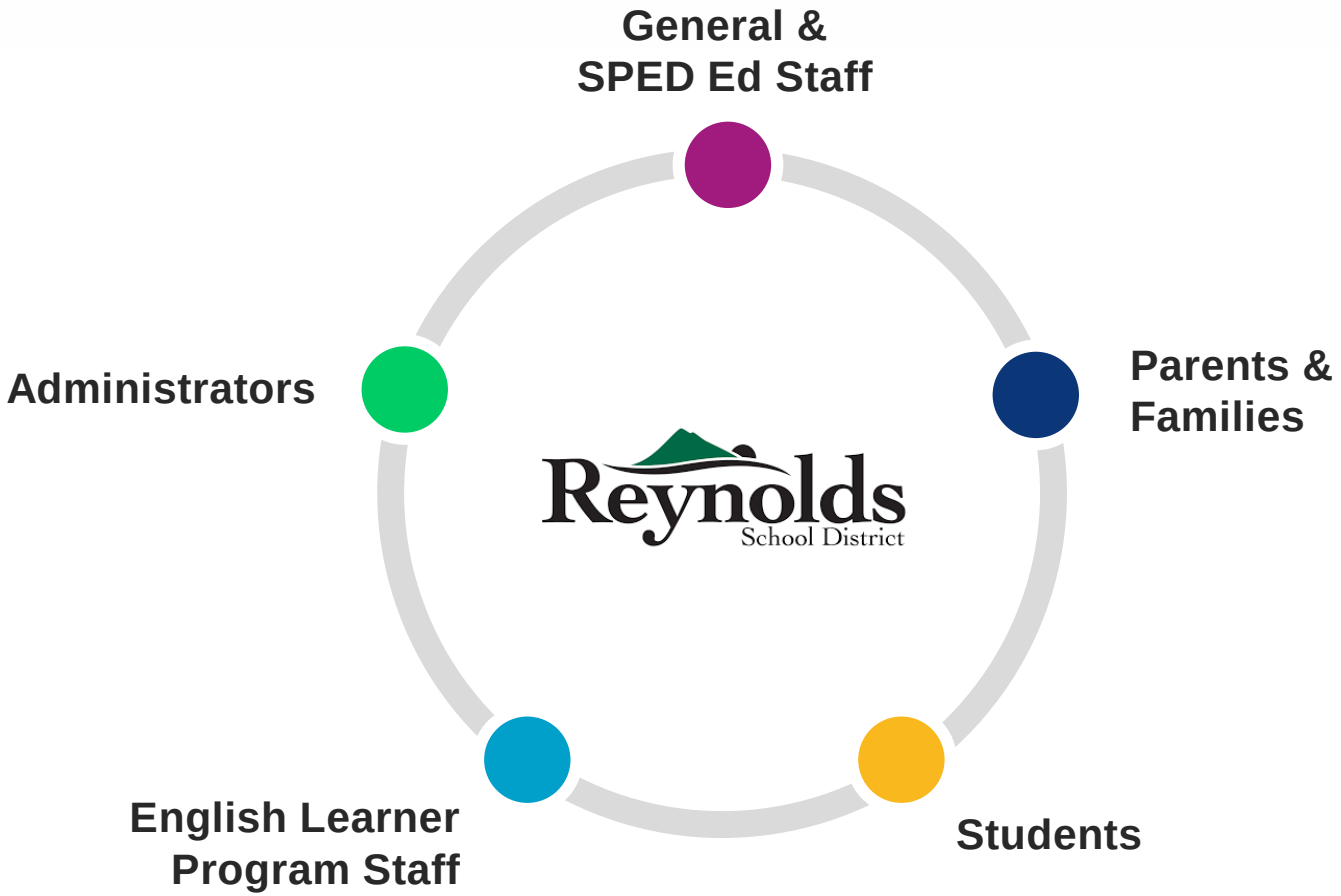
EL Program Review

Purpose & Methodology

Purpose of the EL Review

- Review the District's current EL programming and the **perceptions** of stakeholders.
- Use multiple measures to **gather data and detect trends** identified by district artifacts, online research, focus groups, student and survey data.
- Provide **feedback** and offer **recommendations** for EL programming based on an analysis of focus groups, survey data, and artifacts review.

Who Was Involved?



Methodology

Data and Document Analysis

- Student demographic, programmatic & outcomes data
- Current EL Program structure

Focus Groups and Interviews

- 136 stakeholders
- District officials, teachers, staff, students, parents, community members

Staff and Community Surveys

- EL Programming Surveys: 444 responses

Key Findings and Recommendations

Priorities
Where do we start?

Consideration:

- Prioritizing this work needs to start at the Middle and High School levels.
- Secondary students have limited time to be college and career ready.
- Address the urgency in increasing the number of English Learners completing high school with a diploma
- Based on our vision, consider starting with what can be accomplished immediately and build out a 3-year plan to institutionalize solutions.

It is highly recommended that the skills of the EL experts (TOSAs) be utilized to co-develop a plan for implementing the following recommendations:

- Review the culture of the Secondary schools for fair practices and policies in attendance, tardiness, grading and course admission. “Sweeps” and the language “sweeps” are of particular concern.
- Prioritize all teachers as highly trained in language Instruction. As the EL population continues to grow, high school teachers will benefit from being able to serve all students.
- Restructure pull-out (exclusive) practices at the Elementary and Secondary levels.
- Get ALL students into regular education so they can benefit from a language-rich environment.

- Provide teachers and administrators with PD on cultural responsiveness and implications for the RSD students and families.
- Provide administrators with tools to support teachers who are implementing instructionally sound EL instruction.
- Provide PD to all teachers on equity and EL (Title III) compliance.
- Support collaboration between Gen Ed and ELD teachers.
- Develop a common understanding of collaborative/co-teaching models.

Key Findings

Key Findings

The following findings are organized based on PCG's Creating Culturally and Linguistically Responsive (CLR) Schools:

- Staff and Community are supportive of efforts to support EL's.
- RSD is not meeting EL's needs in a systemic and systematic way.
- Special Education and School-wide Collaboration were the two categories commented on most in the survey.
- EL materials and resources (staff and students) are lacking.
- RSD Educators are lacking professional development opportunities to address EL student learning needs.
- RSD interim assessments aren't effectively measuring EL success.

Key Findings

The following findings are organized based on PCG's Creating Culturally and Linguistically Responsive (CLR) Schools:

- Curriculum is not culturally responsive.
- Staff lacks awareness and training on EL compliance, instruction, and resources (professional development).
- Parents are not informed of student options and opportunities.
- RSD has low performance standards for EL's.
- RSD could benefit from culturally competent leaders with a shared EL vision.

Recommendations

Component 1
Data and Accountability

RECOMMENDATIONS

Data collection, use and analysis

- Systemic Approach
- Disaggregate
- Longitudinal Analysis

Component 2
Inclusive School Culture

RECOMMENDATIONS

- Build a culture of academic and climate inclusivity
- Restructure ELD services approach to be consistent across elementary and secondary schools
- Ensure student enrollment in core curriculum in secondary schools
- Design equitable programs to meet the needs of RSD's student population
- Train staff identification of bilingual SPED students

Component 3
Language and Culture Across the Curriculum

RECOMMENDATIONS

- Embed ELD instruction across the curriculum
- Involve ELD teachers in decisions of the selection of culturally and linguistically responsive curriculum
- Adopt curricular materials that incorporate culturally responsive media and resources that respect and celebrate the cultural, ethnic and linguistic diversity of students

Component 4
Standards, Assessments and Instruction

RECOMMENDATIONS

- Adopt an ELD interim assessment
- Design teacher friendly progress monitoring tools to measure language development
- Provide teachers with PD on formative assessment

Component 5
Materials and Resources

RECOMMENDATIONS

- Develop a qualified Task Force to determine criteria for selecting EL materials and resources
- Develop an inventory plan for EL materials and resources
- Provide culturally relevant materials and resources that reflect RSD's community in all RSD classrooms
- Provide a challenging curriculum aligned with grade-level Oregon state content and language standards

Component 6
ELL Programming

RECOMMENDATIONS

Develop a Comprehensive District-wide EL Plan

- Align to core curriculum
- Responsive to language development of students
- Includes sound educational theories
    - ESL models
    - Integrated language and content strategies and scaffolds
    - Dual-Language Immersion
    - Transitional Bilingual Education

Program monitoring, evaluation, and modifications are done systemically using qualitative/quantitative data

Component 7
Program Models and Approaches

RECOMMENDATIONS

Form an EL Program Research Task Force

- Student Options
- Differentiated courses for identified student groups
- Adopt a curriculum aligned to standards and ELD program models
- Train staff on program goals

Develop a transformation plan to build a culturally and linguistically responsive school district.

Component 8
Professional Development and Staffing

RECOMMENDATIONS

Recruitment and Retention Strategies

- Optimize EL staffing
- Build teacher capacity
- Aligned with EL student population

Professional Development

- Provide supplemental learning opportunities to ensure the EL program is implemented effectively
- Provide supplemental learning opportunities for teaching dually-identified SPED/EL students

Component 9
Parent and Community Engagement

RECOMMENDATIONS

- Hire a Family and Community Engagement Coordinator
- Form a Family and Community Stakeholder Committee
- Develop a comprehensive culturally and linguistically diverse family and community plan
- Develop key performance indicators to measure the effectiveness of family and community engagement strategies

Component 10
Leadership

RECOMMENDATIONS

- Hire a highly qualified EL Program Director
- Create an EL leadership stakeholder committee
- Develop a district Culturally and Linguistically Responsive Plan
- Visit school districts with similar RSD demographics

Final Thoughts

- Although the 10 components of a CLR school drove the review, it was clear from the results that improving the education of English language learners is beyond re-inventing the current EL program.
- Creating culturally and linguistically responsive schools means every administrator, teacher, specialist and support staff is prepared to support the educational needs of EL's.
- The Program Review reveals that the RSD community is ready to work collaboratively with the district in making RSD a champion school district for a growing population of Latino and English Learners and their families.

Questions?

Solutions that Matter

K–12 English Learner Program Review

Reynolds School District, Oregon

January 2020

PUBLIC CONSULTING GROUP

Reynolds School District, Oregon
K-12 English Learner Program Review
January 31, 2020

Acknowledgement

Public Consulting Group would like to thank the Reynolds School District staff and leadership for their partnership in and support of the K-12 English Learner Program Review. We are grateful to Dr. Diaz for her vision in requesting this review and to the many educators who responded to surveys and participated in the focus groups and interviews.

Public Consulting Group, Inc.

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1. INTRODUCTION

Purpose of the Study

In September 2019, the Reynolds School District (RSD) partnered with Public Consulting Group (PCG) to conduct an English Learner (EL) Program Review. This report describes the current state of ELL initiatives in RSD and is designed to guide the District toward continuous improvement and effective use of its resources. It examines the five guiding questions:

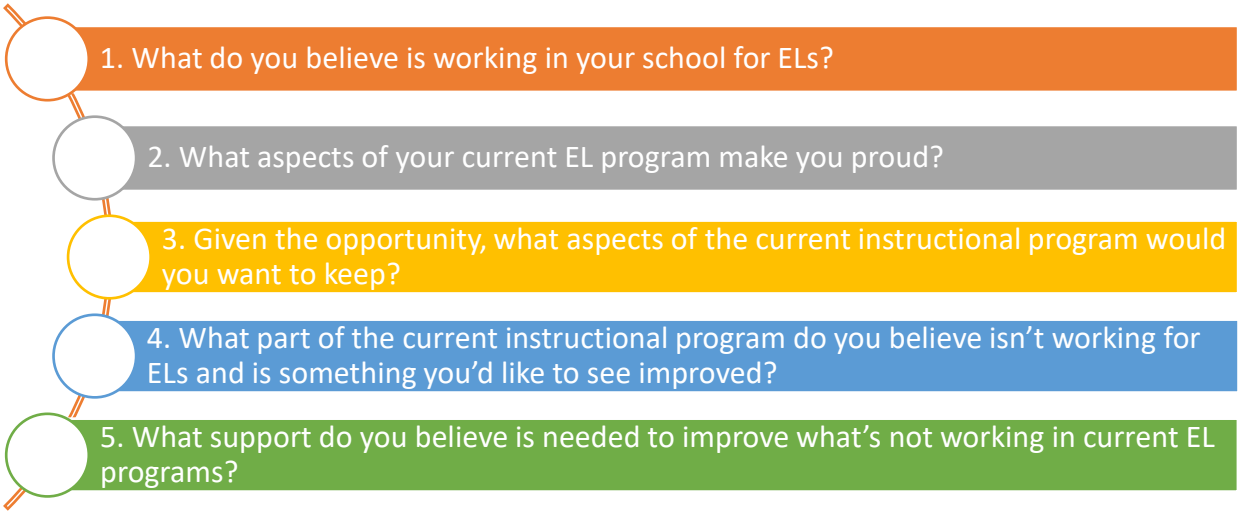

Figure 1. Five guiding questions

These questions guide the subsequent narrative of this report which is divided into 4 sections. This introductory section is followed by a project overview, methodology, and key findings and recommendations. Key findings and recommendations are structured to align with PCG's *Creating Culturally and Linguistically Responsive School*s surveys approved by Dr. Diaz. In each section the CLR Component is defined, followed by the Key Findings; a summary of what was learned from the focus groups and survey, and Voices from the Field. Voices from the Field are actual comments listed in the survey or comments made during the focus groups and are included to provide stakeholder input per section. Finally, Recommendations; a narrative on the importance of addressing the CLR component and list of actions for the district to consider are listed with any applicable references or tools. A comprehensive appendix follows the report with a final reference to any tables used in the Key Findings and Recommendation section of this report.

PROJECT OVERVIEW

The goal of this review was to reach out to RSD employees, students, families and education partners to collect information on perceptions and practices of what is working and making a difference for ELs as well as what areas presented opportunities for growth. The EL Program review addressed both Title III compliance and instructional pedagogy that reflects the premium research on second language acquisition.

Additionally, the review provided an opportunity to analyze how schools:

- create culturally and linguistically responsive schools
- build an equitable education system for ELs

- provide a shared school wide/district vision for ELs
- improve the academic achievement of ELs
- improve the English language acquisition of ELs
- align programs and services with the current student population
- align the EL program and services with new initiatives (standards, frameworks, assessment, research)
- assess what is working and what is not (evidenced through data)
- align programs and services with new federal and state legislation and requirements
- update ELL program goals based on EL student achievement
- identify the professional development needs of school leaders and teachers as it relates to cultural and linguistic competence

There is overwhelming evidence that RSD personnel, families, students and partners are enthusiastic and committed to making improvements to the education of English Learners across the district. One teacher said she is happy the district is "…paying attention to improving the program." There were voices of pride heard as stakeholders shared individual stories of success in their school buildings. Survey participation, interviews and focus groups showed stakeholders' passion for their jobs, their schools and their desire for improving the district's current programs, policies and procedures and their impact on EL students, families and staff. Additionally, school personnel agree the lack of an EL Director has impacted the vision and mission for English Learners in the district as well as creating inconsistencies in definitions, processes, programs, and resources to support a comprehensive EL program across the district. Many staff members who participated in the focus groups and surveys also provided examples and details for improving student outcomes and programs.

Methodology

During Fall 2019, PCG conducted a mixed-methods study of RSD's EL programming. The findings and recommendations related to the program are grounded in a comprehensive analysis of three data sources, including **1) Focus Groups 2) Interviews, 3) Staff Surveys.** Details of each data source are included below.

In addition, complementing this process, Dr. Diaz named an English Language Assessment Committee (ELASC), an advisory group composed of educators, families and partners to participate in the review process and provide feedback.

Focus Groups

PCG conducted a series of interviews and job-alike focus groups with 136 stakeholders over a three-day period in October 2019. PCG collaborated with district staff to identify the most appropriate stakeholders able to discuss EL topics and participants were solicited to represent a range of views and perspectives. PCG conducted on site focus groups and interviews with a select group of educators, students and families who represented a cross-section of the Reynolds School District population. The schools who participated with these activities included Reynold's High School, Reynold's Middle, HB Lee, Walt Morey MS, Alder Elementary, and Woodland Elementary. Focus group participants included:

- Bilingual Teachers
- Elementary, MS and High School ELD Teachers
- Elementary and Secondary General Education Teachers
- ELD Sheltered High School Teachers
- District Office Administration
- Principals and Assistant Principals
- Parents/Families

- Students

In addition, the English Language Assessment Steering Committee (ELASC) provided feedback throughout the review process. The ELASC is made up of district educators, families and community partners. The committee met three times to learn about EL compliance issues and research-based practices, the survey, interview and focus group process as well as preliminary results of the findings.

Focus group questions were developed by PCG for this project in collaboration with district staff and were tailored to each stakeholder group by the role of participants. Responses were captured using a set of notes taken during the meetings. PCG reviewed these notes repeatedly to identify themes within and across stakeholder groups.

Interviews

Interviews were conducted with school administration and available district personnel to further understand specific initiatives in schools or at the district level. Seasoned Director of Assessment and Evaluation participated as did new personnel, SPED Director, Executive Director of Schools and Executive Director of Student and Family Services. Personnel not available were HR, TAG, and CAO. Curriculum Director had not been hired and there was no Federal Programs Director.

Surveys

PCG developed two online surveys for the purpose of the EL Review which were conducted between October 15 and November 1. Survey questions were designed using PCG's *10 Components of A Culturally and Linguistically Responsive (CLR) School District* and were reviewed and approved by Dr. Diaz. A short survey was designed for general Reynolds staff and administration and a long survey was designed for EL educators and school leaders. The link to the staff survey was sent by the RSD District office to all RSD staff involved; a total of 444 people responded to the surveys.

What works in the District: Voices from the Field

An analysis of the three main data sources provided a compilation of "what's working" perspectives below. Comments are primarily about partner programs, individual classroom efforts and individual school buildings. These bullets do not reflect systemic efforts across the school district but do represent what stakeholders believe are working in isolation.

- Adaptability to student population
- Schools Uniting Neighborhoods (SUN)
- AVID
- Afterschool programs are culturally responsive
- Some schools have bilingual books, and home language books
- Celebrations of the different cultures are held in some schools
- ELD teachers are collaborative
- Integrated ELD program
- Integrate EL students with non-EL students
- Sheltered and ELD teachers have positive relationships with students
- Some schools set aside time for ELD and general education collaboration
- School leaders acknowledge that teachers are passionate about students and approach their work with a high degree of quality
- Language is taught within content courses
- Positive relationships with teachers and students

Common characteristics of these initiatives are their focus on best practices, building relationships, collaboration, partnerships and integration of curricular content.

KEY FINDINGS AND RECOMMENDATIONS

A survey tool, Designed by PCG, *Creating Culturally and Linguistically Responsive (CLR) School*s, approved by Dr. Diaz, was utilized to drive the focus groups and the two surveys which are included in the appendix. In this section, each of the 10 CLR components contain four parts: the **Components** (with definition and elements); **Findings** (a summary of what was learned from the focus groups and surveys); **Voices from the Field** (comments from participants aggregated from the focus groups); and **Recommendations** (a narrative on the importance of addressing the CLR component and list of actions for the district to consider).

Component 1 Data and Accountability

School leaders know their student population, their unique characteristics and their students' academic context within the school and school district. Highlights of how this is reflected in the survey data include the following district strengths and opportunities for growth.

Strength	Opportunities
82% Agree that annual assessment results measure ELP gains and evaluate program efficacy and student progress. *Question # 11*	66% Disagree that staff have the ability to compare student performance and demographics to national trends. *Question # 16*
75% Agree there is staff awareness of EL demographic data. *Question # 5*	41% Disagree that leadership has the knowledge of student strengths and weakness over time for evaluating trends. *Question # 9*
	37% Disagree that staff have the ability to describe characteristics of EL student populations. *Question # 6*

Component Elements

This component includes a focus on:

- Awareness of EL Student Population

Findings

Evidence shows that teachers know the demographics of their district and their school building, but very few know the diversity among their student population such as their English and home language proficiency, whether they are long-term English learners (LTELs) or students with formal interrupted

education (SIFE), and or how to differentiate their instructional needs. However, they do know the Newcomer population and feel they are not being served properly.

Voices from the Field

- ALL students would benefit from extra academic language support
- Scaffolding and frameworks –work for all students
- Would like to give students language goals; don't have the level of knowledge for each student, don't have the TIME to work on language goals
- Every teacher has every kind of student
- Lacking some cultural competency / perspective – when labeling students – districtwide problem
- Staff do not deal with students' case by case

Recommendations

Knowing the student population, student characteristics, including strengths and needs of students informs school leaders and educators on how to address persistent gaps in achievement and practices that marginalize students. Schools prepared to fully address the needs of English learners encourage staff to talk about issues of diversity, values and social justice and examine practices to ensure an equitable education. Responsive schools have a mission that reflects diversity of the students and academic plans, courses, materials and professional development plans that integrate the supports needed by the EL student population.

School districts closing the achievement gap make use of data a cornerstone of their reform strategies. They focus on accessibility, quantity and types of student data available to all stakeholders. The collection and analysis of data are critical to ensuring the success of ELL students and is used to drive school improvement initiatives. RSD should review and compare data on graduation rates, course grades in ELA and math, and SBAC scores of English Learners. Collected data should provide the district with opportunities to make program changes as needed.

- Use student data to inform district-wide programs, courses and policies to provide an equitable system for ELs.
- Use student data to drive conversations about the need for reform and accountability.
- Collect student data systematically and use it to strengthen the schoolwide system and EL program and student achievement.
- Integrate data into the district's general database to ensure broader access to decision makers and to promote regular review of the data by key stake holders including staff.
- Disaggregate data to show achievement trends and areas of student needs.
- Use data to diagnose EL student needs and target instruction and academic interventions.
- Share the collected data systematically with school leaders and teachers so they can use it to guide all school academic and non-academic programs
- Analyze longitudinal EL data to identify weaknesses and strengths in student performance and examine system-level practices to identify institutional barriers to EL achievement.

Component 2 Inclusive School Culture

Succeeding with English Language Learners means embracing the students' diversity and providing students with equitable access to all school programs and services. Highlights of how this is reflected in the survey data include the following district strengths and opportunities for growth:

Strength	Opportunities
95% Agree that ELD instruction is provided by a qualified ESL/ELD teacher *Question # 57*	68% Disagree that school personnel are informed on the cultural norms and expectations of their students' heritage cultures. *Question # 50*
81% Agree teachers bridge learning between ELD instruction and Subject matter content (ELA, math, SS, science) courses. *Question # 61*	57% Disagree that schools offers professional development to deepen staff's knowledge and strategies for teaching ELs in content areas. *Question # 42*

Component Elements

This component includes a focus on:

- Schoolwide CLR Advocacy
- Schoolwide Collaboration, Interventions
- Special Education, GATE, AP Honors, and IB and AP Courses
- Extracurricular Activities

Findings

Evidence shows that staff agrees with the Elements of Inclusive School Culture, however, they feel there is a lack of districtwide guidance (consistent instructional frameworks, structures, leadership, policies, best practices and resources) to support the initiatives required to create an inclusive school culture. In some cases, teachers are making efforts on their own in their classrooms and sometimes school building-wide, but they are not connected to a cohesive school-district mission. The most talked about element in component 2 were special education and schoolwide collaboration. There were many comments and concerns about Special Education in the district, from teachers being unfamiliar with process and procedures to how identification happens for dually identified students. There was little to no talk about GATE, AP Honors and IB and AP courses.

Voices from the Field (SPED)

- Dual identified Special Ed/ESL students. We have a large number of students receiving services from both programs. I don't believe our school is unique in that situation. Nor do I think that students are being over-identified. I do believe, though, that they are being under-supported.
- Process for identifying English learners for Special Education needs to be revised. 32% of ELs are identified as eligible for Special Education in Reynolds (20% of all SPED students are ELs). This requires deeper examination to ensure best practices are implemented prior to testing. This also supports the expansion of research-supported Dual language programs

- In our building, our Special Ed department has been cut to the bare minimum.
- I think Special Education at the middle school in our level is a critical issue the district needs to address. It has been cut and neglected for years. I think it should be the opposite. It should be a district priority to support students in interventions like ELL, SPED, or even Math and Reading at the middle level, to reduce the number of students still needing those interventions by the time they reach high school. That would allow them to have more choices in their schedule for elective classes, which are classes they get to choose.
- Nearly every single student I have that is an 8th grader this year that is dual-identified SPED/EL is a long-term EL. This is now their 9th year of service.
- All schools must create a master schedule with ELs in mind. ELD is not an intervention ELs must have access to every single elective at the high school level. Language cannot act as a barrier to courses such as engineering, for example – admin must work to support access. Safety cannot be used as a reason why some students can't take the courses (ELs might hurt themselves if they cannot understand the directions).

Recommendations

- Build a culture of inclusivity, "Inclusive school culture" means all students have full access to academic and non-academic K-12 programs.
- Design equitable programs to meet the needs of RSDs population (determine a common meaning of "equitable")
- Create a **Culturally and Linguistically Responsive MTSS Model that is inclusive.** It means educators must have the knowledge of the students' linguistic and cultural characteristics and how they impact their student learning. The framework must include a comprehensive referral procedure, which requires the district to extend their intervention model to meet the characteristics of ELs. **Tier 1: Core Instruction**, Best Practices for English Learners are based on what the current research tells us is effective for students whose first language is not English. **Tier 2: Targeted or Supplemental Intervention**, Tier 2 solutions are an extension of the Best Practices for ELLs delivered in small groups where students have opportunities for explicit instruction that provide many opportunities for students to use the 4 language domains. **Tier 3: Intensive Intervention** is the most intensive intervention; it is strategic intensive individual support provided by a highly qualified teacher. Other components of a CLR MTSS Model includes assessments that measure both English and home language skills, screening, monitoring progress for language development (Interim and Benchmark Assessments) and language assessment for formative purposes as well as language assessment for summative purposes.
- Train all school administrators, teachers and specialists on EL SPED including the districtwide procedures for identification of bilingual SPED students.

Component 3 Language and Culture Across the Curriculum

The students' language and culture inform teachers how to best support students' English language proficiency and academic performance. Highlights of how this is reflected in the survey data include the following district strengths and opportunities for growth:

Strength	Opportunities
95% Agree that ELD instruction is provided by a qualified ESL/ELD teacher *Question # 57*	68% Disagree that school personnel are informed on the cultural norms and expectations of their students' heritage cultures. *Question # 50*
81% Agree teachers bridge learning between ELD instruction and Subject matter content (ELA, math, SS, science) courses. *Question # 61*	57% Disagree that schools offers professional development to deepen staff's knowledge and strategies for teaching ELs in content areas. *Question # 42*

Component Elements

This component includes a focus on:

- The Role of Language and Culture
- English Language Development (ELD)
- Content Specific ELD.

Findings

Evidence shows that teachers believe the role of language and culture are critical to the overall success of English learners in school. However, they are frustrated with the largely absent district guidance, support and resources for promoting the role of the students' home language and culture in the curriculum. They look for districtwide leadership and clarity on culturally responsive curriculum, and a comprehensive K-12 ELD instructional framework including ELD curriculum.

Voices from the Field

- Our content units do not reflect the students we serve. Trying!
- Curriculum works in the general education classrooms – but is not culturally relevant
- Need culturally responsive teaching professional development
- Benchmark is a problematic curriculum.
- Admin is making the decisions on ELD curriculum, teachers want to be involved.
- Materials lack cultural competency / perspective
- Admin needs to look through an equity lens – cultural responsiveness
- Need units of study that are culturally relevant – across all grades
- Handful of years ago – ELD teachers came together to write curriculum, really excited about it but it was not completed per the leadership.
- Confusion around GLAD – not ELD curriculum and instruction

- Didn't have chance to implement GLAD to see if it worked
- Problem with GLAD – prep heavy, teachers hated that part of GLAD
- District put together some of the units – not good
- As an EL teacher, I feel that culturally diverse and appropriate curriculum is necessary to keep a diverse population engaged

Recommendations

The success of English learner students depends on the support they receive in learning English as well as in learning their academic subjects. Providing this support to students is by no means easy, as teachers of ELs must essentially do double the work (e.g., teaching academic English and science at the same time) and must be checking for understanding, often without being able to communicate with students. However, like anything else, selecting a program/curriculum that is aligned to the needs of the students, selected by teachers and providing on-going professional development. Most teachers have not been adequately trained to address these complex demands.

- Develop guidance on designated, ELD instruction, delivered by a qualified ELD teacher and Integrated ELD, which is language woven into the content classes delivered by all teachers including general education teachers.
- Adopt curriculum to support both designated and integrated ELD instruction.
- Develop model(s) of ELD instruction for the different student English proficiency levels and grade levels.
- Communicate the ELD approach to all district staff including school leaders.
- Involve ELD teachers in decisions made around the selection of culturally and linguistically responsive curriculum including an ELD curriculum.
- Adopt curricular materials that incorporate culturally responsive media, and resources that respect and celebrate the cultural, ethnic and linguistic diversity of students.

Component 4 Standards, Assessment and Instruction

English learners are held to rigorous content and language standards and assessments. Everyday instructional strategies are informed by research-based practices. Highlights of how this is reflected in the survey data include the following district strengths and opportunities for growth:

Strength	Opportunities
94% Staff agree EL students are part of the mandatory state assessments, ELP assessment and benchmark assessments. *Question # 83*	41% Disagree that teachers bridge learning between ELD instruction and Subject matter content (ELA, Math, SS, science) courses. *Question # 85*
69% Agree differentiated instruction supports both language and content learning. *Question # 89*	

Component Elements

This component includes a focus on:

- Content Standards
- ELD Standards
- EL Program Placement Assessments
- ELD Assessment (ELPA 21)
- Content Assessment (Summative and Formative)
- Meaningful Instruction, Classroom Environment, Student Grouping)

Findings

Evidence shows there is an understanding for having both a language assessment (ELPA 21) and Academic assessment (SBAC) but there is little talk about how results are being used to guide instruction for ELs. Furthermore, there was a lot of unfamiliarity with interim assessments for measuring English language proficiency on an on-going basis.

Findings

Evidence shows there is an understanding for having both a language assessment (ELPA 21) and Academic assessment (SBAC) but there is little talk about how results are being used to guide instruction for ELs. Furthermore, there was a lot of unfamiliarity with interim assessments for measuring English language proficiency on an on-going basis.

Voices from the Field

- No cohesive assessments
- Assessments keep changing
- Accustomed to do ongoing formative assessments but this hasn't been an option
- Try to piecemeal things together – but hard to find data we can use from this

Recommendations

Student achievement is the most important measure of an effective and successful EL program. Program effectiveness requires strategically analyzing data that pinpoints the problems at hand and identifies factors that keep students from achieving to their highest potential. Equity requires having clear and specific strategies to close the achievement gaps between high achieving students and low achieving students as well as ELs and their non-EL peers.

- Adopt an ELD interim assessment.
- Design teacher friendly progress monitoring tools to measure language development.
- Adopt a formative assessment approach that includes student agency.
- Provide teachers with PD on formative assessment.

Muñiz, J. (2020, January 13). *Rethinking the English learner achievement gap*. Retrieved from https://www.newamerica.org/education-policy/edcentral/rethinking-english-learner-achievement-gap/

Component 5 Materials and Resources

Materials and resources that accelerate language and literacy across all content areas support ELLs in meeting rigorous academic and language standards. Highlights of how this is reflected in the survey data include the following district strengths and opportunities for growth:

Strength	Opportunities
67% Agree that current materials reflect the school's approved ELD delivery model. *Question # 109*	51% Disagree that materials reflect the cultural representation and contributions of the EL student population. *Question # 104*
64% Agree materials support students in the language they need to be successful in their content classes. *Question # 110*	30% Disagree that technology extends literacy development and enhances access to rigorous content. *Question # 113*

Component Elements

This component includes a focus on:

- District Created Materials
- Commercial Materials
- Multicultural Materials
- Role of Home Language in the Curriculum
- ELD Curriculum
- Digital Materials

Findings

Evidence shows that teachers feel the current adopted curriculum does not meet the needs of Reynold's students. They stated that curriculum choices must be based on the carefully selected districtwide program models, instructional approaches and assessments that reflect RSD's student population. They look forward to being part of the curriculum selection process.

Voices from the Field

- Would like to teach w/professionally developed materials.
- It would be great to have more books/materials available that reflect the different cultures and languages of the students.
- Imagine Learning could be a tool that enables both teachers as well as EL Teachers to monitor and target on going progress of ELs. Why not prioritize this and make it easier for EL Teachers, Tech and classroom teachers to access. A lot of issues.
- Our GLAD units were better for teaching ELD than the current Benchmark curriculum, as some are very boring. Also, we had a pull-out program in the past that was effective. We taught using Susanna Dutro's Systematic ELD, in proficiency groups.
- The Benchmark Curriculum does not reflect our students' diverse population. In addition, it does not address the science and social studies standards required by the State. The ELD materials provided for us to support Benchmark are not research based.

- We used to use Rosetta Stone. Now we have Imagine Learning, which is weaker and hard for classroom teachers to use. Students are not able to use it independently. We need a good program in native language and English that is accessible for Newcomers.
- Budget cuts have made it increasingly harder to meet the needs of our EL students. The many demands placed upon our time make it very difficult to be as effective as we should be.
- There must exist in place a better literacy program in the school that really reflects the very different cultures of the school.

Recommendations

Materials selected should reflect the academic and language goals of the EL program as well as the district's student achievement goals for all students. Instructional materials should be aligned with the state's academic standards as well as the districts ELD philosophy and delivery model. A high-quality education for ELs includes using differentiated materials that address the students' linguistic and cultural contexts so they can successfully engage in rigorous grade-level curriculum, this provides equitable access. A review and evaluation of the materials and resources should account for the student population, goals of selected program models, students' English language proficiency data, academic data and other relevant student data. Additionally, it should:

- Pull-together a group of administrators, grade level personnel (ELD, general education, TOSAs, SPED, etc) to determine criteria for selecting materials and resources. Develop a plan that address Who, What, When and Where. Inventory what is currently working and what is currently available.
- Provide sufficient and appropriate materials for EL students at all levels of English language proficiency in K-12 classrooms, and for each EL program model and approach.
- Provide culturally relevant materials and resources; that reflect RSD's community
- Provide a challenging curriculum aligned with grade-level state content and language standards
- Provide core content materials that offer instructional suggestions to scaffold instruction for ELs.
- Provide materials that incorporate visuals and graphic support.
- Provide materials that guide teachers to access students' background knowledge and scaffold so students can access concepts or perform skills independently.
- Develop a protocol for how the district is tracking the fidelity of core material implementation.
- Provide materials and resources to support all program types in the district.
- Provide a reading solution that includes a biliteracy approach with bridging strategies and not two different reading curricula.
- Provide classroom libraries with book collections at various reading levels to reflect the culture and language of the students. Spanish-English collections are critical in bilingual program to develop biliteracy.

Component 6 ELL Programming

The effectiveness of an ELL Program is based on federal, state and local requirements as well as research-based instructional practices. Highlights of how this is reflected in the survey data include the following district strengths and opportunities for growth:

Strength		Opportunities	
67%	Agree that current materials reflect the school's approved ELD delivery model. *Question # 125*	51%	Disagree that materials reflect the cultural representation and contributions of the EL student population. *Question # 115*
64%	Agree materials support students in the language they need to be successful in their content classes. *Question # 124*	30%	Disagree that technology extends literacy development and enhances access to rigorous content. *Question # 117*

Component Elements

This component includes a focus on:

- EL Program Plan
- Student Identification (Home Language Survey)
- Student Placement
- EL Student Reclassification and Monitoring
- ELs who Opt out of EL Services

Findings

Evidence shows that the district needs to create a sustainable K-12 comprehensive EL Program based on current research aligned to the RSD community. Many staff do not know about the compliance issues and or the plan for meeting compliance. Moreover, parents and families expressed that they are unaware of what they should expect from the program and would like to be informed.

Voices from the Field

- Our LUS form could be improved, there are many questions as to if a student qualifies or not.
- No clear plan K-12
- No consistent instruction across K-12
- Need consistent platform to house many compliance documents
- The district needs a much clearer K-12 system with all programs/schools aligned unless there is a clear reason to deviate (e.g. small number of ELs).
- We don't know what other schools in their district are doing and or what is expected by the district.

Recommendations

Program effectiveness includes measuring how well compliance issues are addressed in the school district. Typically, school districts have a handbook that communicates ELL program procedures and protocols related to identification of students, student placement, monitoring students, reclassification of

students, exit criteria, assessment procedures, and descriptions of instructional services. Successful programs communicate the information to all stakeholders in different modes: online, presentations, trainings, webinars, and make the information available in central locations for everyone's access. The content of the handbook also lists the obligations the district and schools must meet for ELs and their families.

Develop a Comprehensive Districtwide EL Plan that:

- Informs all district employees on the Title III compliance issues as well as Best Practices for ELs and the RSD program models and services. Include a Frequently asked Questions section.
- Communicate information through a district EL link on the RSD website that includes the information above as well as information for parents in their home languages.
- Informs staff of the program goals, program models and program design.
- Lists standard procedures for identifying, assessing, monitoring, reclassifying, and exiting students.
- Lists monitoring procedures to ensure students do not regress from advancing in their language and academic skills.
- Includes components of the operational design, lists program goal, how it supports the program goals, how it is aligned to other district programs and initiatives and the role of the teachers and students.
- Aligned to core curriculum and responsive to language development of students.
- Includes sound educational theories (ESL models, Sheltered Instruction, Dual-Language Immersion, Transitional Bilingual Education, etc.) to guide and support schools
- Describes the delivery of services to ELs and describe how students receive language and core content instruction.
- Identifies the role/job title of the person(s) responsible for providing services to ELLs.
- identifies strategies for collaboration with central office and school level shared accountability for the achievement of all students.
- Includes how the EL program is monitored, evaluated and modified systematically based on qualitative and quantitative data.

Component 7 Program Models and Approaches

Educationally sound program models and approaches are designed to enable ELLs to attain both English proficiency and parity of participation in the school's instructional and non-instructional programs. Highlights of how this is reflected in the survey data include the following district strengths and opportunities for growth:

Strength	Opportunities
68% Agree that schools are implementing a comprehensive and cohesive program model of instruction for students. *Question # 130*	55% Disagree that schools review student achievement data to ensure programs are effective as evidenced by data. *Question # 139*
67% Agree schools have selected a program Model aligned to the characteristics and needs of the EL student population. *Question # 135*	51% Disagree that all staff have knowledge of which program model(s) are implemented in the school district. *Question # 133*

Component Elements

This component includes a focus on:

- Program Models and Approaches
- Curriculum
- Teacher Capacity.

Findings

Evidence shows that staff unquestionably believe the district needs to build a comprehensive program with proper funding allocations to help accomplish the program goals. This means being clear about academic goals for EL students, communicating these goals emphatically to stakeholders in the district, and ensuring that ELs are held to the same high standards as other students throughout the district with proper supports. Staff asks that programs have resources and materials to support their student population equitably; some schools need more resources than others to be equal. They also hope for operational effectiveness that reflects clear and well-communicated procedures and protocols that support student achievement goals.

Voices from the Field

- As a school leader with extensive background in EL Programs, I have been exceptionally frustrated with the lack of district focus on ELs. Anything that happens here must be invented at the building level and compete with many other initiatives.
- We need to establish consistency across the district. I suspect that ELD instruction and assessment is wildly divergent across the district.
- We push into classes which is successful. We aren't teaching with the rigor that we previously taught with our pull-out model based on the curriculum given.
- We need to explore a wider variety of EL program options and inform staff and community about the efficacy of the different models.

- Two areas stood out in this survey: School leadership knowledge of ELD programming and MTSS.
- Our greatest need at the high school is leadership that is familiar with the needs and best program models for secondary ELs and understands our EL program. We also need up to date training, curriculum, and case management time for each case manager.

Recommendations

Designing an EL program is of critical importance to an equitable education for ELs but equity goes beyond the EL program. However, the demographics of RSD show that building a culturally and linguistically responsive school district that promotes student equity and help each student achieve their greatest potential will benefit all students.

- Appoint a committee that represents, key stakeholders e.g. TOSAs, Bilingual Teachers, Elementary, MS and High School ELD Teachers, Elementary and Secondary General Education Teachers, ELD Sheltered High School Teachers, District Office Administration, Principals and Assistant Principals, Parents/Families and students. Charge the committee to study the research on program options for RSD students, visit school districts with similar demographics to RSD to learn "what works."
- Develop a transformation plan to build a culturally and linguistically responsive school district.
- Develop comprehensive and cohesive differentiated courses for identified groups of students (LTELS, SIFE, Newcomers) and train all staff on program goals.
- Design course sequence for various student populations
- Provide information and professional development on program types Bilingual Programs (Transitional, Dual Language, Two-way immersion), goals, benefits and challenges
- Adopt a curriculum aligned to standards, ELD and program models and courses
- Create a systematic ELD designated instructional time for students including instructional minutes based on students' English proficiency levels
- Provide guidance on primary language instructional approach for ELs when they aren't enrolled in a comprehensive a bilingual program.
- Determine how ELs at different grade levels and English proficiency levels will have access to core academics in the various program types.
- Develop a districtwide communication plan to keep all stakeholders informed on EL program initiatives and issues related to ELs.
- Explore plans to support expansion of DL programs in other schools.

Component 8 Professional Development and Staffing

Qualified and certified teachers are necessary to support the unique needs of ELL students. Highlights of how this is reflected in the survey data include the following district strengths and opportunities for growth:

Strength	Opportunities
97% Agree EL identified students are taught ELD/ESL by qualified teachers. *Question # 154*	79% Disagree that faculty reflects (includes) ethnic and linguistic diversity that reflects the student population *Question # 144*
95% Agree there are qualified ELD staff who are part of the school's certified teaching staff. *Question # 153*	49% Disagree schools create schedules that allow for EL PLCs. *Question # 160*

Component Elements

This component included a focus on:

- Staffing
- Teacher Knowledge
- ELD Teachers
- General Education Teachers

Findings

Evidence shows that parents, community members and staff agree that RSD needs to be better equipped to meet all of the learning needs of the diverse RSD student population. Furthermore, staff strongly responded to the need for on-going professional development for all stakeholders.

Voices from the Field

- Imperative to hire culturally, linguistically diverse staff
- HR needs proactive involvement in the hiring process
- RSD should develop a system of "growing your own"
- If teachers are not getting their training from "teacher training programs", Reynolds needs to provide it for their teachers
- Hire more ELD teachers so we can effectively be part of a grade level team at elementary or content team at secondary.
- More training for ELD and other certified staff to be able to better support academic language development.
- More PD on Culturally Responsive Teaching
- ELD staff: build cultural, linguistic & program model knowledge bases for all staff need supports & schedules for co-teaching.
- Utilize TOSA's to lead training on Sheltered Instruction and to co-plan with ELD Specialists in buildings.

- Students will benefit from all administrators trained in Sheltered instruction and utilize common tools utilized for observations to support teachers.
- They would like scheduled time and resources to support a comprehensive professional development plan
- It is hard to implement many connections between the classroom teacher and ELD teacher. Professional Development is often driven by district core instruction planning and assessment-based decision-making processes leaving little time left for ELD collaboration.
- The district needs to provide more training for ELD teachers who are using a content integrated ELD model.
- Students are not learning the curriculum and distract others. The school needs personnel to deal with disruptive students.
- ELD specialists need more collaboration time with classroom teachers. Schools across the district are not consistent with the district's ELD program plan (push-in model/ELD co-teaching lessons). Principals and teachers are starting to stray from it.
- I would ask for more time to collaborate in teams (grade level) with other ELD specialists. Not sure how much influence you will have, but this is where we can deepen and strengthen the curriculum, particularly with writing outcomes and engaging strategies.
- The co-teaching with 4th grade that I've been doing at Davis is showing great promise. We have been adding strategies from the Oregon Writing Project. The Benchmark curriculum is weak in writing, but the yearlong guides developed by Genny and Megan last year have a ton of potential! If we couple this with the previous work the district has done with writing workshop it can EASILY boost the writing programs districtwide.
- We could do in-house professional development, meaning teachers teaching each other and tapping into the skills and talents of our staff (save on outside consultant fees)
- Continue and expand coaching and mentoring around 1. Sheltered instruction 2. Collaborative teaching (CIELD and Braided models) 3. Writing instruction
- Need a clear definition of co-teaching for all teachers and administration. It should be defined as an equal partnership with mandatory planning time provided. Teachers should co-deliver lessons. At the secondary level, ELD specialists should co-teach content area classes. Thoughtful consideration should be given to which content area is chosen and how many preps the ELD Specialists are asked to co-teach/support.

Recommendations

Studies show that as the nation's students become more diverse, the teaching corps has not kept pace; and most pre-service teacher education programs still have a long way to go to sufficiently develop teacher candidates with the necessary knowledge and skills to effectively teach culturally and linguistically diverse students. Therefore, it is imperative that schools and school districts provide professional development to all teachers and make the educational needs of ELs a mainstream concern. Studies show that mainstream teachers want to know how to provide highly effective instruction to their EL students. In addition, all students' benefit from teachers who are culturally competent and who are familiar with students' cultural capital. Teachers with these skills engage in teaching practices that affirm students' cultural backgrounds and use culturally relevant knowledge and students' prior experiences in their teaching and lessons.

- Actively engage in recruitment and retention strategies in order to optimize EL staffing.
- Develop a plan for hiring highly skilled teachers who are qualified to teach ELs.
- Build teacher capacity that reflects teacher retention and recruitment aligned with the EL program goals and student population.
- Provide supplemental professional learning opportunities, to ensure that the EL program is implemented effectively.

- Provide EL program, core-content, and special education teachers who deliver instruction to ELs with disabilities PD specifically related to teaching dually identified ELs.
- Provide opportunities for all staff to receive professional development opportunities on teaching culturally and linguistically diverse student populations.
- Develop a system to assess the PD needs of teachers who teach ELLs.
- Develop supports for classroom teacher effectiveness aligned to the ELL program models and approaches.
- Develop a plan for reviewing and evaluating the effectiveness of professional development offered to ELL staff and general education teachers to support English Learners.
- Evaluate the impact of professional development on student achievement.

Component 9 Parent and Community Engagement

Fostering relationships with the parents of EL students requires reaching out to families in culturally and linguistically appropriate ways. Highlights of how this is reflected in the survey data include the following district strengths and opportunities for growth:

Strength	Opportunities
89% Agree school office staff are welcoming to the families of ELs; they know the families face language and cultural challenges and reach out to welcome and help them. *Question # 161*	57% Disagree that staff development is provided to support teachers as multicultural educators. *Question # 164*
82% Agree schools collaborate with community organizations or key community leaders to reach out to families. *Question # 169*	36% Disagree schools host information sessions for parents of ELs (e.g. orientation to the US school system graduation requirements, grading, homework, counseling). *Question # 163*

Component Elements

This component includes a focus on:

- Welcoming School Culture
- Primary/Home language
- Parent-Teacher Conferences
- Compliance
- Community Collaboration

Findings

The focus groups with parents were attended by enthusiastic families; mothers, fathers, grandparents and children! Translators for the different language groups and daycare for the children were provided. It was

evident that parents as teachers were ready to share what they love about the schools and also voice their concerns. Some parents exhibited their leadership skills and came prepared with written questions.

Voices from the Field

Families responded enthusiastically to programmatic, communication and student agency issues (see Appendix).

Strengths

- Proud that their children are learning 2 languages in the Alder Immersion Program
- Summer programs: Greater Than and SUN
- Diversity of the community – nice to see translators that speak different languages
- If a parent looks for help, Alder will do what it can to help
- Students get help from teachers in the classroom – as well as extra help outside of classroom (after school)
    - If kids need coats, food – extra support for families
- Montessori – happy that school allows Montessori at Alder
- Grateful for Greater Than – helps parents advocate, communicate
- Alder is providing Leadership classes, parents' rights and responsibility, equity classes, would like to see this group in MS and HS
- Smaller class sizes
- After school programs (bring back I have a Dream)
- Prioritize students well being
- Administration, teachers and office staff who speak Spanish
- Like the immersion program
- Reynolds MS – have bilingual staff/teachers
- Some principals are outside greeting parents
- Latino parent night, have coffee with principal
- Treat us very well here like our second home

Areas of Improvement

- Want more support for students with IEPs
- Want a Chinese immersion program; more languages – Chukeese
- Want more research and investment in restorative justice program
- Want to improve ELD program – English instruction – not seeing progress
    - Know that 62% of ELD students are not on track
    - If sutdents are staying (in program) for more than 4 years – why so long? What are they learning? What's happening in these programs?
    - Like the current programs but want them to be more effective
- Child is on grade level in SPED but not in English
- There is a lack of alignment between 5th and 6th grade
- Students are not proficient enough in English to do well in MS (but don't accept Spanish)
- There is no MS bilingual program to help with transition
- Need to know about the research on immersion and ELD programs
- Students need to be proficient in both languages before leaving the Alder program (need more focus on English)
- See a lot of kids in one classroom – a lot for teacher to manage
- IEP info, ELD – report follow ups are only in English – want them in home language too
- Immersion is NOT a problem, want district to clarify how it works
- Want to see the curriculum that teachers are using
- Parent doesn't want district to forget ELD students with IEPs

- It's important that IEP students are included in other programs like ELD, at schools across district
- Students with IEP – need more attention – safety concerns – don't always get attention they need
- Need more staff to support IEP students - who can manage them – training
- Child confuses English and Spanish – doesn't get ELD support – feels that he gets pushed to the side because of his IEP/disability, parent wants him integrated, to have access to programs, want district to include child in opportunities
- Want students with IEPs to be included in all programs, including ELD
- Student can speak Chukeese and English, but struggles with writing, wants writing support for her child/children.
- Families of color don't feel welcome in some schools
    - Don't have teachers, administration of color and student population is very diverse
    - Do not respect students of color, do not speak to students with love and kindness
- Want cultural responsiveness
- Would be great for district to provide training for parent volunteers - to support students with IEPs
- Wilkes – no one in front office speaks Spanish – sometimes there are interpreters, sometimes interpreters are not available
- Want home-school liaisons who speak Spanish and other languages at each school
- Biliteracy test company changed – daughter passed first test with one and not with the second
- Not enough translators/bilingual staff – need more Russian/Ukrainian people

Recommendations

Schools' family engagement and community involvement strategies must take into consideration the language and cultural context of the families. Schools must explore what works with each cultural group and identify issues that keep families from engaging with schools. Families bring a multitude of experiences that can offer schools ways to get to know their children and improve teacher's understanding of their students as well as improve home-school relationships. All schools benefit from involving parents and the community in the work of schools. While this is a requirement for schools in Program Improvement under Title I and Title III, parent and community involvement in schools has been shown to improve student achievement, especially in underperforming schools.

- Form a committee with key stakeholders who are interested in family and community engagement. Hire and or assign a staff member(s) to oversee family and community engagement. Members of the committee must represent staff, admin and parents.
- Develop a comprehensive family and community engagement plan that is responsive to culturally and linguistically diverse families.
- Identify specific strategies to involve culturally and linguistically diverse families based on the unique population and the need of specific schools.
- Determine appropriate family engagement activities and develop a plan for addressing the issues important to the RSD families.
- Include how to communicate with parents, and how to tap into their strengths
- Develop key performance indicators in place to measure the effectiveness of family and community engagement strategies.

Component 10 Leadership

A unified and shared vision for improving the education of English Language Learners by addressing compliance, equitable practices and awareness of the ELL population is communicated to the community at large. Highlights of how this is reflected in the survey data include the following district strengths and opportunities for growth:

Strength	Opportunities
47% Agree school administration supports teachers by providing them with tools/materials and professional development to implement appropriate research-based programs and research-based instructional programs. *Question # 172*	39% Disagree school administration supports teachers by providing them with tools/materials and professional development to implement appropriate research-based programs and research-based instructional programs. *Question # 172*
	36% Disagree schools use a Needs Assessment tool on a regular basis with the leadership team as a blueprint for building a CLD school. *Question # 170*

Component Elements

This component includes a focus on:

- Reflective Leadership

Findings

It was strongly voiced that schools could benefit from culturally competent leaders who have a shared vision for educating English learners in the RSD. This means they understand/know that there are critical theories about how diverse students learn, and the impact of race, power, cultural capital, ethnicity, language, socioeconomics and other factors of diversity that affect academic achievement.

NAESP. (2018). The principal's guide to building culturally responsive schools. Retrieved from https://www.naesp.org/sites/default/files/NAESP_Culturally_Responsive_Schools_Guide.pdf

Voices from the Field

- Administrators gives flexibility and time for teachers to do what they want but admin doesn't have expertise
- Administrators need to be in classrooms
- Turnover of 6 principals, Lack of stability in the district; DISTRICT NEGLECT
- Need to understand that newcomers have more than basic needs
- Need more administrator vision
- Administrators don't have expertise
- Training for teachers is important but training for administrators is also important
- Need to know what to look for in observations, to comment on evaluation)
    - Teachers need constructive support (administrators don't totally know how to provide this kind of support)

Recommendations

To create culturally and linguistically responsive schools, school leaders need a vision and system-wide strategy based on features of what constitutes a high-quality education for ELs e.g. program planning, knowledge of best practices, assessment, English language development, building EL staff capacity, and family engagement. Effective schools that serve a diverse student population benefit from bold leaders who are willing to examine organizational, structural, instructional, and staffing issues behind the achievement of English language learners. Tailoring support to entire school communities—including school leaders and teachers—is essential to raising achievement for ELs.

- Hire a highly qualified EL Program Director who has expertise in EL education, leading EL program transformation, has in-depth knowledge of program models, instructional practices and experience in building collaborative teams as well as knowledge of the community.
- Create an EL leadership team/committee with multiple stakeholders

  (administrators, TOSAs, ELD and general education classroom teachers that represent elementary, middle school and high school, and specialists)

- Develop a district-wide plan for EL education that meets the elements of a culturally and linguistically responsive school district. Use the membership on the leadership team as an opportunity for learning and growth. Invest in time and resources in helping members of the team learn together, ask questions and seek solutions collaboratively.
- Visit school districts with similar RSD demographics to learn about program models, approaches and school wide success sustainability
- Utilize TOSAs in the redesign of the EL program as they are ideally positioned for leading and coaching implementation of the program improvements.
    - Meet with Principals regularly to support building initiatives
    - Assist with all aspects of compliance for Oregon Department of Education (in partnership with EL Secretary)
    - Organize Learning Walks and visits to other school districts.
    - Meet regularly with ELD teachers for focused PD and PLCs
- Develop a plan in collaboration with school leaders to addresses the following:
    - Collaboration with the district's EL leadership in developing appropriate programs and solutions for ELs at the school building level.
    - A process for reviewing EL student data to make instructional and programmatic decisions to address inequities.
    - Cultural complexities in the schools with diverse populations and a plan for how it will be addressed.
    - Strategies to close the achievement gap between lowest and highest performing students
    - Strategies to partner with diverse families who possess resources and abilities that can promote student learning and enrich the context of the school and classroom
    - A professional development calendar and schedule that promotes transparency in how schools approach capacity for building a culturally and linguistically responsive school.
- Provide on-going professional development in the following areas
    - Cultural competence to all school leaders so they can promote a fair and equitable learning experience for all students.
    - Program models and approaches and how to support them in their buildings
    - Factors that impact diverse student academic success.
    - Analyzing how systematic practices can empower student diversity through aligned theories of learning to practices/pedagogy.
    - Using data to mobilize action, promote disaggregation of school data (school wide program(s) participation, graduation rates, courses (including AP), attendance, student

grades, semester progress reports, expulsion, and suspension rates, to make the case for change.

English Learner Leadership

Leadership structure for the English Learner program is an important component of an effective program. It is not unusual for school leaders to lack knowledge on EL compliance issues as well as effective EL education. Consequently, they look for support and information from an EL expert such as a director who not only knows EL content but can also guide the work and provide advice on EL programming, staffing, curriculum, instruction and assessment matters. EL subject matter expertise is critical in making leadership decisions about the livelihood of EL students. Successful programs require leaders who dedicate their time to educate everyone in the district about ELs, promote and advocate for the educational advancement of ELs, monitor the EL plan and know when to revisit and modify the EL plan when things are not working. Leadership and empowerment of the EL office is critical; the office is effective when it is at a decision-making level, such as the superintendent's cabinet.

Recommendation

- Include EL leadership on the district's leadership team.
- Communicate EL policies and procedures to appropriate stakeholders.
- Develop strategies to communicate an EL program vision to teachers, students and families.
- Use the EL student data (SBAC, ELPA, graduation rates, retention, suspension, attendance, etc.) to raise the issue of low performance of ELs and the need to restructure when applicable

Closing

Although the 10 components of a CLD school drove the review, it was clear from the results of the review that improving the education of English language learners is beyond the EL program. The concerns included the improvement of an institutionalized district-wide systems, policies and procedures that impact but don't necessarily support the current RSD students and families. Creating culturally and linguistically responsive schools means every administrator, teacher, specialist and support staff is prepared to support the educational needs of ELs. No longer can the education of the fastest growing student population be left up to just a few ESL teachers and an EL Program. The Program Review reveals that the RSD community is ready to work collaboratively with the district in making RSD a champion school district for a growing population of Latino and English Learners and their families.

APPENDIX

A. Long Survey: This online survey was conducted with EL staff and school administrators.
B. Short Survey: This online survey was conducted with all "other" school district staff that was not included in the Long Survey.
C. Focus Questions: These questions were conducted with selected on-site staff, students, and families.
D. Focus Group Schedule: This document is the schedule that was followed to meet with the on-site Focus Groups.
E. Alder Elementary School: This document provides a summary of the Alder visit, lessons learned, recommendations and resources.
F. Language Program Types: This document provides information on Programs to support the Seal of Biliteracy and Newcomer Programs.
G. Middle and High School: This document identifies and makes recommendations for the initiatives that are specific to Middle Schools and the High School.

H. Parents/Families Focus Group Responses: The document is a collection of responses from families.
I. Student Focus Group Responses: This document is a collection of responses from students.

U.S. Department of Education, Office of English Language Acquisition. (2017). English learner tool kit (2nd Rev. ed.). Washington, DC: Author. Retrieved from https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf

Creating and Supporting a Culturally and Linguistically Responsive (CLR) School: A Needs Assessment Planning Tool

Public Consulting Group

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Creating and Supporting a Culturally and Linguistically Responsive (CLR) School: A Needs Assessment Planning Tool

The educational landscape of the country is raising school leaders' concerns, as they want to ensure that all of America's children receive an equitable, engaging, and robust education. As diversity is rapidly becoming a critical factor, school leaders want the best for students and seek ways to meet the diversity of their schools.

For this reason, PCG has developed a ***Needs Assessment Planning Tool*** to help schools plan with insight, knowledge and sensitivity. The *Needs Assessment Planning Tool*, with its 10 components, is intended to guide, develop, and help maintain a culturally and linguistically responsive school, based on compliance and research-based pedagogy.

This *Needs Assessment Planning Tool* for K–12 is most effective when used by a school's leadership team and led by the school principal. It is highly recommended that representation include classroom teachers, school specialists, school's ESL and bilingual staff, as well as appropriate district staff. This collaborative approach will allow for shared teacher expertise and opportunities to discuss the indicators. The results of the *Needs Assessment Planning Tool* will help identify school strengths and prioritize areas of improvement. School leaders can use it as a roadmap to prepare college and career ready students.

PCG's *Needs Assessment Planning Tool* is aligned to the chapters in the EL Tool Kit developed by the Department of Education and OELA. The Department's *English Learner Tool Kit* (p. iii)[1] *p*rovides a deeper understanding of the 10 components with an array of examples.

Directions for Completing the Needs Assessment Planning Tool

A team, as described above, should be convened to complete this tool.

Read through the 10 component summaries, complete *Component 1, Data and Accountability,* and identify other components that most likely target your school's needs. The tool includes the CLR Topics, the Component Indicators, the Rating Scale, and Performance.

1. Respond to *Component 1 Data and Accountability*, then from the remaining components choose those applicable to you, your team, your school, or district.
2. Rate yourself on the 1–4 scale (1=low, 4=high), or U if you are Unfamiliar or Uncertain about the description of an Indicator. Discuss the indicator in the group to ensure that everyone understands it.
3. Submit your responses.

[1] U.S. Department of Education, Office of English Language Acquisition. (2016). *English Learner Tool Kit* (Rev. ed.). Washington, DC: Author. https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

Component Summaries

- **Component 1 Data and Accountability:** School leaders know their student population, their unique characteristics and their students' academic context within the school and school district.
- **Component 2 Inclusive School Culture:** Succeeding with English Learners means embracing the students' diversity, and providing students with equitable access to all school programs and services.
- **Component 3 Language and Culture Across the Curriculum:** The students' language and culture inform teachers how to best support students' English language proficiency and academic performance.
- **Component 4 Standards, Assessment and Instruction:** English learners are held to rigorous content and language standards and assessments. Everyday instructional strategies are informed by research-based practices.
- **Component 5 Materials and Resources:** Materials and resources that accelerate language and literacy across all content areas support ELs in meeting rigorous academic and language standards.
- **Component 6 EL Programming:** The effectiveness of an EL program is based on federal, state and local requirements as well as research-based instructional practices.
- **Component 7 Program Models and Approaches:** Educationally sound program models and approaches are designed to enable ELs to attain both English proficiency and parity of participation in the school's instructional and non-instructional programs.
- **Component 8 Staffing and Professional Development:** Qualified and certified teachers are necessary to support the unique needs of EL students.
- **Component 9 Parent and Community Engagement:** Fostering relationships with the parents of EL students requires reaching out to families in culturally and linguistically appropriate ways.
- **Component 10 Leadership:** A unified and shared vision for improving the education of English Learners by addressing compliance, equitable practices and awareness of the EL population is communicated.

School Information

School Name: _____

School District: _____

City and State: _____

Total School Population: _____

Number of Designated ELs: _____

Number of Former ELs (monitored status): _____

Role:

- ☐ Principal
- ☐ Assistant Principal
- ☐ School District Staff
- ☐ Classroom Teacher
- ☐ EL Specialist
- ☐ Bilingual Specialist
- ☐ Special Education Specialist
- ☐ School Counselor
- ☐ Other: _____

Component 1: Data and Accountability

School leaders know their student population, their unique characteristics, legal responsibilities, and their students' academic context within the school and school district.

Performance Scale: Low 1=No Implementation to High 4=Complete Implementation, or U if you are Unfamiliar or Uncertain about the description of an indicator.

US Department of Education EL Toolkit:
Chapter 1: Identifying All English Learner Students; Chapter 2: Providing English Learners with a Language Assistance Program; Chapter 7: Serving ELs Who Opt Out of EL Programs; Chapter 9, Evaluating the Effectiveness of a District's EL Program.

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
1. Awareness of EL Student Population		
a. Staff knows the school's EL demographic data (how many, languages spoken, achievement level, achievement progress).	1 2 3 4 U	
b. Staff can describe the student population in terms of first language, previous school experience, and current English proficiency, typologies e.g., long-term English learners, students with interrupted education.	1 2 3 4 U	
c. Student rosters, provided to all teachers, include relevant EL data: Status (EL, FLEP, monitor status), English language proficiency level.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
d. School leadership team understands that there are EL-related legal responsibilities, etc. • Federal Legislation: *Laws and regulations that impact state policies.* • State Education Agencies (SEA): *Additional laws and regulations, impacting cities and towns.* • Local Education Agency (LEA): *Must follow state and federal laws.* • Landmark Court Decisions: *e.g., 1974 Lau v Nichols, 1978 Castaneda v Pickard.*	1 2 3 4 U	
2. Data Collection		
a. School leadership team has an analysis of longitudinal EL data to identify strengths and weaknesses in student performance, and has examined system-level practices to identify institutional barriers to EL achievement.	1 2 3 4 U	
b. The school promotes a data driven school culture that includes using English language proficiency data and not just academic data, to plan the instruction of ELs.	1 2 3 4 U	
c. English language proficiency gains are measured annually using the annual assessment results to determine EL student progress and program effectiveness.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
d. Academic (annual mandated tests) and English language proficiency (annual language assessment results) data are both used to measure EL student and program success.	1 2 3 4 U	
e. There is a data-management system that enables staff (teachers and administrators) to access EL data, both state assessments and English language proficiency data.	1 2 3 4 U	
f. The EL data is mined and used by school leadership team to make decisions about programming and to guide the overall quality of education for ELs, including considerations such as the following: • Are students making gains in English acquisition? (annual ELD assessment, e.g., ACCESS) • Are students making academic gains? (state assessments) • Are students sustaining academic growth? (state assessments)	1 2 3 4 U	
g. School EL data is included in data reports and reviewed with all teachers. The data includes: • Student demographics (current ELs, ELs being monitored, former ELs). • State assessment results (e.g., PARRC, Smarter Balance, and ACCESS).	1 2 3 4 U	
h. Staff is informed regarding local, state, and national trends in EL student enrollment and performance to compare to their school's demographics and performance.	1 2 3 4 U	

Data and Accountability Action Plan

List 3 Priorities	Action Plan: What are the next steps for improvement?
1.	
2.	
3.	

Component 2: Inclusive School Culture

Succeeding with English Language Learners means embracing the students' diversity, and providing students with equitable access to all school programs and services.

Performance Scale: Low 1=No Implementation to High 4=Complete Implementation, or U if you are Unfamiliar or Uncertain about the description of an indicator.

US Department of Education EL Toolkit:
Chapter 4, Providing English Learners Equal Access to Curricular and Extracurricular Programs; Chapter 5, Creating an Inclusive Environment for and Avoiding the Unnecessary Segregation of English Learners.

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
1. Schoolwide CLR Advocacy		
a. The school's vision statement and goals reflect the school's diverse population.	1 2 3 4 U	
b. The school leverages ELs' experiences, perspectives, strengths, needs, home language(s), cultural assets, prior knowledge, and English proficiency to accelerate academic content and language learning.	1 2 3 4 U	
c. School personnel has analyzed the needs of the EL student population and has aligned programs and services to meet their diverse needs and strengths.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
d. All staff are familiar with program options and services for ELs, as well as the process for identifying ELs. (See Component 6, EL Programming.)	1 2 3 4 U	
e. The school incorporates multicultural, anti-racism, and human rights perspectives in school policies and practices.	1 2 3 4 U	
f. School events represent contributions of the many native cultures of the community.	1 2 3 4 U	
g. Educators provide a welcoming school environment (e.g., translators, bilingual personnel) for families and promote the importance of family engagement.	1 2 3 4 U	
h. The school environment reflects the diversity of the student population.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
i. The school culture reflects equitable access to all school resources, programs and extracurricular activities and clubs EL student promotions, suspensions, and attendance are proportionally represented and documented and used to improve teaching and learning for EL students.	1 2 3 4 U	
j. Staff know the procedure to secure interpreters and translation of documents when needed.	1 2 3 4 U	
2. Schoolwide Collaboration		
a. There is active collaboration and mutual respect between ESL teachers, instructional coaches, general education teachers and counselors. It includes the following: • Coaches, ESL and general ed teachers partner for unit and lesson planning. • Collaboratively planned lessons include language and content objectives. • Co-teaching opportunities are capitalized. • Co-teaching partners have regularly scheduled common planning time. • Child study and intervention teams include ESL and bilingual teachers.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
b. A team of ESL, bilingual and general education teachers collaborate to create systems and ways for EL students to participate in all schoolwide programs and activities including extracurricular activities; e.g., sports, science fair, field trips, art and music programs.	1 2 3 4 U	
3. Interventions		
a. Schools have adopted a comprehensive RTI system that is designed to be responsive to their EL student population. The system includes better monitoring of teaching practices in general education.	1 2 3 4 U	
b. They RTI system includes the use of innovative practices and reforms in all tiers with a focus on enrichment, increased comprehensibility and meaningfulness rather than remediation.	1 2 3 4 U	
c. Customize RTI systems according to a school district's individual needs, and select multiple and different practices for the multiple tiers of support, implement these practices in a cohesive contextualized and comprehensive way from a sociocultural perspective.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
d. Make certain that all educators are aware of the research on what practices, strategies, approaches, and interventions work with whom, by whom, and in what contexts.	1 2 3 4 U	
e. Ensure that students receive culturally responsive, appropriate, quality content and language instruction that is evidence-based at all levels.	1 2 3 4 U	
f. Provide linguistic supports when assessing students' content knowledge.	1 2 3 4 U	
g. Provide time for team members to plan for students' instruction, resulting in instruction and intervention strategies that are cohesive, authentic, and meaningful, and connected to the core curriculum.	1 2 3 4 U	
h. Include approaches that focus on complex sociocultural phenomena and better address students' unique educational contexts.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
i. Look not only at classrooms, but also at languages and outside social/educational settings for insights into student performance.	1 2 3 4 U	
j. Recognize the need for both appropriate EL literacy instruction as well as academic language instruction across content areas.	1 2 3 4 U	
k. Differentiate at all tiers of support according to students' academic language proficiency levels.	1 2 3 4 U	
4. Special Education		
a. Additional support and intervention occurs only after students have first had opportunities for quality instruction with differentiated support.	1 2 3 4 U	
b. A process is in place for identifying special education English learners. The process considers English language proficiency process and the use of appropriate assessments.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
c. The percentage of identified EL SPED students is within the relationship of ELs in the school.	1 2 3 4 U	
d. All teachers know who to go to if they have questions or concerns about EL SWD issues including the process (steps) for identifying EL/SPED students.	1 2 3 4 U	
5. GATE, AP Honors, and IB and AP Courses		
a. A process is in place for identifying gifted English learners (protocols should not exclude children from culturally diverse backgrounds). All teachers know the process and use it to nominate students.	1 2 3 4 U	
b. Evaluation and testing procedures for GATE (Gifted and Talented Education) or other specialized programs do not screen out ELs because of their English proficiency level.	1 2 3 4 U	
c. Policies and processes enable ELs to access advance classes and GATE programs for which ELP is not necessary for meaningful interaction.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
d. Policies and processes ensure that advance classes, GATE programs and EL services are not scheduled at competing times.	1 2 3 4 U	
e. Schools have a process and policy to monitor the rate at which ELs and former ELs are referred for and participate in GATE programs and AP honors and IB (Advanced Placement and International Baccalaureate) courses as compared to their non-EL peers.	1 2 3 4 U	
f. The percentage of identified gifted students is within the relationship of the total EL population.	1 2 3 4 U	
6. Extracurricular Activities		
a. The school has a system to analyze and document the participation of the EL students in all curricular, extracurricular programs and activities and uses the information to improve the involvement of students.	1 2 3 4 U	

Inclusive School Culture Action Plan

List 3 Priorities	Action Plan: What are the next steps for improvement?
1.	
2.	
3.	

Component 3: Language and Culture Across the Curriculum

The students' language and culture inform teachers how to best support students' English language proficiency and academic performance.

Performance Scale: Low 1=No Implementation to High 4=Complete Implementation, or U if you are Unfamiliar or Uncertain about the description of an indicator.

US Department of Education EL Toolkit:
Chapter 2, Providing English Learners with a Language Assistance Program.

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
1. The Role of Language and Culture		
a. Teachers know that social language is different than academic language and plan lessons accordingly.	1 2 3 4 U	
b. Regular discussions on student linguistic and academic gains are held between teachers and used to make instructional decisions.	1 2 3 4 U	
c. Schools understand that ELs represent widely divergent cultural backgrounds that cannot be tied to simple geographic locations and plan appropriate academic solutions for students.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
d. School personnel are informed on the cultural norms and expectations of their students' heritage cultures.	1 2 3 4 U	
e. All instruction leverages ELs' home language(s), cultural assets, and prior knowledge.	1 2 3 4 U	
f. Teachers capitalize on the cultural experiences their students bring to school. They incorporate students' diverse perspectives into instruction and into instructional decisions.	1 2 3 4 U	
2. English Language Development (Designated and Focused ELD)		
a. ELD instruction is provided by a qualified ESL/ELD teacher.	1 2 3 4 U	
b. Teachers use the English Language Development (ELD) standards (e.g., can do descriptors) to focus instruction.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
c. Teachers use the English language proficiency levels of the students and teach at a level slightly above students' independent level.	1 2 3 4 U	
d. Teachers teach explicit elements of English, known to native English speakers.	1 2 3 4 U	
e. Teachers bridge learning between ELD instruction and subject matter content (ELA, math, science, social studies, etc.) courses.	1 2 3 4 U	
f. ELD teachers meet regularly with content teachers to discuss student progress.	1 2 3 4 U	
g. ELD courses prepare ELs to participate in the academic curriculum in English.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
h. There is systematic ongoing ELD assessment in place that guides daily instruction.	1 2 3 4 U	
i. ESL/ELD time is provided in addition to core classroom instruction.	1 2 3 4 U	
j. ELD instruction is a priority and not cancelled so that ESL teachers can substitute or administer district-wide assessments.	1 2 3 4 U	
3. English Language Development (Discipline/Content Specific)		
a. The school has adopted and uses a research based Instructional Framework that supports language and literacy across all content areas.	1 2 3 4 U	
b. Content teachers collaborate with ESL/ELD teachers to create lesson opportunities that lead to academic language development.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
c. Content teachers know who the EL students are based on the annual ELD assessment and their English language proficiency levels.	1 2 3 4 U	
d. Content teachers analyze language tasks in the lesson and scaffold the language demands of the lesson.	1 2 3 4 U	
e. Content teachers are aware of the language demands in their specialized subject matter and teach the vocabulary, sentence structure, language patterns and language nuances of the content they teach.	1 2 3 4 U	
f. School offers professional development to deepen staffs' knowledge and strategies for teaching ELs in all content areas.	1 2 3 4 U	

Language and Culture Across the Curriculum Action Plan

List 3 Priorities	Action Plan: What are the next steps for improvement?
1.	
2.	
3.	

Component 4: Standards, Assessment and Instruction

English learners are held to rigorous content and language standards and assessments with the appropriate types of instructional supports. Everyday instructional strategies are informed by research-based practices.

Performance Scale: Low 1=No Implementation to High 4=Complete Implementation, or U if you are Unfamiliar or Uncertain about the description of an indicator.

US Department of Education EL Toolkit:
Chapter 2, Providing English Learners with a Language Assistance Program; Chapter 4, Meaningful Access to Core Curricular and Extracurricular Programs; Chapter 7, Serving English Learners Who Opt Out of EL Programs.

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
1. Academic Content Standards (e.g., CCSS and other academic standards)		
a. Teachers use the state's academic content standards to plan instruction for all students including ELs.	1 2 3 4 U	
2. English Language Development Standards (e.g., WIDA, ELPA 21, CELD, New Language Progressions)		
a. Teachers use the English language development standards to plan instruction for ELs.	1 2 3 4 U	
b. Teachers incorporate both content and language objectives based on the academic and language standards, in lesson plans.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
c. Teachers unpack the content and language objectives with the students.	1 2 3 4 U	
d. Teachers use student English language proficiency levels to differentiate instruction.	1 2 3 4 U	
e. When conducting classroom observations, principals recognize whether teachers are implementing the ELD standards and incorporating information about English language proficiency levels in their instruction.	1 2 3 4 U	
3. EL Program Placement Assessments		
a. School implements a formal English language proficiency assessment process (per federal requirement).	1 2 3 4 U	
4. English Language Development Assessment		
a. English language proficiency assessments are conducted annually (per federal requirement) and results are used to determine EL students' academic and language needs.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
b. School uses the results of the English Language Development (ELD) assessment to provide appropriate instructional strategies for their students.	1 2 3 4 U	
c. All teachers are informed about the required ELD assessment and use the results to plan for differentiated instruction.	1 2 3 4 U	
5. Content Assessment (Summative)		
a. EL students are part of the mandatory assessments (state assessments, English language proficiency, and benchmark assessments).	1 2 3 4 U	
b. Approved testing accommodations are put into action for ELs.	1 2 3 4 U	
c. In addition to the state-required annual ELP assessment, school implements a formal system of interim English language proficiency assessment to monitor students' ongoing progress.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
6. Content Assessment (Formative)		
a. Alternative on-going assessments are in place; they are used to monitor EL student progress. Alternative assessments allow ELs to show what they know in a variety of ways depending on their English proficiency level. For example: • Projects (illustrations, visuals, use of technology) • Exit/Admit slips • Logs (learning/response) • Graphic organizers • Self-Assessment • Individual Whiteboards • Think-Pair-Share • Appropriate rubrics that show students' growth in language and content.	1 2 3 4 U	
7. Meaningful Instruction		
a. The school has an instructional framework based on second language acquisition research to support their teaching strategies and curriculum.	1 2 3 4 U	
b. Instructional practices are based on second language acquisition research, scaffolded to provide language and content access to students in all classes.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
c. Differentiated instruction supports both language and content learning.	1 2 3 4 U	
d. Teachers know that academic language is a strong indicator of success and they teach it through meaningful experiences at all grade levels and in all content areas.	1 2 3 4 U	
e. Teachers differentiate instruction They use research-based instructional practices and knowledge of student's English proficiency.	1 2 3 4 U	
f. Content and language objectives are a part of the lesson plan and shared with the students.	1 2 3 4 U	
g. Pacing of lessons is taken into consideration to allow for scaffolding strategies necessary to meet the students' ELP levels.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
h. ESL/ELD/ESOL cohesive and sequential courses are designed and offered to address the unique language and educational backgrounds of the students. They are designed for the language and content need of students. Examples: • Course description for Newcomer Classes • Curriculum description for ESL/ELD Courses • Course description for LTEL supplemental Courses	1 2 3 4 U	
i. Instructional Focus Walk/Look For tools include criteria that support instruction for Els.	1 2 3 4 U	
8. Classroom Environment		
a. A language and print rich environment (the second teacher in the classroom) is visible and current to the content being taught.	1 2 3 4 U	
b. Co-constructed anchor charts and models are displayed to support mastery levels of student performance.	1 2 3 4 U	
9. Student Grouping		
a. Grouping of students is fluid and determined by the demand of the task; e.g., students are grouped by English proficiency level, content strength and native/primary language alike.	1 2 3 4 U	

Standards, Assessment, and Instruction Action Plan

List 3 Priorities	Action Plan: What are the next steps for improvement?
1.	
2.	
3.	

Component 5: Materials and Resources

Materials and resources that accelerate language and literacy across all content areas support ELs in meeting rigorous academic and language standards.

Performance Scale: Low 1=No Implementation to High 4=Complete Implementation, or U if you are Unfamiliar or Uncertain about the description of an indicator.

US Department of Education EL Toolkit:
Chapter 3 Staffing and Supporting an English Learner Program, Chapter 9 Evaluating the Effectiveness of a District's EL Program.

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
1. District Created Curriculum		
a. The content standards and the ELD standards are used to align units, curriculum maps, and frameworks.	1 2 3 4 U	
b. Resources reflects the cultural Representation and contributions of the student population.	1 2 3 4 U	
2. Commercial Materials (also see College and Career Ready Curriculum)		
a. Materials respond to on-grade level rigorous standards, scaffolds for Els at different levels of English Proficiency.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
b. Classroom resources and reference materials include English language and home language supports.	1 2 3 4 U	
c. Classroom libraries reflect the culture and language of the student population.	1 2 3 4 U	
d. Materials reflect the cultural representation and contributions of the student population.	1 2 3 4 U	
3. Multicultural Materials		
a. Available materials and resources: • Incorporate multicultural perspectives across all learning domains • Promote diversity as a positive learning experience • Enhance teachers' and students' intercultural understanding and cross-cultural communication skills	1 2 3 4 U	
4. Role of Home Language in the Curriculum		
a. Students' home language is valued and used to leverage student's understanding (translations are strategic and not used as a model of instruction).	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
b. Supportive materials reflect students' home languages.	1 2 3 4 U	
5. ELD Curriculum		
a. Materials used reflect the ELD standards and provide the necessary rigor in language development.	1 2 3 4 U	
b. Materials reflect the school's approved ELD delivery model.	1 2 3 4 U	
c. Materials support students in the language they need to be successful in their content classes.	1 2 3 4 U	
d. Materials reflect the cultural representation and contributions of the student population.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
6. College and Career Ready Curriculum		
a. The following nine Key Considerations for ELs are a part of the Council of Great City Schools publication "Re-envisioning English Language Arts and English Language Development for English Language Learners" (May 2017, p. 24). Available from https://www.cgcs.org/Page/631 https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/4/darrell/CGCS_ReinvisEngLang_pub_Rev_final.pdf **1.** Texts have the appropriate level of complexity for the grade, according to both qualitative measures and qualitative analysis of text complexity. Text are not over simplified; rather they are worthy of student time and attention. **2.** The majority of questions in the submission are high-quality text-dependent questions that build and extend students' thinking and discourse. **3.** Materials provide explicit and systematic instruction and diagnostic support for challenges ELs face as they acquire concepts of print, phonological awareness, word awareness, phonics and vocabulary, syntax and fluency in a new language. **4.** Materials accelerate acquisition of rich academic language. Instruction may focus on how English works, and may be nested within grade-level content and concepts. **5.** Speaking and listening are integrated into lessons questions and tasks, they reflect the progression increasingly sophisticated communication skills required for college and career readiness. **6.** Students are regularly required to communicate in writing, for a variety of contexts, using increasingly complex language that reflects their growing English proficiency. **7.** Materials provide thoughtful supports/scaffolds to support all students in accessing college and career readiness standards. **8.** Instructional materials must be respectful and inclusive of all students' backgrounds, language, culture, ethnicity, race, gender and refugee or immigration experience, and must pay special	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
attention to cultural implications for ELs, providing appropriate supports for teachers. **9.** There are additional EL considerations for teacher's editions, resources and professional development.		
7. Digital Materials		
a. Technology is purposeful and fits into a larger vision of instruction. It is used as an instructional tool and does not replace the teacher.	1 2 3 4 U	
b. Technology extends literacy development and enhances access to rigorous content.	1 2 3 4 U	
c. Technology used ensures student engagement and interaction with peers and teachers.	1 2 3 4 U	

Materials and Resources Action Plan

List 3 Priorities	Action Plan: What are the next steps for improvement?
1.	
2.	
3.	

Component 6: EL Programming

The effectiveness of an EL Program is based on federal, state and local requirements as well as research-based practices.

Performance Scale: Low 1=No Implementation to High 4=Complete Implementation, or U if you are Unfamiliar or Uncertain about the description of an indicator.

US Department of Education EL Toolkit:
Chapter 2, Tools and Resources for Providing English Learners with a Language Assistance Program; Chapter 9, Tools and Resources for Evaluating the Effectiveness of a District's EL Program

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
1. EL Program Plan		
a. School has articulated an EL program plan that informs staff of the program goals, program model and program design.	1 2 3 4 U	
b. The school and district have a document (e.g., flowchart) to communicate standard procedures to guide student language assessment, student placement, reclassification/exiting process and monitoring students that is shared with all staff and used as a road map to guide the school's EL initiatives.	1 2 3 4 U	
c. All staff understands and uses the document (e.g., flow-chart) to implement the EL program procedures.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
d. The school's EL program plan is reviewed annually and modified to address the data results.	1 2 3 4 U	
e. The school's EL program plan is shared with the entire school faculty.	1 2 3 4 U	
2. Student Identification (Home Language Survey)		
a. The school and district have a standard procedure to guide EL student assessment, student placement, reclassification/ exiting process and monitoring EL students. This procedure is consistent with Federal guidelines.	1 2 3 4 U	
3. Student Placement		
a. The registrar/equivalent staff knows the process for placing EL students in appropriate courses/classes.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
b. EL students are placed in appropriate courses/classes. Language acquisition should not be a factor for placing students in lower grade courses/classes.	1 2 3 4 U	
c. Teachers who teach the courses/classes are trained/certified in the content they are teaching and ELD methodology.	1 2 3 4 U	
d. EL student placements are adjusted when necessary and based on a set of criteria (e.g. language level, current grades, assessments, teacher recommendations and parent input).	1 2 3 4 U	
4. EL Student Reclassification and Monitoring		
a. Federal/state guidelines for re-classifying and exiting EL students are used.	1 2 3 4 U	
b. A team that includes administration, ESL teacher(s), general education teacher(s) and special education teachers, when appropriate, are convened to review the EL program exit process.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
c. A documented monitoring process is in place for students who are reclassified/exited from the program, and includes the following features: • Clear criteria are developed to determine which students are in monitoring status and for how long. • A written procedure that guides the placement, reclassification, and monitoring of students is in place, communicated to staff and followed. • A process is created for reviewing and communicating EL students' achievement when they are in monitoring status. • General education teachers know their role in monitoring former ELs. • School counselors have a role in the schools' monitoring protocol. • Student rosters identify former EL students who are being monitored so teachers can respond appropriately to their instructional needs. • Monitoring activities are documented, communicated to appropriate staff, and maintained on file. • A team that includes administration, ESL teacher(s), general education teacher(s), and special education teachers, when appropriate, are convened to review the EL program exit process.	1 2 3 4 U	
5. Serving Els Who Opt Out of EL Services		
a. A process for parents to opt their children out of EL programs is available.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
b. Monitoring of students' progress continues regardless of whether the student is in an EL program or has been reclassified.	1 2 3 4 U	

EL Programming Action Plan

List 3 Priorities	Action Plan: What are the next steps for improvement?
1.	
2.	
3.	

Component 7: Program Models and Approaches

Educationally sound program models and approaches are designed to enable ELs to attain both English proficiency and parity of participation in the school's instructional programs.

Performance Scale: Low 1=No Implementation to High 4=Complete Implementation, or U if you are Unfamiliar or Uncertain about the description of an indicator.

US Department of Education EL Toolkit:
Chapter 2, Providing English Learners with a Language Assistance Program

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
1. Program Models and Approaches		
a. The school has selected a program Model(s) (ESL, bilingual, dual language, home language support, newcomer, heritage, push-in, pull-out, co-teaching, etc.) aligned to the characteristics and needs of the EL student population.	1 2 3 4 U	
b. The selected program(s) are sound in educational theory and effective practice.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
c. The school is implementing a comprehensive and cohesive program model(s) of instruction for students.	1 2 3 4 U	
d. All staff knows which program model(s) (ESL, bilingual, dual language, home language support, newcomer, heritage, push-in, pull-out, co-teaching, etc.) are implemented in the school and the goals of the program model(s).	1 2 3 4 U	
e. The school's leadership team recognizes key features of their school's program model(s) and has systems in place to ensure that they are in place.	1 2 3 4 U	
f. Programs are designed with cohesion that supports the development of the target language and English.	1 2 3 4 U	
g. School provides professional development on the program model(s) and approaches that their school is implementing.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
h. School revisits the program model(s) as school demographics change and evolve to ensure student outcomes are successful.	1 2 3 4 U	
i. Parents know which program model(s) and approaches their children receive and are invited to give input.	1 2 3 4 U	
j. School reviews student achievement data to ensure programs are effective evidenced by data.	1 2 3 4 U	
2. Curriculum		
a. The quality of materials and resources for Bilingual programs are equal to those of the English language programs.	1 2 3 4 U	
3. Teacher Capacity		
a. Teachers have the capacity to meet the program model(s) goals.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
b. Building teacher capacity is an ongoing effort to ensure the program model(s) are supported by the most current research-based practices.	1 2 3 4 U	
c. School personnel advocate for and support the school's program model(s).	1 2 3 4 U	

Program Models and Approaches Action Plan

List 3 Priorities	Action Plan: What are the next steps for improvement?
1.	
2.	
3.	

Component 8: Staffing and Professional Development

Qualified and certified teachers are necessary to support the unique needs of EL students.

Performance Scale: Low 1=No Implementation to High 4=Complete Implementation, or U if you are Unfamiliar or Uncertain about the description of an indicator.

US Department of Education EL Toolkit:
Chapter # 3, Staffing and Supporting an English Learner Program.

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
1. Staffing		
a. Faculty includes ethnic and linguistic diversity that reflects the student population.	1 2 3 4 U	
b. All teachers are responsible for teaching ELs, an all instructional leaders are responsible for supporting improved instructional practices.	1 2 3 4 U	
c. Teachers are knowledgeable in teaching and supporting content and language learning simultaneously.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
d. Schools that do not have the qualified and certified staff have a plan in place to recruit, prepare and support teachers who are qualified.	1 2 3 4 U	
e. Informed school leaders evaluate EL program staff.	1 2 3 4 U	
2. Teacher Knowledge		
a. Knowledge of Second Language Acquisition (SLA) • Professional development on second language acquisition is a part of the school's vision and goals. • Teachers apply SLA research-based instructional practices. • Teachers know and practice strategies that support language and content learning. • Teachers know that language and culture are interrelated and use practices to support both.	1 2 3 4 U	
b. Knowledge of Pedagogy • Teachers know that students need more than English to be successful in school. They need on-grade level scaffolded curriculum, English language development, and socio-cultural supports. • Knowledge of effective EL instruction drives the day-to-day operation of their EL solutions.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
c. Knowledge of Linguistics • Teachers have basic knowledge of linguistics to better assess student needs and address their literacy needs. • Teachers know that acquiring a second language is a long-term process that requires explicit instruction of language in the content classes. • Teachers receive professional development on how to teach academic language.	1 2 3 4 U	
d. Knowledge of Cultural and Linguistic Diversity • Teachers know the importance of their EL students' home language and use it to leverage student performance. • School personnel have knowledge of the cultural norms and expectations of their students' heritage cultures.	1 2 3 4 U	
3. ESL Staff		
a. Qualified ESL staff is part of the school's certified teaching staff.	1 2 3 4 U	
b. EL identified students are taught ELD/ESL by qualified teachers.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
c. ESL teachers have a common planning time to discuss student related issues and supports to ensure EL program consistency. • topics addressed strengthen ESL teachers' instructional practices (instructional strategies, academic language, rituals, routines, data, Common Core State Standards, discuss professional books, articles, etc.).	1 2 3 4 U	
d. ESL staff participates in schoolwide professional development.	1 2 3 4 U	
e. PD topics are related to the type of program selected for the school's specific student population (ESL, bilingual, dual language, home language support, newcomer, heritage, push-in, pull-out, co-teaching, etc.).	1 2 3 4 U	
4. General Education Teachers		
a. Time is set aside to discuss EL student progress (based on multiple data) and concerns with content teachers.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
b. Teachers share ideas for making general education courses accessible to ELs based on Best Practices for ELs.	1 2 3 4 U	
c. Schools create schedules that allow for EL PLCs.	1 2 3 4 U	

Staffing and Professional Development Action Plan

List 3 Priorities	Action Plan: What are the next steps for improvement?
1.	
2.	
3.	

Component 9: Parent and Community Engagement

Fostering relationships with the parents of EL students requires reaching out to families in culturally and linguistically appropriate ways. Research shows that strong family-school relationships are an indicator of student success.

Performance Scale: Low 1=No Implementation to High 4=Complete Implementation, or U if you are Unfamiliar or Uncertain about the description of an indicator.

US Department of Education EL Toolkit:
Chapter 10, Ensuring Meaningful Communication with Limited English Proficient Parents.

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
1. Welcoming School Culture		
a. School office staff are welcoming to the families of English language learners; they know the families face language and cultural challenges and reach out to help them.	1 2 3 4 U	
b. Schools acknowledge the cultures of the families by understanding that traditional parent involvement is not always the most effective for culturally and linguistically diverse families.	1 2 3 4 U	
c. Information sessions for parents of ELs are hosted (e.g., orientation to the US school system, graduation requirements, grading, homework, counseling services).	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
d. Staff development is provided to support teachers as multicultural educators.	1 2 3 4 U	
2. Primary/ Home Language		
a. Schools acknowledge the home language of the families and communicate with them by using a language they understand (e.g., translation and interpreting process is in place and used by schools).	1 2 3 4 U	
b. Schools have a process in place for translating all school's written communication.	1 2 3 4 U	
3. Parent-Teacher Conferences		
a. Interpreters are scheduled in advance for parents who need English translations.	1 2 3 4 U	
4. Compliance		
a. Staff knows about ESSA and EL parent/family engagement.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
5. Community Collaboration		
a. Schools collaborate with community organizations or key community leaders to reach out to families.	1 2 3 4 U	

Parent and Community Engagement Action Plan

List 3 Priorities	Action Plan: What are the next steps for improvement?
1.	
2.	
3.	

Component 10: Leadership

A unified and shared vision for improving the education of English Language Learners through compliance, equitable practices and awareness of the EL population is communicated with staff.

Performance Scale: Low 1=No Implementation to High 4=Complete Implementation, or U if you are Unfamiliar or Uncertain about the description of an indicator.

US Department of Education EL Toolkit:
Chapter #s 1-10

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
1. Reflective Leadership		
a. The Needs Assessment tool is used on a regular basis with the leadership team as a blueprint for building a CLD school.	1 2 3 4 U	
b. Collaborative norms have been established with my entire staff and the norms are put into action.	1 2 3 4 U	
c. Classrooms are observed on a regular basis and a "look for" tool is used to ensure EL students' are being served in school approved programs and with research based instructional practices.	1 2 3 4 U	

What does the school look like when the Components are in place? (Indicators)	How are you doing? Low 1 – 2 – 3 – 4 High, or Unfamiliar	What are you doing well? Comments
d. Administration supports teachers by providing them with tools/materials and professional development to implement appropriate research-based programs and research-based instructional programs.	1 2 3 4 U	
e. Staff meeting time includes leadership messaging which promotes school-wide responsibility for ELs.	1 2 3 4 U	

Leadership Action Plan

List 3 Priorities	Action Plan: What are the next steps for improvement?
1.	
2.	
3.	

English Language Learners Needs Assessment Survey
Reynolds Public Schools
All Staff

This survey is being administered to collect information about the English Language Learners program in Reynolds School District (RSD). The purpose of the review is to identify program strengths and areas for improvement.

Your responses to this survey will help the district improve services and instruction for English Language Learners to maximize student success.

Your answers are confidential--we will not report individual responses. We are interested in themes across the district.

The survey should take approximately 15 minutes to complete.

Thank you for taking this survey—your comments and responses are important!

[**= REQUIRED QUESTION]

Background

A1**	What is your role in Reynolds School District? *[if you are a Principal, Assistant Principal, or ELD Teacher, please do not take this survey—you are being asked to complete a different survey]*	○ District Staff ○ General Education Teacher ○ Special Education Teacher ○ Elective/specials teacher (PE, art, music, CTE, librarian, etc.) ○ School Counselor ○ Related Service Provider (OT, PT, SLP, Therapist) ○ Other: _____
A1a	[If teacher] What grade level(s) do you teach?	○ Elementary K-5 ○ Middle School 6-8 ○ High School 9-12+
A1b	[If teacher] What is your experience teaching?	○1 year or less ○2-5 years ○6-9 years ○10 or more
A1c	[If teacher] How many years have you been at your current school?	○1 year or less ○2-5 years ○6-9 years ○10 or more
A2**	Please indicate your school	[add drop down list of all schools] ○ I work at multiple schools
A3	How long have you been employed by RSD?	○1 year or less ○2-5 years ○6-9 years ○10 or more

1. Data, Accountability, Awareness

	Please rate the following statements.	Strongly Disagree	Disagree	Agree	Strongly Agree	Not familiar with/ Don't know
1.1	Staff can describe the student population in terms of first language, previous school experience, and current English proficiency.	○	○	○	○	○
1.2	Staff are aware of different ELL typologies e.g., Long-Term English Learners (LTELs), Students with Interrupted Education (SIFE), Current ELs, Former ELs, etc.	○	○	○	○	○
1.3	Student rosters provided to all teachers include relevant EL data.	○	○	○	○	○
1.4	The school promotes a data driven school culture that includes using English language proficiency data to plan the instruction of ELs.	○	○	○	○	○
1.5	School EL data is reviewed with all teachers.	○	○	○	○	○

2. Inclusive School Culture

	Please rate the following statements.	Strongly Disagree	Disagree	Agree	Strongly Agree	Not familiar with/ Don't know
2.1	The school leverages ELs' experiences, perspectives, strengths, needs, home language(s), cultural assets, prior knowledge, and English proficiency to accelerate academic content and language learning.	○	○	○	○	○
2.2	The school incorporates multicultural, anti-racism, and human rights perspectives in school policies and practices.	○	○	○	○	○
2.3	Educators provide a welcoming school environment (e.g.,	○	○	○	○	○

	Please rate the following statements.	Strongly Disagree	Disagree	Agree	Strongly Agree	Not familiar with/ Don't know
	translators, bilingual personnel) for families and promote the importance of family engagement.					
2.4	EL students have equitable access to all school resources, programs and extracurricular activities and clubs.	○	○	○	○	○
2.5	Staff collaborate to create systems and ways for EL students to participate in all school-wide programs and activities including extracurricular activities; e.g., sports, science fair, field trips, art, music.	○	○	○	○	○
2.6	There is active collaboration between ELD teachers, instructional coaches, general education teachers and counselors.	○	○	○	○	○
2.7	The School has adopted a comprehensive MTSS framework that is designed to be responsive to the EL student population.	○	○	○	○	○
2.8	A process is in place for identifying English learners for special education services. The process considers English language proficiency process and the use of appropriate assessments.	○	○	○	○	○
2.9	The school has a process for identifying gifted English learners. All teachers know it and use it to nominate students.	○	○	○	○	○

3. Language and Culture Across the Curriculum

	Please rate the following statements.	Strongly Disagree	Disagree	Agree	Strongly Agree	Not familiar with/ Don't know
3.1	Teachers know that social language is different than academic language and plan lessons accordingly.	○	○	○	○	○
3.2	School staff understand that Els represent widely divergent cultural backgrounds that cannot be tied to simple geographic locations and plan appropriate solutions including instructional strategies for students.	○	○	○	○	○
3.3	The District has adopted and uses a research-based instructional framework for EL students that supports academic language, content and literacy development across all subjects by all teachers.	○	○	○	○	○
3.4	Classroom teachers collaborate with ELD teachers to create lesson opportunities that lead to academic language development.	○	○	○	○	○
3.5	All subject matter/content teachers analyze language tasks in their lessons and scaffold the language demands of the lesson accordingly.	○	○	○	○	○

4. Standards, Assessment and Instruction

	Please rate the following statements.	Strongly Disagree	Disagree	Agree	Strongly Agree	Not familiar with/ Don't know
4.1	English learners are held to rigorous content and language standards and assessments with the appropriate types of instructional supports and modifications.	○	○	○	○	○

	Please rate the following statements.	Strongly Disagree	Disagree	Agree	Strongly Agree	Not familiar with/ Don't know
4.2	Teachers use the state's academic content standards to plan instruction for all students including ELs.	○	○	○	○	○
4.3	Teachers use the ELD standards with the academic content standards to plan instruction for ELs. They do this by incorporating content and language objectives in their lessons.	○	○	○	○	○
4.4	Alternative classroom assessments that allow ELs to show what they know and can do in variety of ways, including their home language and in their level of English proficiency (illustrations, exit slips, logs, graphic organizers, technology, etc.) are in place and are used to monitor EL students' academic and language progress.	○	○	○	○	○
4.5	Day-to day instructional practices include scaffolding strategies to provide language and content access to EL students.	○	○	○	○	○
4.6	A language and print rich environment is visible and current to the subject being taught in our classrooms.	○	○	○	○	○
4.7	Grouping of EL students is fluid and determined by the demand of the task; e.g., students are grouped by English proficiency level, mixed English language levels, content strengths and home language alike.	○	○	○	○	○

5. Materials and Resources

	Please rate the following statements.	Strongly Disagree	Disagree	Agree	Strongly Agree	Not familiar with/ Don't know
5.1	The academic content standards and the ELD standards are used to align curriculum units, curriculum maps and frameworks and instructional lessons.	○	○	○	○	○
5.2	Classroom resources and reference materials (including library collections) include English language and home language supports.	○	○	○	○	○
5.3	Curriculum materials reflect the cultural representation and contributions of the student population.	○	○	○	○	○
5.4	All materials support EL students in the language (academic language) they need to be successful in their content classes.	○	○	○	○	○
5.5	The District uses criteria for selecting materials and resources to support ELs to be college and career ready.	○	○	○	○	○
5.6	Technology is purposeful and fits into a larger vision of instruction. It is used as an instructional tool and does not replace the teacher.	○	○	○	○	○

6. EL Programming

	Please rate the following statements.	Strongly Disagree	Disagree	Agree	Strongly Agree	Not familiar with/ Don't know
6.1	The District has articulated an EL program plan that informs schools of program models and program design and program goals.	○	○	○	○	○

	Please rate the following statements.	Strongly Disagree	Disagree	Agree	Strongly Agree	Not familiar with/ Don't know
6.2	The district has a technical document (e.g., flowchart) to communicate standard procedures to guide the EL Program requirements (home language survey, student placement, student assessment, reclassification/ exiting process, serving ELs who opt out etc.).	○	○	○	○	○
6.3	All school leaders and teachers know about the document and use it to guide their program decisions.	○	○	○	○	○

7. Program Models and Approaches

	Please rate the following statements.	Strongly Disagree	Disagree	Agree	Strongly Agree	Not familiar with/ Don't know
7.1	The school has selected a program model(s) (e.g. ELD, bilingual, dual language, heritage language, newcomer, push-in, pull-out, co-teaching etc.) aligned to the characteristics, research, strengths and needs of the EL student population.	○	○	○	○	○
7.2	All building staff know the model(s) that serve their EL population in their schools and the goals for their students.	○	○	○	○	○

8. Staffing and Professional Development

	Please rate the following statements.	Strongly Disagree	Disagree	Agree	Strongly Agree	Not familiar with/ Don't know
8.1	Faculty includes ethnic and linguistic diversity that reflects the student population.	○	○	○	○	○

	Please rate the following statements.	Strongly Disagree	Disagree	Agree	Strongly Agree	Not familiar with/ Don't know
8.2	General education and ELD staff have designated time to collaborate and plan for language and content instruction	○	○	○	○	○
8.3	All teachers are responsible for teaching Els.	○	○	○	○	○
8.4	All teachers receive on-going professional development and support on topics of language and cultural diversity.					
8.5	Teachers have knowledge of second language acquisition (SLA), EL education pedagogy, linguistics and cultural diversity and use it to plan instruction.	○	○	○	○	○

9. Parent and Community Engagement

	Please rate the following statements.	Strongly Disagree	Disagree	Agree	Strongly Agree	Not familiar with/ Don't know
9.1	School office staff are welcoming to the families of English language learners.	○	○	○	○	○
9.2	Schools acknowledge the cultures of the families by understanding that traditional parent involvement is not always the most effective for culturally and linguistically diverse families.	○	○	○	○	○

10. Leadership

	Please rate the following statements.	Strongly Disagree	Disagree	Agree	Strongly Agree	Not familiar with/ Don't know
10.1	Classrooms are observed (not evaluated) on a regular basis.	○	○	○	○	○

	Please rate the following statements.	Strongly Disagree	Disagree	Agree	Strongly Agree	Not familiar with/ Don't know
10.2	A "look for" tool is used during classroom observations to ensure EL students' are being served in school-approved programs and with research based instructional practices.	○	○	○	○	○
10.3	Administration supports programs for ELs by providing teachers with tools/materials/resources and professional development to implement appropriate, research-based instruction.	○	○	○	○	○

11. Wrap Up

11.1 Is there anything else we should know about the EL program at your school?

[OPEN ENDED]

Interview Focus Questions
Reynolds Public Schools
All Staff

Interviews: 30 minutes

Focus Groups: 45 minutes

Introduction

- PCG has been contracted by RSD to conduct an EL Program Assessment.
- The purpose of this focus group is to hear your feedback about the EL program, in terms of program implementation, compliance, instructional practices, how students are impacted, what's working, what you'd like to see and what you think can be improved. Along with the focus groups there will be an online survey conducted.
- The information that we collect will not be used to evaluate staff. We want to develop a comprehensive portrait of the EL Program. These data are part of a larger study in which we are conducting focus groups with teachers, admin, parents/guardians and students.
- Your responses here will be confidential—we are taking notes, but we will not attribute specific comments to individuals.
- [If recording] Also, if it's ok, we would like to record the session? We will not be sharing the recording with anyone; it will just supplement our note-taking and serve as a backup in case we miss something.
- Finally, we ask that you also not share the contents of our conversation with people who were not here, particularly as it pertains to who said what. We want to have an open and candid discussion.

Introductions: Name, what school (s) you work in, how long you've been in education, your position, how long you've worked in RSD?

Ask all groups: If you had a magic wand, what would you wish the district would do for ELs?

Elementary Classroom Teachers
Questions

1. What are the strengths of the district when it comes to educating EL students?
2. As a general education teacher, what understanding do you have of your role in serving EL students?
3. How do you get information about your student's English proficiency level?
4. Is there a district plan for narrowing the achievement gap between ELLs and non-ELLs? Please describe it.
5. Tell me about your curriculum and how you accommodate your EL students levels of English language proficiency?
6. How do you use students' home language to support their English development?
7. How do you use the ELD standards in your curriculum?
8. Do you have the materials and resources to support your EL student population? If not, what do you need?
9. Do school and classroom libraries represent the culture and language of the students?
10. Tell me about the PD that the district offers to support you in teaching ELs
11. What can the district and building do better to serve EL students?
12. How do you engage the families of EL students?

Secondary Classroom Teachers

Questions

1. What are the strengths of the district when it comes to educating ELs?
2. As a general education teacher, what understanding do you have of your role in serving EL students?
3. How do you get information about your student's English proficiency level?
4. Tell me about your curriculum and how you accommodate their levels of English language proficiency?
5. How do you use students' home language to support their English development?
6. How do you use the ELD standards in your curriculum?
7. Do you have the materials and resources to support your EL student population? If not, what do you need?
8. Do school and classroom libraries represent the culture and language of the students?
9. Is there a district plan for narrowing the achievement gap between ELLs and non-ELLs? Please describe it.
10. Describe the HS's plan for EL graduation in a 4 year or 5-year plan?
11. What can the district and building do better to serve EL students?
12. Tell me about the PD that the district offers to support you in teaching ELs.
13. Do you have the materials and resources to support your EL student population? If not, what do you need?
14. How do you engage the families of EL students?

English Language Development (ELD) Teachers

Questions

1. What are the strengths of the district when it comes to educating ELs?
2. What is the role of the ELD teacher?
3. A language allocation policy is a systematic plan for language development which guides programmatic and curricular decisions for students until they acquire proficiency in English (or in a target language if it's a bilingual program)
    a. Does the district have a language allocation policy to guide buildings on instruction? Please describe it.
4. Describe the ELD Service Delivery Models for English Learners. Describe the process for determining the best ELD program for students.
5. How does the district use the MTSS process to address the needs of ELs?
6. How do you use the ELD standards in your curriculum?
7. Tell me about the PD that ELD teachers receive?
8. Do school and classroom libraries represent the culture and language of the students?
9. What can the district and school do better to serve EL students?
10. How do you involve/engage the families of EL students?
11. High Schools
    a. How do you assess student transcripts from other countries and school systems and how do you use the information for initial student placement?

English Language Development (ELD) Director

(Not sure there is someone in this position this year)

Questions

1. What are the strengths of the district when it comes to serving ELs?
2. Describe the district's plan for narrowing the achievement gap between ELLs and non-ELL?
3. Is there a handbook/guidance for EL program implementation? If so, how is it shared with school personnel and how is it used?

4. Describe the process for enrolling ELs in the program (identification, placement, assessment, monitoring, reclassifying and exiting). How is this information shared with school administrators and teachers?
5. What is the district's A language allocation policy (LAP)?
6. Describe the ELD Service Delivery Models for English Learners. Describe the process for determining the best ELD program for students.
7. How are ELD programs supported and monitored for effectiveness and success?
8. How do you involve/engage the families of EL students?
9. What can the district do better to serve EL students?
10. What are your future goals for the ELD and bilingual programs?

Special Education (SPED) Teachers

Questions

1. What is working well in the identification of EL SPED students and what needs improvement?
2. What is the process for identifying EL students who might also be SPED. How is it working?
3. How is support for dually identified (SPED and EL) provided?
4. How do you engage the families of EL students?
5. What kind of EL education PD does the district offer to SPED teachers ?
6. What can the district and schools do better to serve EL and SPED students?

Special Education (SPED) Director

Questions

1. What is the process of identifying ELs to determine a potential disability?
2. What is the process for identifying EL student who might also be SPED. How is it working?
3. Describe the district's process for ensuring any IEP meeting and IEP documents are accessible for parents of ELs in their home language
4. Describe the ELSWD Service Delivery Models for English Learners. Describe the process for determining the best ELD program for students
5. How is support for dually identified (SPED and EL) provided?
6. What professional development opportunities are provided to classroom teachers on EL SPED topics?
7. What can the district and school do better to serve SPED EL students?

Bilingual Teachers

Questions

1. What are the strengths of the district when it comes to educating ELs?
2. Tell me about your bilingual program and the curriculum.
3. How do you use the Spanish standards in your curriculum?
4. A language allocation policy is a systematic plan for language development which guides programmatic and curricular decisions for students until they acquire proficiency in English (or in a target language if it's a bilingual program)
    a. Does the district have a language allocation policy to guide bilingual programs?
5. Tell me about the curriculum used in the bilingual classrooms?
6. How do you transition the students' into an all English setting (elementary-middle school)?z
7. How do you involve the families of EL students?
8. What can the district and school do better to serve EL students?

Director of Secondary Education

Question

1. What are the strengths of the district when it comes to educating ELs?

2. Describe the program model and courses offered to support EL students.
3. Describe courses that support students in their home language.
4. To what extent do EL students in regular education classes get support?
5. What is the graduation rate of ELs and how does it compare to non-EL students?
6. Describe the HS's plan for EL graduation in a 4 year or 5 year plan?
7. Is there a building plan for narrowing the achievement gap between ELLs and non-ELLs? Describe it.
8. To what extent does the master schedule at the high school allow for flexible models of support. For example can a Newcomer student start in Newcomer classes and transition out in the middle of the school year?
9. What can the high school be doing better to serve EL high school students/
10. Is there anything about education ELs in RSD that we should know?

Students
Questions

1. Your name
2. Grade
3. What do you like to do when you aren't in school?
4. When did you start school at Reynolds?
5. Do you get homework from your teacher(s)? Who helps you at home?
6. Newcomers: When did you start school in the US?
7. What is your greatest challenge/struggle in school?
8. What can the teachers do more of to help you?
9. What are you most proud of?
10. High School Students:
    a. How were you assigned to your classes?
    b. What does your teacher do that is helpful to you?
    c. What year will you graduate from high school?

School Principals and Assistant Principals
Questions

1. What are the strengths of the district when it comes to educating ELs?
2. Is there a building plan for narrowing the achievement gap between ELLs and non-ELLs? Describe it.
3. How are schools and teachers held accountable to ensure that the language and academic needs are met in the content areas across grade levels?
4. Describe the academic path for ELs. How flexible is the school in accommodating students whose language support needs change?
5. What are you most proud of when it comes to your EL student population?
6. What data on your EL population concerns you the most?
7. Do you have a system for evaluating transcripts and using them or initial placement? (High Schools)
8. What professional development do you offer to your general education teachers that help them be more effective with ELs?
9. How do you involve/engage the families of EL students?
10. What can the district and school do better to serve EL students?

Families
Questions

1. Please share a happy story about your student's experience at school?
2. What are the strengths of the district when it comes to educating our children

3. How do you communicate with the school?
4. How does the school communicate with you?
5. Does you student receive ELD service? How do you know?
6. Do you feel like it is “your” school?
7. What do you want the school to know?

Federal Program Director

Questions

1. What are the strengths of the district when it comes to educating ELs?
2. Describe the district’s program evaluation process of the implementation of the district’s EL Plan? What is your role?
3. Is there a data-management system that enables staff to access EL data, both state assessments and English proficiency data? Please describe it. Are the using it?
4. How are the Title III funds allocated?
5. Does a Title III Program Guide exist? What does it include and how is it shared with school principals and teachers? Do they know the compliance requirements?
6. Is there anything about education ELs in RSD that we should know?
7. HB 3499Adopted by the 2015 Legislature as a comprehensive approach to improving educational opportunities for students who are English language learners (ELLs). This historical legislation is the first time that Oregon has specifically supported ELL students through General Fund appropriations. How is RSD impacted?

Curriculum Coordinator

Questions

1. What are the strengths of the district when it comes to educating ELs?
2. What program models are implemented for EL students at RSD? How do you support them as Curriculum Coordinator?
3. The state of Oregon has adopted the Biliteracy Seal. What is your district doing to prepare for this certification?
4. Is there a district plan for narrowing the achievement gap between ELLs and non-ELL? Please describe it.
5. Describe professional development offerings provided to teachers, principals and other as it relates to EL education.
6. Describe how the office of curriculum, support the unique needs of English learners in ELD and bilingual programs.
7. Is there anything about education ELs in RSD that we should know?

Talented and Gifted (TAG) Director

Questions

1. What are the strengths of the district when it comes to educating ELs?
2. Describe the district’s procedures for identifying ELs as Talented and Gifted. What are the steps?
3. How does the percentage of EL students in the TAG program compare with non-Els?
4. Does the district talk about increasing equity in the TAG program? Is there a plan to address?
5. Describe the district’s TAG program.
6. Is there anything about education ELs in RSD that we should know?

Assessment and Evaluation Director

Questions

1. What are the strengths of the district when it comes to educating ELs?

2. What assessments are given to EL students and how often?
3. How are EL students provided special accommodations during testing?
4. What is your responsibility to the EL program?

Human Resources (HR) Director

Questions

1. To what extent is RSD able to recruit and retain a diverse population of highly-qualified and certified teachers?
2. How do you determine staffing for ELD teachers?
3. How do you recruit ELD teachers?

Chief Academic Officer (CAO) (new)

Questions

1. What are the strengths of the district when it comes to educating ELs?
2. Describe the district's plan for ensuring all ELs have equal access to core instructional program offered by the district for all students?
3. What are the current district priorities?
4. Are there any specific policies that you feel need to be reviewed for potential disadvantages to ELs?
5. Anything to ask about data? What data sources are you using to understand the districts successes and challenges?
6. How do you engage with families of ELs?

Proposed EL Program Assessment Interview Schedule

*Roving subs Needed **Interpreters needed

Date	Time	Event	Location
October 22, 2019	8:15-9:15	Student Interviews (10)	Reynolds High School
October 22, 2019	9:30-10:00	Admin Focus Group (High School Admin – 1 Principal & 6 APs)	Reynolds High School
October 22, 2019	10:04-10:54	ELD & Sheltered Teacher Focus Group* (HS staff: 12-14)	Reynolds High School
October 22, 2019	10:58-11:30	Finish student interviews, if necessary	Reynolds High School
October 22, 2019	11:30-1:00	Lunch	TBD
October 22, 2019	1:00-2:30: Dr. Freeman & Dr. Ortiz	District Office Personnel Interviews:	Reynolds High School
October 22, 2019	3:30-4:30	Gen Ed Teacher Focus Group – Secondary (~10-15?). <Paid>	Reynolds High School
October 22, 2019	6:00-7:30	Family Interviews**	Woodland Elementary
October 23, 2019	8:00-8:45	Bilingual Immersion teachers (K-5) Focus Group (10)	Alder Elementary
October 23, 2019	9:00-9:30	Admin Focus Group (2)	Alder
October 23, 2019	9:30-10:00	Student Interviews (5th grade Dual Lang – 4-5)	Alder
October 23,2019	10:15-11:45	Parent Focus Group**	Alder
October 23, 2019	11:45-1:00	Lunch	TBD
October 23, 2019	1:00 – 1:30 Admin 1:30 – 2:15 Students	Students (8-10)/Admin (3) Focus Group	HB Lee Middle
October 23, 2019	2:30-3:15	MS Gen Ed teachers Focus Group (10)	HB Lee Middle
October 23, 2019	3:30-5:00	Elem. Gen Ed Teacher Focus Group. 5-10 (paid)	HB Lee
October 23, 2019	6:00-7:30	Family Interviews **	HB Lee
October 24, 2019	7:45 – 8:45	Elementary ELD Specialists (25)	HB Lee Library
October 24, 2019	9:00 – 9:45	Middle School ELD* (6)	HB Lee Library
October 24, 2019	10:00 – 10:15	Admin Focus Group (1-2	Reynold Middle
October 24, 2019	10:15 – 11:05	Student Interviews (4-5)	RMS – Mr. Talus' office
October 24, 2019	11:10 – 11:30	ELD Teacher Focus (3)	Reynolds Middle
October 24, 2019	11:30 – 1:00	Lunch	
October 24, 2019	1:00 – 1:30	Student Interviews (4-6)	Walt Morey
October 24, 2019	1:30 – 2:00	Patty Carrera Interview	Walt Morey
October 24, 2019	2:00 – 2:45	ELD Teachers Focus Group (3)	Walt Morey
October 24, 2019	2:45 – 3:15	Mr. Bennett Interview	Walt Morey
October 24, 2019	3:15 – 4:15	SPED teacher Focus Group (K-12) ~5-10	Walt Morey
October 24, 2019	4:15-4:45	WM Admin	Walt Morey
October 24, 2019		New SPED Director	Walt Morey

Invited but not available:

- HR-Not Available
- Federal Program Director-Not Hired
- EL Program Director-Not Hired
- TAG-Not Available
- CAO-Not Available

Appendix

Bilingual Programs (Dual Language and Heritage Language Programs)

Alder Elementary School

Alder Elementary school warrants a section of its own as they have historically promoted a school that promotes the highest level of being cultural and linguistically responsive school although not without constant struggles and challenges.

Alder's current model leans towards a one-way immersion program mostly because of the enrolled student population. In one-way immersion programs, students spend half of their time learning academic content in English and the other half in their native/home language (Spanish in the Alder program). However, as opposed to Two-Way Immersion/Dual Language Immersion programs, where there is a balance of an English and Spanish speaking population. In one-way immersion programs, all students are Dual Language Learners (DLL) from the same home language group. [*DLL is a term often used to describe students who are learning two languages simultaneously.*]
New America. (n.d.) *Additive bilingual program models*. Retrieved from https://www.newamerica.org/education-policy/topics/english-learners/dual-language-learners/instructional-models-dlls/additive-bilingual-program-models/

Visiting and meeting with the Alder school community was a true joyful experience; the enthusiasm around Alder's "bilingual program" is like no other I have ever seen in the country, the pride that came from the teachers, the students and the families is contagious and exciting. They are truly a passionate community and believe in the spirit of "their school." Unfortunately, there is a lack of comprehensive support for what could be a gold star educational program in the district. Families are dedicated to the school and ask urgently for more support for their children's education.

A comprehensive bilingual program starts with district commitment to a well-designed sustainable program that has resources and financial supports that lead to a part of the RSD institution. Successful programs require an informed bilingual school principal who is well-versed in dual language education, Spanish immersion, second language acquisition, and biliteracy. The school leader must be willing to continued learning related to bilingualism and advocate for bilingual education as an asset-based and additive approach to education and not an intervention. A comprehensive program requires those qualities and more.

Personnel who teach in the dual-language schools must have in-depth knowledge of bilingual education and pedagogy. Those who teach Spanish must be fully proficient in the language. In addition, all personnel must be culturally competent including partners who provide wrap around services to students and families. Alder requires all the services other schools receive, PLUS. Support services such as SPED, social and emotional (SEL) services and TAG. All programs

must be equitably available to families based on the number of students and needs of students and not necessarily equal to other schools.

Once a bilingual model is selected, it must maintain its integrity by following the research based-design and should not be modified based on teaching staff, it must be based on the language and academic goals that have been set for students. The District must make every effort to recruit and sustain a high-quality bilingual staff; HR must prioritize a recruitment process that is ahead of the program.

Recommendations

- Build Alder into a two-way immersion program.

  "But the research is really clear on what works," she says. "Students learning English benefit from high-quality, long-term bilingual instruction programs."

  Richards, E., & Lam, K. (2020, January 7). More US schools teach in English and Spanish, but not enough to help Latino kids. *USA Today* (Updated 12:14 p.m. MST). Retrieved from https://www.usatoday.com/in-depth/news/education/2020/01/06/english-language-learners-benefit-from-dual-language-immersion-bilingual-education/4058632002/

  Thomas & Collier (n.d.). Inquiry Systems. Retrieved from https://www.thomasandcollier.com/

- Expand Dual Language at Alder to a K–12 program.

  Joint National Committee for Languages. (2013). *Dual language education can close the achievement gap*. Retrieved from https://static1.squarespace.com/static/5d854ac170e64a71d1de71d3/t/5d9df8202898bc6430b61e50/1570633763771/jncl-nclis-white-paper-on-dual-language-education.pdf

- Define the language allocation to support best practices – 90/10 in K, 1, 2, etc.

  Sánchez, M. T., García, O., & Solorza, C. (2017, December 13). Reframing language allocation policy in dual language bilingual education. *Bilingual Research Journal*. https://ofeliagarciadotorg.files.wordpress.com/2017/12/sanchezreframing-language-allocation-policy-in-dual-language-bilingual-education.pdf

- Provide additional resources to support Social Emotional Learning.
- Provide transportation to students who want to be part of the Two-Way Immersion program.
- Create plans to support expansion of DL programs in other schools

- Adopt a biliteracy curriculum, not two separate curricula
- Adopt language assessment tool to assess language progress in English and the target language (Spanish) to measure biliteracy skills (e.g., Pre-LAS/LAS Links for K-1 and then move to STAMP in grades 2-12).

Appendix

Language Program Types

Heritage Language Programs and Spanish for Spanish Speakers can provide students opportunities for earning Oregon's Seal of Biliteracy.

Heritage Language Programs
A heritage language is a minority language (either immigrant or indigenous) learnt by its speakers at home as children, but never fully developed because of insufficient input from the social environment. In fact, the community of speakers grows up with a dominant language in which they become more competent. A Heritage Language Program is designed to address the needs of heritage language learners/speakers. It's language education that values, builds-on and promotes biliteracy.

Center for Applied Linguistics. (2016). *Heritage FAQs*. Retrieved from Heritage Languages in America. http://www.cal.org/heritage/research/faqs.html

Recommendations

- Design a Spanish for Spanish speakers program for grades 6-12.
- Design a 6-12 Heritage Language Program

Newcomers and Students with Limited or Interrupted Formal Education (SLIFE)
Findings: Many people in the district communicated their concern for newcomer students and the lack of attention, and systematic guidance there is for supporting the unique needs of this student population.

Voices from the Field

- Newcomers do not receive any targeted ELD – they only receive a Sheltered Social Studies course. This does not feel adequate.

- Some factors that affected low scores included: Newcomer vs. RTI (not being given support for students who lack progress in literacy despite being in the US several years, also includes SPED/EL exiting process. High mobility and extreme behavior.

- I think Newcomers needs to be looked in terms of how best to support this population, transparency to other teachers for students moving out of Newcomers into their classrooms, and equity of caseload among ESL teachers.

- The service delivery model for Newcomers needs to be looked into. For the majority of the time I have been in the district the approach in my building was to have a Newcomers class that was consistently assigned to the same person. This person would work with only the Newcomers as almost a self-contained classroom for the majority of the day. Our last year of doing A/B day block schedule, this person at one time only had seven students in the Newcomers group, plus one class of 20, plus sixth grade Content Based ELD. The total caseload for a good portion of that year for the Newcomers teacher to manage was 32 students. By contrast, I was case managing 160 students. How is this equitable employee to employee? Plus, my students were all above Newcomer proficiency. The complexity of language to assess and material to grade was vastly more.

- Only recently have I felt that assignments within the building have modulated to being more even. We no longer have someone specifically assigned to Newcomers. I think the ESL/Social Studies teachers all teach a similar number of Social Studies classes. The Newcomers are split between a couple of the teachers for a few periods. I think one teacher sees them for two periods and the other teacher for two periods. I have five Social Studies classes, but I do get an extra prep off without students that is designated for doing departmental case management and intake language screenings.

- With Newcomers there is the self-contained approach, or a schedule where they are all put in regular classes with some level of sheltering or maybe EA support (not really available due to cuts), or a third option which is what we are doing now which is a little self-contained, a little in regular classes, but they don't stay with one teacher for the whole day. They do have all of their classes together as a cohort, though.

- I would like to see this continue. I think it is the best approach used so far in our building in terms of supporting the Newcomers as they begin school in an English environment and creating caseload equity among ESL teachers. More EAs to support this cohort as they go through their schedule would be a good investment. I would also like to know or be able to see what criteria is being used, or evidence, to determine a student is ready to move out of the Newcomers group. There has never been any shown to content area teachers. It was just an email saying a particular student is being moved out of Newcomers into regular classes. I know this was very frustrating to teachers who had the student moving into their classrooms because they were never given opportunity to see evidence or provide feedback.

- I think Newcomers needs to be looked in terms of how best to support this population, transparency to other teachers for students moving out of Newcomers into their classrooms, and equity of caseload among ESL teachers.

- Provide newcomer content class for every subject

Students with Limited or Interrupted Formal Education

Students with Limited or Interrupted Formal Education (SLIFE) "are English language learners who have experienced interrupted education due to war, civil unrest, migration, or other factors; who have never had the opportunity to participate in any type of schooling before entering school in the United States; or who have experienced limited education in their home countries due to lack of resources or trained teachers, the type of schooling they participated in, or other circumstances." (DeCapua & Marshall, 2010)

Spanish for Spanish Speakers Courses

These courses offer students a path to Spanish that is unique to their needs and is not the same as a Spanish class offered to native English Speakers. It has affective advantages in that it leads to stronger family connections and provides linguistic self-esteem. Many heritage speakers have been ridiculed for their variety of Spanish and are also very aware of their limitations. Heritage language programs and or Spanish for Spanish speakers provide students with linguistic, affective and academic advantages.

Recommendations

- Create a committee to seek out solutions for newcomers and SLIFE students and create a comprehensive plan for how the school district will serve this unique population of students.

U.S. Department of Education, Office of English Language Acquisition. (2016). *Newcomer Tool Kit*. Washington, DC: Author. Retrieved from https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf

- Create guidance on how students at the elementary, middle school and high school level will be served.

Appendix

Middle School and High School Specific

This document emphasizes the urgency for prioritizing the work that needs to be accomplished at the Middle and High School levels. These grade-level students do not have the luxury of time in their K-12 livelihood to be college and career ready. Therefore, it is important to point out that there were many comments made in the survey and the focus groups specifically related to critical issues and concerns in both Middle and High Schools. They are listed in the report under the 10 components for creating a Culturally and Linguistically Responsive School/School District. For the sake of efficiency, it is highly recommended that the skills of the EL experts (TOSAs) be utilized to co-develop a plan for implementing the recommendations. Consider starting with what can be accomplished immediately and build out a 3-year plan to institutionalize solutions.

Recommendations

- Review the culture of the high school for fair practices and policies in attendance, tardiness, grading and course admission. “Sweeps” and the language “sweeps” are of particular concern.
- Prioritize all teachers as highly trained in Sheltered Instruction. As the EL population continues to grow, high school teachers will benefit from being able to serve all students.
- Provide teachers and administrators with PD on cultural competence and implications for the RSD students and families
- Provide PD to all teachers in Constructing Meaning and QTEL type of instructional programs.
- Provide administrators with how to recognize and support teachers who are implementing instructionally sound EL pedagogy (Constructing Meaning and QTEL type of instructional programs)
- Provide PD to all teachers on equity and EL compliance (Title III).
- Provide opportunities for general education teachers to collaborate regularly with ELD teachers
- Consider AVID EXCEL – a program for long-term English learners that will teach the hidden rules of school. It focuses on the implicit and explicit exclusionary messages these students receive. It is highly engaging and rigorous
- Develop a common understanding of a co-teaching model that includes 2 teachers, with allocated planning time.

Appendix

Parent/Family

The focus group sessions were powerful in that the families had very specific comments and examples about their children's education, the EL program, communication with schools, and student agency. The comments below represent the language of the parents.

Voices from the Field:

Program

- Program goals are not clear
- Parents don't get info about how ELD program works, communication issue
- We want to say what is good or bad about the EL program– but we don't know how the program works, or what is happening
- When parents have gone to school meetings, they never talk about the ELD program
- Parents wants to understand how decisions are made about ELD services
- Transition from ES to MS to HS is not cohesive and not supportive
- Parent feels like they don't have all the information they want or need about the services
- Pull-out programs impacts the students socially, emotionally, academically
- Want teacher Instructional Assistants to support students in classes
- Parent wants revision of ELD program – want information in home language
    - Want things written in Spanish to follow-up
    - Important that district provides information in Spanish

Communication

- Parent of kids who have attended 3 different elementary schools never received a letter about the services their children are receiving from ELD
- Kids' homework should be sent home to practice English acquisition
- MS students are not getting any homework (7th grade)
- When issues occur, they try to talk to teacher directly, call and make appointment to communicate with teachers
- Keep fighting for a staff member in the office who speaks their language– currently, not all the time not every day
- Want clear communication about how services are done at each specific school
- Many people have communication challenges
- Should have a person at school to listen to complaints – someone to field concerns and bring them to principal
- Want to see homework from ELD class – want to see progress, understand what students are working on
- Need more people outside to keep kids safe
- Need better maintenance outside – a lot of trash on school property

Suggestion –let parents volunteer – supervise on playground; paint school, clean

- Parents don't understand the volunteer policy

- Many inconsistencies across schools
- Want to know how school is doing – see how students' progress and what parents should expect from their children.

Parent and Student Agency

- Parents want program goals and to see progress not just ELPA report at end of the year, want to see how their children are progressing along the way.
- Bring ideas together; need to share information and have positive and effective communication
- Parents and children want to be aware of goals (be a part of setting these bench-marks)
- New parent from Ukraine – took a 2-4 weeks for school to recognize/identify student as ELs
- Grandma believes that not much has changed with her own kids and grandkids in the program. Grandma – feels like they are losing kids – going backwards, she sees same thing for child and grandchild
- Go through the grades – no goals, no progress
- We need to all work together to reach those goals
- Parent doesn't see her children's progress
- Want their children to be challenged
- Parent met with the teacher every 6 months during the school year to do an evaluation of her child's progress, her son doesn't want to be in the program. He's in MS and has always been in the school district. Parent doesn't understand why her student needs to continue.
- Son in ELD program didn't help him at all. In 11th grade – his friends bully him, call him dumb.
- Different experience – ELD teacher and gen ed teacher informed parents at parent meeting, her daughter was out of ELD from K to 2 and reads in English, Spanish, Russian!
- Want a person to oversee/ensure safety, who's outside supervising kids?
  - Need more security by playground – open access for people to walk nearby – open
  - Need a gate – at least during school hours
  - Nice that school is part of community – grateful for that – but need to ensure safety
- Math is hard for ELs – especially in MS; then pass on to HS but still struggling
  - Need more math ELD support in MS and in Science as well
- Parent group involved in Wood Village church organized a meeting and invited teacher to come to meetings – talk about concerns. The teachers responded – addressed concerns – appreciate that – feel more like part of community. Hadn't felt welcome – but teachers made changes – now we feel like teachers will listen to concerns

Appendix

Students

RSD Students

Student voices were a part of the RSD EL review, they were collected through Focus Groups, in High School, Middle School and one 5th grade group. As most students they mostly shy but those who spoke shared some good examples of their experiences in the school. Comments represent individual students.

High School Students

Voices from the Field

Strengths

- Some teachers help students prepare to graduate and look for scholarships.
- Bullying is not tolerated “have to respect our peers, “respect differences” “mostly students do respect each other”.
- Math teacher “explains clearly”
- “My Language Arts teacher convinced me to enjoy poetry; a chance to write – I like writing.”
- “My math teacher speaks Spanish and also helps me with other classes.”
- Students rely on friends for help and support.
- Students rely on siblings to help them with homework.
- “Teachers for the most part respect students”
- Teachers sometimes intervene
- Beginner EL students likes that one of his teacher’s speaks Spanish
- Like math class because they play math games
- Like teachers who help them understand the work.

Areas of improvement

- Teachers could explain more clearly, more times – more details
- Teachers don’t check with students to confirm their understanding, they move on
- Teachers don’t give feedback nor a reason for the given grades
- Teachers need to provide more modeling, better explanations and purpose
- Wish teachers would communicate better with them
- Students have heard racist comments from teachers
- Students steal from each other – teachers don’t do anything about it.
- Students are given class schedules and don’t always know how classes are assigned to them.

Some high school students couldn’t tell us when they graduate, they shrugged their shoulders.

It's important to find out why this is the case with high school students as this attitude could lead to dropping out, not having information about credits, students who might not think about the possibility of graduating, no aspirations etc.

Other comments made by students:

- Enjoy reading in Spanish
- Most students talked about liking sports and video games
- Students shared they speak Spanish at home with parents and English with their siblings

Middle School

Strengths

- Like AVID – since 6th grade – helpful for all classes – HS & college readiness
- Teachers who explain things step by step – note taking strategies ; Cornell notes
- Teachers that checks in and connect with students to see how they are doing–
- Like science because of the teacher and because they do experiments – more visual
- Favorite Teachers:
    - Teachers teach concepts well
    - Teacher who uses visuals and graphs in
    - Teachers who give detailed explanations
    - Do fun activities – use iPads
    - Are supportive; sense of humor
    - Are energetic, nice, kind, good hearts
    - Are funny; explains things well
    - Make learning fun
- Likes an elective (Leadership), helps organize school events
- Math
- iPad as translator
- Friends are important
- After school programs, SUN; fieldtrips
- SUN – sports, activities, academic classes; HW support – a lot of kids go to that; partners/volunteers
- Like Electives – orchestra, Lego robotics, chorus, leadership, AVID, band and leadership, reading and drama
- Like the library – variety of books
- When asked about school safety one student said the school has police officers, counselors and teaches they can go to if they need help.

Areas of Improvement:

- Student shared he would like to see less fights (only been in 5 fights in 2 years)
- "There are fights because kids are bored; want to use their bodies; girls fight over a boy.
- "Not much bullying but just physical fights"
- "Teachers supervise outside, but kids know and go far away"

- Some teachers won't take the time to teach, to help out after school
- Communication challenges between teachers and students
- Teachers can diversify instruction (differentiate)
- Teacher this year is only teaching one way and some kids are still stuck
- Kids are shy and don't feel comfortable asking for help, some students ask in private – maybe
- Would be helpful to have more translators in class for students who don't speak English
- Each class could be more community oriented, be a more supportive group
- Help kids feel involved
- Need more help

Other Comments made by Students:

- 7th grade – don't get homework every day
- Get English help from google
- Said parents rank HB Lee low
- Would rank school 1 – because of fights and teacher attitudes
- Would rather read books than use computer program Imagine Learning
- Uniforms could help – then students wouldn't get disciplined for dress code

APPENDIX B: REYNOLDS SCHOOL DISTRICT STAFFING FOR EQUITY

Staffing for Equity

Reynolds School District

	Comprehensive	Targeted	Not Identified
Principal	1	1	1
Assistant Principal (Elementary)	1	1 if > 400	1 if > 500
Assistant Principal (Secondary)	1 per 250	1 per 400	1 per 500
Dean of Culture	1		
Counselor	1 per 250	1 if < 350; 2 if > 350	1
General' EAs	4	4 if < 350; 3 if > 350	3 if < 350; 2 if > 350
Librarian Elementary	1	1	n/a
Librarian Secondary	1 per 1000	1	1
Library EA Elementary	1	n/a	1
Library EA Secondary	2	1	0
Social Worker	1 per 250	1 per school	n/a
PE	2	1	1
Music	1	1	1
Art	1	1	1
Technology/Keyboarding	1	n/a	n/a
Coach/TOSA (General Funded)	2	1	n/a
Nurse	1	.5 if < 350; 1 if > 350	0.5
Health Room EA	1	1	0
Family Liason	1	n/a	n/a
In House Substitute Teacher	2	1	n/a
K-1 Class Size*	18	19	20
2-3 Class Size*	20	21	22
4-5 Class Size*	22	23	24
6-8 Class Size*	22	23	24
9-12 Class Size*	25	26	27
SPED Caseload	25	28	32
Paid Training Days	2	1	0
Other: CTE Staff Secondary	1 per 150, 8-12th graders	1 per 200, 8-12th graders	1 per 250, 8-12th graders

**counting only teaching staff with classloads*

APPENDIX C: EQUITY LENS

Equity Lens for Decision Making

Reynolds School District

Decision-Making Model

Command Decision

Made by one person or group without input from others

- When decisions need to be made quickly or are time-sensitive
- Personnel issues or issues that require security or privacy
- When consensus breaks down or cannot be reached (ultimately the buck stops at the leader's desk)

Advisory Decision

Made by one person or a group after input from others

- When decisions only affect a few people
- When input is needed from everyone but the timeline is short
- When other factors/parameters out of the team's control affect the final decision

Consensus Decision

A shared decision made by a team when high levels of support are needed

- Made by the whole group or representative group; a shared decision
- When there is ample time for discussion and group decision-making

Definition of Consensus:

Consensus is a decision that has been reached when most members of a team agree on a clear option and the few who oppose it have had a reasonable opportunity to influence that choice. All team members agree to support the decision.

From Connie Hoffman, Putting Sense into Consensus, Vista Associates, 1998

Decision-Making Filters

- How will this decision impact and/or support student learning and results?
- To what extent does the decision align to our mission, vision, values, and collective commitments?
- How will data be used to inform and evaluate the effectiveness of this decision?
- What are the non-negotiables related to this decision that must be considered?
- What are the barriers to more equitable outcomes and how will you (a) mitigate the negative impact and (b) address the barriers identified?
- What impact will this decision .have on our stakeholders and how are they involved in the decision-making, when possible?
- What commitments are needed in order to achieve the desired results?
- What resources are necessary to support this decision?
- Does the policy, program, practice or decision worsen existing disparities or produce other unintended consequences?
- How will this decision be communicated out to stakeholders?

APPENDIX D: CHARTER SCHOOL AGREEMENTS

Reynolds School District
SIA Subgrant Agreement with Multnomah Learning Academy, a Public Charter School

SECTION 1: AUTHORITY

Pursuant to the "Student Success Act", codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the "Act"). **Reynolds School District** (the "District") is authorized to distribute funding from District's allocation of the Student Investment Account as described in Section 10, subsection 4 of the Act.

SECTION 2: PURPOSE

The purpose of the programs under which this Grant is issued is to provide **Multnomah Learning Academy** (the "Grantee") funding to meet students' mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; from racial or ethnic groups that have historically experienced academic disparities; with disabilities; who are English language learners; who are foster children; who are homeless; and any others as determined by the State Board of Education.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (the "Executed Date"), this Grant shall be effective and have a Grant funding start date that is the same as the District's effective date with the Oregon Department of Education (the "Department") (the "Effective Date"), and, unless terminated earlier in accordance with its terms, shall expire on the same date as the District's agreement with ODE (the "Expiration Date").

SECTION 4: GRANT MANAGERS

4.1 District's Grant Manager is:

Name, Title	Christina Weinard, Director of Financial Services
Address	1204 NE 201st Avenue
City, State, Zip	Fairview OR 97024
Phone	503-661-7200
Email	cweinard@rsd7.net

4.2 Grantee's Grant Manager is:

Name, Title	Jo Ann Lindenthal, Executive Director
Address	22565 NE Halsey Street
City, State, Zip	Fairview, OR 97024
Phone	503-405-7868 x 232
Email	jlindenthal@mla.k12.or.us

4.3 A Party may designate a new Grant Manger by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

5.1 Grantee shall perform the project activities set forth in Exhibit A (the "Project"), attached hereto and incorporated herein by this reference for the period beginning on the Effective Date and ending on the Expiration Date (the "Performance Period").

SECTION 6: GRANT FUNDS AND EXCHANGE OF SERVICES

6.1 **Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee **95%** less an indirect rate of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the quarterly SIA Allocations report for the purposes described in Section 2 and Project described in Exhibit A. District shall pay the Grantee from monies available through its District SIA Grant Allocation (the "Funding Source"). Funds received by the Grantee under this Agreement (the "Grant Funds'') may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period.

6.1.1 Indirect Rate. Indirect costs shall not exceed 5 percent (5%) of the total District's Allocation and expenditures or $500,000, whichever is less. District will retain **zero percent (0%)** of the Grantee's allocation for indirect costs. Grantee may use up to **five percent (5%)** of the Grantee's allocation for indirect costs. Any indirect costs incurred by the Grantee must be accounted for within the District's limit of 5 percent or $500,000, whichever is less.

6.1.2 The Grantee must establish a separate account for all funds received as part of the Grant.

6.2 **Exchange of Services.**

6.2.1 By the District. District will make **Special Education services available to**

Grantee as presently managed under non-SIA funding.

6.2.2 By the Grantee. Grantee will make no services available to District.

SECTION 7: DISBURSEMENT GENERALLY

7.1 **Disbursement.**

7.1.1 District shall disburse Grant Funds by Check or Electronic Funds Transfer within ten (10) business days of District receiving the SIA allocation from ODE.

7.1.2 If District determines that any completed Project activities or documentation are not acceptable and that any deficiencies are the responsibility of Grantee, District shall prepare a detailed written description of the deficiencies and will deliver such notice to Grantee. Grantee shall correct any deficiencies at no cost to District.

7.1.3 All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses of SIA grant funds.

7.2 **Conditions Precedent to Disbursement.** District's obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

7.2.1 District has received sufficient funding to allow District, in the exercise of its reasonable administrative discretion, to make the disbursement.

7.2.2 No default as described in Section 12 has occurred.

7.2.3 Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.

7.3 **Recovery of Grant Funds.** Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant ("Misexpended Funds") or that remain unexpended on the earlier of termination or expiration of this Grant ("Unexpended Funds") must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District's written demand but in any event no later than 30 days after the District's written demand.

7.4 **Duplicate Payment.** Grantee shall not be compensated for, or receive any other form of duplicate, overlapping or multiple payments for the same costs financed by or costs and expenses paid for by Grant Funds from any agency of the State of Oregon or the United States of America or any other party, organization or individual.

SECTION 8: REPRESENTATIONS AND WARRANTIES

8.1 **Organization/Authority.** Grantee represents and warrants to District that:

8.1.1 Grantee is an Oregon Nonprofit Corporation duly organized and validly existing under the laws of the State of Oregon, is eligible to receive the Grant Funds and has full power, authority and legal right to make this Grant and to incur and perform its obligations hereunder;

8.1.2 The making and performance by Grantee of this Grant (a) have been duly authorized by Grantee, (b) do not and will not violate any provision of any applicable law, rule, regulation, or order of any court, regulatory commission, board, or other administrative agency or any provision of Grantee's Articles of Incorporation or Bylaws; and (c) do not and will not result in the breach of, or constitute a default or require any consent under any other agreement or instrument to which Grantee is a party or by which Grantee or any of its properties may be bound or affected. No authorization, consent, license, approval of, or filing or registration with or notification to any governmental body or regulatory or supervisory authority is required for the execution, delivery or performance by Grantee of this Grant, other than those that have already been obtained;

8.1.3 This Grant has been duly executed and delivered by Grantee and constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;

8.1.4 Grantee is, and throughout the Performance Period will be, in compliance with its charter agreement and all Oregon laws applicable to charter schools operating in the State of Oregon including, without limitation, ORS 338.035;

8.1.5 The representations and warranties set forth in this section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: GOVERNING LAW, CONSENT TO JURISDICTION

This Grant shall be governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively "Claim") between District or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant shall be brought and conducted solely and exclusively within the Circuit Court of Multnomah County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it shall be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event shall this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. Grantee, BY EXECUTION OF THIS GRANT,

HEREBY CONSENTS TO THE IN PERSONAM JURISDICTION OF SAID COURTS.

SECTION 10: PERFORMANCE TARGETS

10.1 Grantee will identify longitudinal performance growth targets (the "Targets") in accordance to the guidance published by the Department. Targets will be included with the Grantee's Project in Exhibit A and identified for each year of the Performance Period. Targets must minimally include the Targets included in Section 12, subparagraph 3 of the Act for which the Grantee serves students. Targets must be disaggregated according to Section 12, subparagraph 1 of the Act.

10.2 Grantee shall identify Targets that contribute to the success of the District's Targets in each Target for which the Grantee serves students and has accountability data. In addition to those Targets required by the Act, Grantee may identify local Targets.

10.3 Grantee will report to District each year on its progress toward meeting Targets in the Grantee's annual report as per ORS 338.095 or as mutually agreed upon by both Parties.

SECTION 11: INDEMNIFICATION

11.1 Grantee shall defend, save, hold harmless, and indemnify the District and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney's fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this section).

11.2 **Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other direct damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: DEFAULT

12.1 **Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:

12.1.1 Grantee fails to perform, observe or discharge any of its covenants, agreements or obligations under this Grant;

12.1.2 Grantee uses or expends Grant Funds for any purpose other than that defined in

this Grant.

12.2 **District.** District will be in default under this Grant if District fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant.

SECTION 13: REMEDIES

13.1 **District Remedies.** In the event Grantee is in default under Section 12, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant under Section 16, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, (e) exercise of its right of recovery of overpayments under Section 14 of this Grant or setoff, or both, or (g) pursue termination of the charter contract as per ORS 338.105. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.

13.2 **Grantee Remedies.** In the event District is in default under Section 12 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 16.3.3, or in the event District terminates this Grant under Sections 16.2.1, 16.2.2, 16.2.3, or 16.2.5, Grantee's remedy may be exercised through any dispute provisions in this agreement or in the current executed charter contract. If previous amounts paid to Grantee exceed the amount due to Grantee under this Section 13.2, Grantee shall promptly pay any excess to District.

SECTION 14: RECOVERY OF OVERPAYMENTS

If payments to Grantee under this Grant, or any other agreement between District and Grantee, exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

SECTION 15: LIMITATION OF LIABILITY

EXCEPT FOR LIABILITY ARISING UNDER OR RELATED TO SECTION 11, NEITHER PARTY WILL BE LIABLE FOR INCIDENTAL, CONSEQUENTIAL, OR OTHER INDIRECT DAMAGES ARISING OUT OF OR RELATED TO THIS GRANT, REGARDLESS OF WHETHER THE LIABILITY CLAIM IS BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, PRODUCT LIABILITY OR OTHERWISE. NEITHER PARTY WILL BE LIABLE FOR ANY DAMAGES OF ANY SORT ARISING SOLELY FROM THE TERMINATION OF THIS GRANT IN

ACCORDANCE WITH ITS TERMS.

SECTION 16: TERMINATION

16.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.

16.2 **By District.** District may terminate this Grant as follows:

16.2.1 Upon 30 days advance written notice to Grantee;

16.2.2 Immediately upon written notice to Grantee, if District fails to receive funding, or allocations, limitations or other expenditure authority at levels sufficient in District's reasonable administrative discretion, to perform its obligations under this Grant;

16.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that the District's performance under this Grant is prohibited or District is prohibited from paying for such performance from the planned funding source;

16.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 30 days after written notice thereof to Grantee; or

16.2.5 As otherwise expressly provided in this Grant.

16.3 **By Grantee.** Grantee may terminate this Grant as follows:

16.3.1 Upon 30 days advance written notice to District;

16.3.2 Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 days after written notice thereof to District; or

16.3.3 As otherwise expressly provided in this Grant.

16.4 **Cease Activities.** Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in such notice. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

SECTION 17: INSURANCE

Grantee shall maintain insurance set forth in the charter contract and any necessary insurance to cover activities related to the Project.

SECTION 18: NONAPPROPRIATION

District's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon District receiving funding, appropriations, limitations, allocations, or other expenditure authority sufficient to allow District, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant.

SECTION 19: AMENDMENTS

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

SECTION 20: NOTICE

Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address, fax number or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section 20. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

SECTION 21: SEVERABILITY

The Parties agree that if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

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In connection with their activities under this Grant, the Parties shall comply with all applicable federal, state and local law.

SECTION 24: INTENDED BENEFICIARIES

District and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third parties unless such third parties are individually identified by name herein and expressly described as intended beneficiaries of this Grant.

SECTION 25: TIME IS OF THE ESSENCE

Time is of the essence in Grantee's performance of the Project activities under this Grant.

SECTION 26: MERGER, WAIVER

This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given. EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES THAT IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

SECTION 27: RECORDS MAINTENANCE, MUNICIPAL AUDIT, AND ACCESS

Grantee shall maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee shall maintain any other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to clearly document Grantee performance. All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District and the Oregon Secretary of State's Office and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit according to ORS 338.095 and reported to District annually. Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant,

whichever date is later.

SECTION 28: HEADINGS

The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

SECTION 29: GRANT DOCUMENTS

This Grant consists of the following documents, which are listed in descending order of precedence: this Grant and Exhibit A (the "Project").

SECTION 30: SIGNATURES

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

REYNOLDS SCHOOL DISTRICT

By: _____

Dr. Danna Diaz, Superintendent Date

Multnomah Learning Academy Charter School

By: _____

Jo Ann Lindenthal, Executive Director Date

EXHIBIT A
THE PROJECT

SECTION I – CHARTER SCHOOL SIA PLAN

the Grantee will develop a three-year (3 year) plan to implement grant activities aligned to the purpose and allowed uses of funds. The three-year plan must include a budget, strategies, activities, and longitudinal performance growth targets.

SECTION II – DISTRICT APPROVAL

The Project must include a budget and a description of activities for the Performance Period of the Grant. Budget will be based on SIA Allocation/Disbursement Reports published by the Department. Grantee will submit the Project to District at least thirty (30) days before the District's SIA application is scheduled to be approved by the District school board and shall be included with the District's SIA application to the Department.

District school board approval does not necessarily mean endorsement or agreement with the Grantee's Project.

SECTION III – BUDGET AND ACTIVITIES

The Grantee shall develop a budget for the Project aligned to the allowed uses in Section 9, subparagraph 3 of the Act. Grantee will identify at least one strategy and supporting activities with appropriate budget

Activities of Grantee		Allowable Uses Category	Budget
Strategy 1: Ensure pedagogy, school culture and standards-based curriculum integrates the conscious and respectful consideration of culture, disability, race, gender and language with equitable learning supports and opportunities.			**253,500**
Year 1	Hire trained dyslexia specialist for targeted intervention in reading and math.	Reduce Class Size and Caseloads	69,500
Year 2	Hire trained dyslexia specialist for targeted intervention in reading and math.	Reduce Class Size and Caseloads	69,500
Year 3	Hire trained dyslexia specialist for targeted intervention in reading and math.	Reduce Class Size and Caseloads	69,500
Year 1	Equity training for K-8 staff	Address Student Health & Safety	15,000
Year 2	Equity training for K-8 staff	Address Student Health & Safety	15,000
Year 3	Equity training for K-8 staff	Address Student Health & Safety	15,000
Strategy 2: Invest in K-8 social/emotional learning enhancements and professional development for staff and students.			**319,000**

Year 1	Provide social emotional professional development for staff	Address Student Health & Safety	10,000
Year 2	Provide social emotional professional development for staff	Address Student Health & Safety	10,000
Year 3	Provide social emotional professional development for staff	Address Student Health & Safety	10,000
Year 1	Hire 1.0 FTE social worker to work both campuses	Address Student Health & Safety	85,000
Year 2	Hire 1.0 FTE social worker to work both campuses	Address Student Health & Safety	85,000
Year 3	Hire 1.0 FTE social worker to work both campuses	Address Student Health & Safety	85,000
Year 1	MANDT training for on-site trainers (registration and travel expenses)	Address Student Health & Safety	5,000
Year 3	MANDT training for on-site trainers (registration and travel expenses)	Address Student Health & Safety	5,000
Year 1	PBIS conference in PDX for 10 staff members	Address Student Health & Safety	8,000

Year 2	PBIS conference (costs for event/travel)	Address Student Health & Safety	8,000
Year 3	PBIS conference (costs for event/travel)	Address Student Health & Safety	8,000
Strategy 3: Curriculum and instructional methods for teaching mathematics are current, culturally responsible and best practice. Teachers and staff have up to date training and ongoing PD with a continuous focus on student learning data.			**126,200**
Year 1	Math curriculum training annually K-8 staff	Provide a Well-Rounded Education	20,000
Year 2	Math curriculum training annually K-8 staff	Provide a Well-Rounded Education	15,000
Year 3	Math curriculum training annually K-8 staff	Provide a Well-Rounded Education	15,000
Year 1	Hire 0.8 FTE educational assistant to support math coach to provide additional individual supports	Reduce Class Size and Caseloads	25,400
Year 2	Hire 0.8 FTE educational assistant to support math coach to provide additional individual supports	Reduce Class Size and Caseloads	25,400

Year 3	Hire 0.8 FTE educational assistant to support math coach to provide additional individual supports	Reduce Class Size and Caseloads	25,400
Strategy 4: Develop ongoing formative and summative assessments based on prioritized standards to create a data rich and highly responsive learning environment for all learners in ELA and math.			**90,000**
Year 1	Hire consultant for assessment and standards development and implementation	Provide a Well-Rounded Education	10,000
Year 1	Hire consultant for assessment and standards development and implementation	Provide a Well-Rounded Education	10,000
Year 1	Hire consultant for assessment and standards development and implementation	Provide a Well-Rounded Education	10,000
Year 1	Data analysis training.	Provide a Well-Rounded Education	20,000
Year 2	Data analysis training.	Provide a Well-Rounded Education	20,000
Year 3	Data analysis training.	Provide a Well-Rounded Education	20,000
Strategy 5: Provide extended learning opportunities for middle school students with additional course offerings and after school programs.			**338,000**
Year 1	Extended learning at the middle school with extended learning and staffing. Hire 1.0 FTE teacher and 0.8 FTE educational aide.	Expand Instructional Time	106,000

Year 2	Extended learning at the middle school with extended learning and staffing. Hire 1.0 FTE teacher and 0.8 FTE educational aide.	Expand Instructional Time	106,000
Year 3	Extended learning at the middle school with extended learning and staffing. Hire 1.0 FTE teacher and 0.8 FTE educational aide.	Expand Instructional Time	106,000
Year 1	Materials for extended learning at the middle school	Expand Instructional Time	10,000
Year 2	Materials for extended learning at the middle school	Expand Instructional Time	5,000
Year 3	Materials for extended learning at the middle school	Expand Instructional Time	5,000

SECTION IV – UPDATES AND REVISIONS

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) days prior to the Department's next disbursement of SIA Funds to the District. The District may review the Project to ensure alignment to the allowed uses in Section 9, subparagraph 3 of the Act.

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SECTION V – ACCOUNTABILITY

The Grantee shall meet or exceed the longitudinal performance growth targets below and report annually on the longitudinal performance growth targets below in the charter school annual report to the school district board.

Longitudinal Performance Growth Target Description		Reporting Method	Target Focus Area
Year 1-3	All K-2 students will be proficient in reading by third grade.	MAP/DRA/ SBAC	Student achievement, equity, and reducing disproportionality
Year 1-3	10% annual decrease in student referrals and behavioral incidents	Synergy, PBIS Rewards	Student Safety and Well-Being
Year 1-3	10% annual increase in achievement in ELA and mathematics for (disaggregated) marginalized students from the previous year: • Ever English Learners • Hispanic • African American • SPED	Offer foreign language at the MS and/or after school club	Student achievement, equity, and reducing disproportionality
Year 1	1.5% annual increase in Regular Attenders	Synergy	Student achievement, equity, and reducing disproportionality
Year 2-3	1% annual increase in Regular Attenders	Synergy	Student achievement, equity, and reducing disproportionality

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SECTION VI – FINANCIAL REPORTING

The Grantee shall report all expenses paid with Grant Funds to District within 180 days of disbursement. The report shall include accounting and evidence of alignment to the allowed uses in Section 9, subparagraph 3 of the Act. At the District's request, the Grantee shall provide District expense report within fifteen (15) days at any time during the Performance Period.

Reporting and Monitoring Activities	District or Charter School	Frequency or Specific Date
2020 Quarter 3 – quarterly report of grant activity	Charter	Quarterly, within 15 days of the last business day of the quarter
2020 Quarter 4 – quarterly report of grant activity	Charter	Quarterly, within 15 days of the last business day of the quarter
2021 Quarter 1 – quarterly report of grant activity	Charter	Quarterly, within 15 days of the last business day of the quarter
2021 Quarter 2 – quarterly report of grant activity	Charter	Quarterly, within 15 days of the last business day of the quarter
December Audit Review – update	Charter	Annual

Reynolds School District
SIA Subgrant Agreement with Reynolds Arthur Academy Charter Schools, a Public Charter School

SECTION 1: AUTHORITY

Pursuant to the "Student Success Act", codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the "Act"). **Reynolds School District** (the "District") is authorized to distribute funding from District's allocation of the Student Investment Account as described in Section 10, subsection 4 of the Act.

SECTION 2: PURPOSE

The purpose of the programs under which this Grant is issued is to provide **Reynolds Arthur Academy** (the "Grantee") funding to meet students' mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; from racial or ethnic groups that have historically experienced academic disparities; with disabilities; who are English language learners; who are foster children; who are homeless; and any others as determined by the State Board of Education.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (the "Executed Date"), this Grant shall be effective and have a Grant funding start date that is the same as the District's effective date with the Oregon Department of Education (the "Department") (the "Effective Date"), and, unless terminated earlier in accordance with its terms, shall expire on the same date as the District's agreement with ODE (the "Expiration Date").

SECTION 4: GRANT MANAGERS

4.1 District's Grant Manager is:

Name, Title	Christina Weinard, Director of Financial Services
Address	1204 NE 201st Avenue
City, State, Zip	Fairview OR 97024
Phone	503-661-7200
Email	cweinard@rsd7.net

4.2 Grantee's Grant Manager is:

Name, Title	Stephani Walker, Executive Director
Address	13809 SE Division St. Suite A
City, State, Zip	Portland, OR 97236
Phone	503-762-6061
Email	swalker@arthuracademy.org

4.3 A Party may designate a new Grant Manger by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

5.1 Grantee shall perform the project activities set forth in Exhibit A (the "Project"), attached hereto and incorporated herein by this reference for the period beginning on the Effective Date and ending on the Expiration Date (the "Performance Period").

SECTION 6: GRANT FUNDS AND EXCHANGE OF SERVICES

6.1 **Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee **92%** less an indirect rate of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the quarterly SIA Allocations report for the purposes described in Section 2 and Project described in Exhibit A. District shall pay the Grantee from monies available through its District SIA Grant Allocation (the "Funding Source"). Funds received by the Grantee under this Agreement (the "Grant Funds'') may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period.

6.1.1 Indirect Rate. Indirect costs shall not exceed 5 percent (5%) of the total District's Allocation and expenditures or $500,000, whichever is less. District will retain **zero (0%)** of the Grantee's allocation for indirect costs. Grantee use up to **five** percent **(5%)** of the Grantee's allocation for indirect costs. Any indirect costs incurred by the Grantee must be accounted for within the District's limit of 5 percent or $500,000, whichever is less.

6.1.2 The Grantee must establish a separate account for all funds received as part of

the Grant.

6.2 **Exchange of Services.**

6.2.1 **By the District.** District will make no services available to Grantee.

6.2.2 **By the Grantee.** Grantee will make no services available to District.

SECTION 7: DISBURSEMENT GENERALLY

7.1 **Disbursement.**

7.1.1 District shall disburse Grant Funds by Check or Electronic Funds Transfer within ten (10) business days of District receiving the SIA allocation from ODE.

7.1.2 If District determines that any completed Project activities or documentation are not acceptable and that any deficiencies are the responsibility of Grantee, District shall prepare a detailed written description of the deficiencies and will deliver such notice to Grantee. Grantee shall correct any deficiencies at no cost to District.

7.1.3 All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses of SIA grant funds.

7.2 **Conditions Precedent to Disbursement.** District's obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

7.2.1 District has received sufficient funding to allow District, in the exercise of its reasonable administrative discretion, to make the disbursement.

7.2.2 No default as described in Section 12 has occurred.

7.2.3 Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.

7.3 **Recovery of Grant Funds.** Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant ("Misexpended Funds") or that remain unexpended on the earlier of termination or expiration of this Grant ("Unexpended Funds") must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District's written demand but in any event no later than 30 days after the District's written demand.

7.4 **Duplicate Payment.** Grantee shall not be compensated for, or receive any other form of duplicate, overlapping or multiple payments for the same costs financed by or costs and expenses paid for by Grant Funds from any agency of the State of Oregon

or the United States of America or any other party, organization or individual.

SECTION 8: REPRESENTATIONS AND WARRANTIES

8.1 **Organization/Authority.** Grantee represents and warrants to District that:

8.1.1 Grantee is an Oregon Nonprofit Corporation duly organized and validly existing under the laws of the State of Oregon, is eligible to receive the Grant Funds and has full power, authority and legal right to make this Grant and to incur and perform its obligations hereunder;

8.1.2 The making and performance by Grantee of this Grant (a) have been duly authorized by Grantee, (b) do not and will not violate any provision of any applicable law, rule, regulation, or order of any court, regulatory commission, board, or other administrative agency or any provision of Grantee's Articles of Incorporation or Bylaws; and (c) do not and will not result in the breach of, or constitute a default or require any consent under any other agreement or instrument to which Grantee is a party or by which Grantee or any of its properties may be bound or affected. No authorization, consent, license, approval of, or filing or registration with or notification to any governmental body or regulatory or supervisory authority is required for the execution, delivery or performance by Grantee of this Grant, other than those that have already been obtained;

8.1.3 This Grant has been duly executed and delivered by Grantee and constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;

8.1.4 Grantee is, and throughout the Performance Period will be, in compliance with its charter agreement and all Oregon laws applicable to charter schools operating in the State of Oregon including, without limitation, ORS 338.035;

8.1.5 The representations and warranties set forth in this section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: GOVERNING LAW, CONSENT TO JURISDICTION

This Grant shall be governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively "Claim") between District or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant shall be brought and conducted solely and exclusively within the Circuit Court of Multnomah County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it shall be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event shall this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh

amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. Grantee, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE IN PERSONAM JURISDICTION OF SAID COURTS.

SECTION 10: PERFORMANCE TARGETS

10.1 Grantee will identify longitudinal performance growth targets (the "Targets") in accordance to the guidance published by the Department. Targets will be included with the Grantee's Project in Exhibit A and identified for each year of the Performance Period. Targets must minimally include the Targets included in Section 12, subparagraph 3 of the Act for which the Grantee serves students. Targets must be disaggregated according to Section 12, subparagraph 1 of the Act.

10.2 Grantee shall identify Targets that contribute to the success of the District's Targets in each Target for which the Grantee serves students and has accountability data. In addition to those Targets required by the Act, Grantee may identify local Targets.

10.3 Grantee will report to District each year on its progress toward meeting Targets in the Grantee's annual report as per ORS 338.095 or as mutually agreed upon by both Parties.

SECTION 11: INDEMNIFICATION

11.1 Grantee shall defend, save, hold harmless, and indemnify the District and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney's fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this section).

11.2 **Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other direct damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: DEFAULT

12.1 **Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:

12.1.1 Grantee fails to perform, observe or discharge any of its covenants, agreements or obligations under this Grant;

12.1.2 Grantee uses or expends Grant Funds for any purpose other than that defined in

this Grant.

12.2 **District.** District will be in default under this Grant if District fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant.

SECTION 13: REMEDIES

13.1 **District Remedies.** In the event Grantee is in default under Section 12, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant under Section 16, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, (e) exercise of its right of recovery of overpayments under Section 14 of this Grant or setoff, or both, or (g) pursue termination of the charter contract as per ORS 338.105. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.

13.2 **Grantee Remedies.** In the event District is in default under Section 12 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 16.3.3, or in the event District terminates this Grant under Sections 16.2.1, 16.2.2, 16.2.3, or 16.2.5, Grantee's remedy may be exercised through any dispute provisions in this agreement or in the current executed charter contract. If previous amounts paid to Grantee exceed the amount due to Grantee under this Section 13.2, Grantee shall promptly pay any excess to District.

SECTION 14: RECOVERY OF OVERPAYMENTS

If payments to Grantee under this Grant, or any other agreement between District and Grantee, exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

SECTION 15: LIMITATION OF LIABILITY

EXCEPT FOR LIABILITY ARISING UNDER OR RELATED TO SECTION 11, NEITHER PARTY WILL BE LIABLE FOR INCIDENTAL, CONSEQUENTIAL, OR OTHER INDIRECT DAMAGES ARISING OUT OF OR RELATED TO THIS GRANT, REGARDLESS OF WHETHER THE LIABILITY CLAIM IS BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, PRODUCT LIABILITY OR OTHERWISE. NEITHER PARTY WILL BE LIABLE FOR ANY DAMAGES OF ANY SORT ARISING SOLELY FROM THE TERMINATION OF THIS GRANT IN

ACCORDANCE WITH ITS TERMS.

SECTION 16: TERMINATION

16.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.

16.2 **By District.** District may terminate this Grant as follows:

16.2.1 Upon 30 days advance written notice to Grantee;

16.2.2 Immediately upon written notice to Grantee, if District fails to receive funding, or allocations, limitations or other expenditure authority at levels sufficient in District's reasonable administrative discretion, to perform its obligations under this Grant;

16.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that the District's performance under this Grant is prohibited or District is prohibited from paying for such performance from the planned funding source;

16.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 30 days after written notice thereof to Grantee; or

16.2.5 As otherwise expressly provided in this Grant.

16.3 **By Grantee.** Grantee may terminate this Grant as follows:

16.3.1 Upon 30 days advance written notice to District;

16.3.2 Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 days after written notice thereof to District; or

16.3.3 As otherwise expressly provided in this Grant.

16.4 **Cease Activities.** Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in such notice. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

SECTION 17: INSURANCE

Grantee shall maintain insurance set forth in the charter contract and any necessary insurance to cover activities related to the Project.

SECTION 18: NONAPPROPRIATION

District's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon District receiving funding, appropriations, limitations, allocations, or other expenditure authority sufficient to allow District, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant.

SECTION 19: AMENDMENTS

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

SECTION 20: NOTICE

Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address, fax number or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section 20. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

SECTION 21: SEVERABILITY

The Parties agree that if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

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In connection with their activities under this Grant, the Parties shall comply with all applicable federal, state and local law.

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District and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third parties unless such third parties are individually identified by name herein and expressly described as intended beneficiaries of this Grant.

SECTION 25: TIME IS OF THE ESSENCE

Time is of the essence in Grantee's performance of the Project activities under this Grant.

SECTION 26: MERGER, WAIVER

This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given. EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES THAT IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

SECTION 27: RECORDS MAINTENANCE, MUNICIPAL AUDIT, AND ACCESS

Grantee shall maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee shall maintain any other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to clearly document Grantee performance. All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District and the Oregon Secretary of State's Office and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit according to ORS 338.095 and reported to District annually. Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant,

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This Grant consists of the following documents, which are listed in descending order of precedence: this Grant and Exhibit A (the “Project”).

SECTION 30: SIGNATURES

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

REYNOLDS SCHOOL DISTRICT

By: _____

Dr. Danna Diaz, Superintendent Date

Reynolds Arthur Academy Charter School

By: _____

Stephani Walker, Executive Director Date

EXHIBIT A
THE PROJECT

SECTION I – CHARTER SCHOOL SIA PLAN

the Grantee will develop a three-year (3 year) plan to implement grant activities aligned to the purpose and allowed uses of funds. The three-year plan must include a budget, strategies, activities, and longitudinal performance growth targets.

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The Project must include a budget and a description of activities for the Performance Period of the Grant. Budget will be based on SIA Allocation/Disbursement Reports published by the Department. Grantee will submit the Project to District at least thirty (30) days before the District's SIA application is scheduled to be approved by the District school board and shall be included with the District's SIA application to the Department.

District school board approval does not necessarily mean endorsement or agreement with the Grantee's Project.

SECTION III – BUDGET AND ACTIVITIES

The Grantee shall develop a budget for the Project aligned to the allowed uses in Section 9, subparagraph 3 of the Act. Grantee will identify at least one strategy and supporting activities with appropriate budget

Activities of Grantee		**Allowable Uses Category**	**Budget**
Strategy 1: Provide small-sized instructional groups.			$219,000
Year 1	Hire an additional 1.0 FTE small groups teacher to allow for smaller instructional groups in the K-6 classrooms.	Reduce Class Size and Caseload	$73,000
Year 2	Hire an additional 1.0 FTE small groups teacher to allow for smaller instructional groups in the K-6 classrooms.	Reduce Class Size and Caseload	$73,000
Year 3	Hire an additional 1.0 FTE small groups teacher to allow for smaller instructional groups in the K-6 classrooms.	Reduce Class Size and Caseload	$73,000

Strategy 2: Provide math and reading professional development opportunities.			$15,000
Year 1	Attend the Annual NIFDI Conference and Institutes Training Event.	Provide a Well-Rounded Education	$5,000
Year 2	Attend the Annual NIFDI Conference and Institutes Training Event.	Provide a Well-Rounded Education	$5,000
Year 3	Attend the Annual NIFDI Conference and Institutes Training Event.	Provide a Well-Rounded Education	$5,000
Strategy 3: Staff will create a culture of safety and respect for all students that supports the social, emotional and physical wellbeing of students that is vital to academic success.			$126,000
Year 1	Hire .5 FTE educator to provide social and emotional learning support.	Address Student Health and Safety	$37,000
Year 2	Hire .5 FTE educator to provide social and emotional learning support.	Address Student Health and Safety	$37,000
Year 3	Hire .5 FTE educator to provide social and emotional learning support.	Address Student Health and Safety	$37,000
Year 1	Attend training that promotes positive behavioral practices (ie: collaborative problem-solving, trauma informed practices and restorative justice).	Address Student Health and Safety/Provide a Well-Rounded Education	$5,000
Year 2	Attend training that promotes positive behavioral practices (ie: collaborative problem-solving, trauma informed practices and restorative justice).	Address Student Health and Safety/Provide a Well-Rounded Education	$5,000
Year 3	Attend training that promotes positive behavioral practices (ie: collaborative problem-solving, trauma informed practices and restorative justice).	Address Student Health and Safety/Provide a Well-Rounded Education	$5,000

SECTION IV – UPDATES AND REVISIONS

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) days prior to the Department's next disbursement of SIA Funds to the District. The District may review the Project to ensure alignment to the allowed uses in Section 9, subparagraph 3 of the Act.

SECTION V – ACCOUNTABILITY

The Grantee shall meet or exceed the longitudinal performance growth targets below and report annually on the longitudinal performance growth targets below in the charter school annual report to the school district board.

Longitudinal Performance Growth Target Description		**Target**
Year 1	Local Metric: K-6th grade easyCBM Math Assessment Aligns to Strategies 1 and 2 Core: 40th-99th Percentile Strategic: 20th-39th Percentile Intensive:1st-19th Percentile	Target: At least 80% of the students in the core group stay in the core group from the beginning of the year to the end of the year. At least 60% of the students in the strategic group move to the core group from the beginning of the year to the end of the year. At least 60% of the students in the intensive group move to the strategic or core group from the beginning of the year to the end of the year.
Year 1	Local Metric: Student Survey for 3rd-6th grade students Aligns to Strategy 3	At least 75% of our 3rd-6th grade students report a sense of social, emotional and physical wellbeing at school.
Year 1	Common Metric: Regular Attenders Aligns to Strategies 1 and 3	Meet the state's long-term goal of 93% regular attenders.
Year 2	Local Metric: K-6th grade easyCBM Math Assessment Aligns to Strategies 1 and 2 Core: 40th-99th Percentile Strategic: 20th-39th Percentile Intensive:1st-19th Percentile	Target: At least 80% of the students in the core group stay in the core group from the beginning of the year to the end of the year. At least 60% of the students in the strategic group move to the core group from the beginning of the year to the end of the year. At least 60% of the students in the intensive group move to the strategic or core group from the beginning of the year to the end of the year.
Year 2	Local Metric: Student Survey for 3rd-6th grade students Aligns to Strategy 3	At least 80% of our 3rd-6th grade students report a sense of social, emotional and physical wellbeing at school.

Year 2	Common Metric: Regular Attenders Aligns to Strategies 1 and 3	Meet the state's long-term goal of 93% regular attenders.
Year 3	Local Metric: K-6th grade easyCBM Math Assessment Aligns to Strategies 1 and 2 Core: 40th-99th Percentile Strategic: 20th-39th Percentile Intensive:1st-19th Percentile	Target: At least 80% of the students in the core group stay in the core group from the beginning of the year to the end of the year. At least 60% of the students in the strategic group move to the core group from the beginning of the year to the end of the year. At least 60% of the students in the intensive group move to the strategic or core group from the beginning of the year to the end of the year.
Year 3	Local Metric: Student Survey for 3rd-6th grade students Aligns to Strategy 3	At least 85% of our 3rd-6th grade students report a sense of social, emotional and physical wellbeing at school.
Year 3	Common Metric: Regular Attenders Aligns to Strategies 1 and 3	Meet the state's long-term goal of 93% regular attenders.

SECTION VI – FINANCIAL REPORTING

The Grantee shall report all expenses paid with Grant Funds to District within 180 days of disbursement. The report shall include accounting and evidence of alignment to the allowed uses in Section 9, subparagraph 3 of the Act. At the District's request, the Grantee shall provide District expense report within fifteen (15) days at any time during the Performance Period.

Reporting and Monitoring Activities	District or Charter School	Frequency or Specific Date
Quarterly Report of Grant Fund activity	Charter School	Quarterly, within 15 days of the last business day of the quarter, for duration of grant funding
Audit of Grant Fund account	Charter School	Annually

Reynolds School District
SIA Subgrant Agreement with KNOVA Learning, dba Rockwood Preparatory Academy, a Public Charter School

SECTION 1: AUTHORITY

Pursuant to the "Student Success Act", codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the "Act"). **Reynolds School District** (the "District") is authorized to distribute funding from District's allocation of the Student Investment Account as described in Section 10, subsection 4 of the Act.

SECTION 2: PURPOSE

The purpose of the programs under which this Grant is issued is to provide **KNOVA Learning, dba Rockwood Preparatory Academy** (the "Grantee") funding to meet students' mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; from racial or ethnic groups that have historically experienced academic disparities; with disabilities; who are English language learners; who are foster children; who are homeless; and any others as determined by the State Board of Education.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (the "Executed Date"), this Grant shall be effective and have a Grant funding start date that is the same as the District's effective date with the Oregon Department of Education (the "Department") (the "Effective Date"), and, unless terminated earlier in accordance with its terms, shall expire on the same date as the District's agreement with ODE (the "Expiration Date").

SECTION 4: GRANT MANAGERS

4.1 District's Grant Manager is:

Name, Title	Christina Weinard, Director of Financial Services
Address	1204 NE 201st Avenue
City, State, Zip	Fairview OR 97024
Phone	503-661-7200
Email	cweinard@rsd7.net

4.2 Grantee's Grant Manager is:

Name, Title	John Nelson, Executive Director
Address	740 SE 182nd Avenue
City, State, Zip	Portland, Oregon 97233
Phone	503-907-1023
Email	jnelson@rockwoodprep.org

4.3 A Party may designate a new Grant Manger by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

5.1 Grantee shall perform the project activities set forth in Exhibit A (the "Project"), attached hereto and incorporated herein by this reference for the period beginning on the Effective Date and ending on the Expiration Date (the "Performance Period").

SECTION 6: GRANT FUNDS AND EXCHANGE OF SERVICES

6.1 **Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee **89%** less an indirect rate of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the quarterly SIA Allocations report for the purposes described in Section 2 and Project described in Exhibit A. District shall pay the Grantee from monies available through its District SIA Grant Allocation (the "Funding Source"). Funds received by the Grantee under this Agreement (the "Grant Funds'') may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period.

6.1.1 Indirect Rate. Indirect costs shall not exceed 5 percent (5%) of the total District's Allocation and expenditures or $500,000, whichever is less. District will retain **zero percent (0%)** of the Grantee's allocation for indirect costs. Grantee may use up to **five percent (5%)** of the Grantee's allocation for indirect costs. Any indirect costs incurred by the Grantee must be accounted for within the District's limit of 5 percent or $500,000, whichever is less.

6.1.2 The Grantee must establish a separate account for all funds received as part of the Grant.

6.2 **Exchange of Services.**

6.2.1 By the District. District will make **Special Education and English Language services** available to Grantee **in a similar manner as currently provided for**

non-SIA funding sources.

6.2.2 **By the Grantee.** Grantee will make no services available to District.

SECTION 7: DISBURSEMENT GENERALLY

7.1 **Disbursement.**

7.1.1 District shall disburse Grant Funds by Check or Electronic Funds Transfer within ten (10) business days of District receiving the SIA allocation from ODE.

7.1.2 If District determines that any completed Project activities or documentation are not acceptable and that any deficiencies are the responsibility of Grantee, District shall prepare a detailed written description of the deficiencies and will deliver such notice to Grantee. Grantee shall correct any deficiencies at no cost to District.

7.1.3 All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses of SIA grant funds.

7.2 **Conditions Precedent to Disbursement.** District's obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

7.2.1 District has received sufficient funding to allow District, in the exercise of its reasonable administrative discretion, to make the disbursement.

7.2.2 No default as described in Section 12 has occurred.

7.2.3 Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.

7.3 **Recovery of Grant Funds.** Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant ("Misexpended Funds") or that remain unexpended on the earlier of termination or expiration of this Grant ("Unexpended Funds") must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District's written demand but in any event no later than 30 days after the District's written demand.

7.4 **Duplicate Payment.** Grantee shall not be compensated for, or receive any other form of duplicate, overlapping or multiple payments for the same costs financed by or costs and expenses paid for by Grant Funds from any agency of the State of Oregon or the United States of America or any other party, organization or individual.

SECTION 8: REPRESENTATIONS AND WARRANTIES

8.1 **Organization/Authority.** Grantee represents and warrants to District that:

8.1.1 Grantee is an Oregon Nonprofit Corporation duly organized and validly existing under the laws of the State of Oregon, is eligible to receive the Grant Funds and has full power, authority and legal right to make this Grant and to incur and perform its obligations hereunder;

8.1.2 The making and performance by Grantee of this Grant (a) have been duly authorized by Grantee, (b) do not and will not violate any provision of any applicable law, rule, regulation, or order of any court, regulatory commission, board, or other administrative agency or any provision of Grantee's Articles of Incorporation or Bylaws; and (c) do not and will not result in the breach of, or constitute a default or require any consent under any other agreement or instrument to which Grantee is a party or by which Grantee or any of its properties may be bound or affected. No authorization, consent, license, approval of, or filing or registration with or notification to any governmental body or regulatory or supervisory authority is required for the execution, delivery or performance by Grantee of this Grant, other than those that have already been obtained;

8.1.3 This Grant has been duly executed and delivered by Grantee and constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;

8.1.4 Grantee is, and throughout the Performance Period will be, in compliance with its charter agreement and all Oregon laws applicable to charter schools operating in the State of Oregon including, without limitation, ORS 338.035;

8.1.5 The representations and warranties set forth in this section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: GOVERNING LAW, CONSENT TO JURISDICTION

This Grant shall be governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively "Claim") between District or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant shall be brought and conducted solely and exclusively within the Circuit Court of Multnomah County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it shall be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event shall this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. Grantee, BY EXECUTION OF THIS GRANT,

HEREBY CONSENTS TO THE IN PERSONAM JURISDICTION OF SAID COURTS.

SECTION 10: PERFORMANCE TARGETS

10.1 Grantee will identify longitudinal performance growth targets (the "Targets") in accordance to the guidance published by the Department. Targets will be included with the Grantee's Project in Exhibit A and identified for each year of the Performance Period. Targets must minimally include the Targets included in Section 12, subparagraph 3 of the Act for which the Grantee serves students. Targets must be disaggregated according to Section 12, subparagraph 1 of the Act.

10.2 Grantee shall identify Targets that contribute to the success of the District's Targets in each Target for which the Grantee serves students and has accountability data. In addition to those Targets required by the Act, Grantee may identify local Targets.

10.3 Grantee will report to District each year on its progress toward meeting Targets in the Grantee's annual report as per ORS 338.095 or as mutually agreed upon by both Parties.

SECTION 11: INDEMNIFICATION

11.1 Grantee shall defend, save, hold harmless, and indemnify the District and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney's fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this section).

11.2 **Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other direct damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: DEFAULT

12.1 **Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:

12.1.1 Grantee fails to perform, observe or discharge any of its covenants, agreements or obligations under this Grant;

12.1.2 Grantee uses or expends Grant Funds for any purpose other than that defined in

this Grant.

12.2 **District.** District will be in default under this Grant if District fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant.

SECTION 13: REMEDIES

13.1 **District Remedies.** In the event Grantee is in default under Section 12, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant under Section 16, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, (e) exercise of its right of recovery of overpayments under Section 14 of this Grant or setoff, or both, or (g) pursue termination of the charter contract as per ORS 338.105. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.

13.2 **Grantee Remedies.** In the event District is in default under Section 12 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 16.3.3, or in the event District terminates this Grant under Sections 16.2.1, 16.2.2, 16.2.3, or 16.2.5, Grantee's remedy may be exercised through any dispute provisions in this agreement or in the current executed charter contract. If previous amounts paid to Grantee exceed the amount due to Grantee under this Section 13.2, Grantee shall promptly pay any excess to District.

SECTION 14: RECOVERY OF OVERPAYMENTS

If payments to Grantee under this Grant, or any other agreement between District and Grantee, exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

SECTION 15: LIMITATION OF LIABILITY

EXCEPT FOR LIABILITY ARISING UNDER OR RELATED TO SECTION 11, NEITHER PARTY WILL BE LIABLE FOR INCIDENTAL, CONSEQUENTIAL, OR OTHER INDIRECT DAMAGES ARISING OUT OF OR RELATED TO THIS GRANT, REGARDLESS OF WHETHER THE LIABILITY CLAIM IS BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, PRODUCT LIABILITY OR OTHERWISE. NEITHER PARTY WILL BE LIABLE FOR ANY DAMAGES OF ANY SORT ARISING SOLELY FROM THE TERMINATION OF THIS GRANT IN

ACCORDANCE WITH ITS TERMS.

SECTION 16: TERMINATION

16.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.

16.2 **By District.** District may terminate this Grant as follows:

16.2.1 Upon 30 days advance written notice to Grantee;

16.2.2 Immediately upon written notice to Grantee, if District fails to receive funding, or allocations, limitations or other expenditure authority at levels sufficient in District's reasonable administrative discretion, to perform its obligations under this Grant;

16.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that the District's performance under this Grant is prohibited or District is prohibited from paying for such performance from the planned funding source;

16.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 30 days after written notice thereof to Grantee; or

16.2.5 As otherwise expressly provided in this Grant.

16.3 **By Grantee.** Grantee may terminate this Grant as follows:

16.3.1 Upon 30 days advance written notice to District;

16.3.2 Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 days after written notice thereof to District; or

16.3.3 As otherwise expressly provided in this Grant.

16.4 **Cease Activities.** Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in such notice. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

SECTION 17: INSURANCE

Grantee shall maintain insurance set forth in the charter contract and any necessary insurance to cover activities related to the Project.

SECTION 18: NONAPPROPRIATION

District's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon District receiving funding, appropriations, limitations, allocations, or other expenditure authority sufficient to allow District, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant.

SECTION 19: AMENDMENTS

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

SECTION 20: NOTICE

Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address, fax number or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section 20. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

SECTION 21: SEVERABILITY

The Parties agree that if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

SECTION 22: COUNTERPARTS

This Grant may be executed in several counterparts, all of which when taken together shall constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.

SECTION 23: COMPLIANCE WITH LAW

In connection with their activities under this Grant, the Parties shall comply with all applicable federal, state and local law.

SECTION 24: INTENDED BENEFICIARIES

District and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third parties unless such third parties are individually identified by name herein and expressly described as intended beneficiaries of this Grant.

SECTION 25: TIME IS OF THE ESSENCE

Time is of the essence in Grantee's performance of the Project activities under this Grant.

SECTION 26: MERGER, WAIVER

This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given. EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES THAT IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

SECTION 27: RECORDS MAINTENANCE, MUNICIPAL AUDIT, AND ACCESS

Grantee shall maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee shall maintain any other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to clearly document Grantee performance. All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District and the Oregon Secretary of State's Office and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit according to ORS 338.095 and reported to District annually. Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant,

whichever date is later.

SECTION 28: HEADINGS

The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

SECTION 29: GRANT DOCUMENTS

This Grant consists of the following documents, which are listed in descending order of precedence: this Grant and Exhibit A (the “Project”).

SECTION 30: SIGNATURES

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

REYNOLDS SCHOOL DISTRICT

By: _____

Dr. Danna Diaz, Superintendent Date

KNOVA Learning dba Rockwood Preparatory Academy

By: _____

John Nelson, Executive Director Date

EXHIBIT A
THE PROJECT

SECTION I – CHARTER SCHOOL SIA PLAN

the Grantee will develop a three-year (3 year) plan to implement grant activities aligned to the purpose and allowed uses of funds. The three-year plan must include a budget, strategies, activities, and longitudinal performance growth targets.

SECTION II – DISTRICT APPROVAL

The Project must include a budget and a description of activities for the Performance Period of the Grant. Budget will be based on SIA Allocation/Disbursement Reports published by the Department. Grantee will submit the Project to District at least thirty (30) days before the District's SIA application is scheduled to be approved by the District school board and shall be included with the District's SIA application to the Department.

District school board approval does not necessarily mean endorsement or agreement with the Grantee's Project.

SECTION III – BUDGET AND ACTIVITIES

The Grantee shall develop a budget for the Project aligned to the allowed uses in Section 9, subparagraph 3 of the Act. Grantee will identify at least one strategy and supporting activities with appropriate budget

Activities of Grantee		**Allowable Uses Category**	**Budget**
Strategy 1: Provide academic support in classrooms with small groups, one-on-one interventions, and tutoring to increase academic achievement for students and reduce academic disparities.			**$501,000**
Year 1	Hire four 1.0 FTE Instructional Aides for classroom and tutoring support	Reduce Class Sizes and Caseloads	$167,000
Year 2	Hire four 1.0 FTE Instructional Aides for classroom and tutoring support	Reduce Class Sizes and Caseloads	$167,000

Year 3	Hire four 1.0 FTE Instructional Aides for classroom and tutoring support	Reduce Class Sizes and Caseloads	$167,000
Strategy 2: Provide K-5 social-emotional learning opportunities, interventions, and professional development for students and staff to support student well-being and foster a culture of safety and respect.			**$273,600**
Year 1	Hire 0.6 FTE School Counselor	Address Student Health and Safety	$52,200
Year 2	Hire 0.6 FTE School Counselor	Address Student Health and Safety	$52,200
Year 3	Hire 0.6 FTE School Counselor	Address Student Health and Safety	$52,200
Year 1	PlayWorks NW Program Implementation	Address Student Health and Safety	$33,000
Year 2	PlayWorks NW Program Implementation	Address Student Health and Safety	$33,000
Year 3	PlayWorks NW Program Implementation	Address Student Health and Safety	$33,000
Year 1	Provide Social-Emotional Professional Development for staff	Address Student	$6,000

		Health and Safety	
Year 2	Provide Social-Emotional Professional Development for staff	Address Student Health and Safety	$6,000
Year 3	Provide Social-Emotional Professional Development for staff	Address Student Health and Safety	$6,000
Strategy 3: Provide extended learning opportunities for K-5 students with before, after, and summer school instructional programs.			**$33,000**
Year 1	Implement Transitional Kindergarten Summer Program	Expand Instructional Time	$3,000
Year 2	Implement Transitional Kindergarten Summer Program	Expand Instructional Time	$3,000
Year 3	Implement Transitional Kindergarten Summer Program	Expand Instructional Time	$3,000
Year 1	Summer School Implementation to reduce academic disparities	Expand Instructional Time	$8,000
Year 2	Summer School Implementation to reduce academic disparities	Expand Instructional Time	$8,000

Year 3	Summer School Implementation to reduce academic disparities	Expand Instructional Time	$8,000

SECTION IV – UPDATES AND REVISIONS

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) days prior to the Department's next disbursement of SIA Funds to the District. The District may review the Project to ensure alignment to the allowed uses in Section 9, subparagraph 3 of the Act.

SECTION V – ACCOUNTABILITY

The Grantee shall meet or exceed the longitudinal performance growth targets below and report annually on the longitudinal performance growth targets below in the charter school annual report to the school district board.

Year	Longitudinal Performance Growth Target Description	Reporting Method	Target Focus Area
Year 1-3	5% yearly achievement increases in the area of mathematics for (disaggregated) marginalized students over previous academic year · African American · Ever English Learners · Multi-Racial · Hispanic · Low-SES · SPED	SBAC performance data as reported in annual report to the district	Student Achievement, Equity, and Reducing Disproportionality

	5% yearly achievement increases in the area of ELA for (disaggregated) marginalized students over previous academic year · African American · Ever English Learners · Multi-Racial · Hispanic · Low-SES · SPED		
	10% third grade achievement increase in English Language Arts performance over previous academic year		
	10% third grade achievement increase in English Mathematics performance over previous academic year		
Year 1-3	10% yearly reduction in documented student behavior incidents	Synergy Documentation as reported in annual report to the district	Student Safety and Well-Being

SECTION VI – FINANCIAL REPORTING

The Grantee shall report all expenses paid with Grant Funds to District within 180 days of disbursement. The report shall include accounting and evidence of alignment to the allowed uses in Section 9, subparagraph 3 of the Act. At the District's request, the Grantee shall provide District expense report within fifteen (15) days at any time during the Performance Period.

Reporting and Monitoring Activities	District or Charter School	Frequency or Specific Date
Quarterly Report of Grant Fund activity	Charter School	Quarterly, within 15 days of the last business day of the quarter, for duration of grant funding
Audit of Grant Fund account	Charter School	Annually

APPENDIX E: SIA BUDGET DOCUMENT

Activity #	FTE	Allowable Use Category	Object Code	1. Briefly describe the proposed activity (Column "E"). 2. Select the appropriate "Allowable Use Category" that best fits the activity from the drop down list (Column "C"). 3. Select the appropriate "Object Code" that best fits the activity from the dropdown list (Column "D"). If the desired object code is not listed, select "OTHER" and include a note in the justification narrative. 4. Enter FTE, if any is associated with the activity item (Column "B"). 5. Enter budgeted amount (Column "F"). 6. Provide a brief narrative justification for the activity and budgeted amount (Column "H"). The sheet will auto sum the budgeted amounts as long as an OBJECT code is selected.	$ Amount	Budget Justification Narrative
				Total Expenditures:	$ 10,267,383.08	
				Allowable Administrative Costs:	$ 500,000.00	
				Unbudgeted Funds:	$0.00	

Proposed Activity

1	13	RCS	111	Carry forward 13 elementary teachers hired this year to address class size reduction.	$ 766,639.00	Class size reduction links to both meeting students' mental and behavioral needs, as well as increasing academic achievement for students.
		RCS	2xx	Benefits for above Activity 1	$ 451,372.00	
2	0.2	RCS	111	Carry forward 0.17 secondary teachers hired this year to address class size reduction.	$ 8,963.00	Class size reduction links to both meeting students' mental and behavioral needs, as well as increasing academic achievement for students.
		RCS	2xx	Benefits for above Activity 2	$ 5,518.00	
3	10	H&S	111	10 District-level Social Workers	$ 707,636.00	Mental health supports link to both meeting students mental and behavioral needs, as well as increasing academic achievement for students.
		H&S	2xx	Benefits for above Activity 3	$ 381,052.00	
4	10	H&S	111	10 Additional Counselors (for Targeted and Comprehensive Improvement Schools)	$ 707,636.00	Mental health supports link to both meeting students mental and behavioral needs, as well as increasing academic achievement for students.
		H&S	2xx	Benefits for above Activity 4	$ 381,052.00	
5		H&S	31x	Contract with MESD to add 6 nurses	$ 600,000.00	Nursing support links to both meeting students mental and behavioral needs, as well as increasing academic achievement for students. When students have unmet health needs, they are often separated from school for longer than necessary.
6	2	H&S	113	2 FTE District Admin to oversee counselors, social workers and nursing services.	$ 230,000.00	Synchronizing student supports across our district, and ensuring parents have the support they need, will allow us to meet students mental and behavioral needs, as well as to increase academic achievement.
		H&S	2xx	Benefits for above Activity 6	$ 134,686.00	
7	5	RCS	111	5 TOSAs to support Special Education services	$ 353,818.00	Coaching and support to SPED teachers would directly support students' mental and behavioral health needs, as well as academic achievement for students receiving special education services.
		RCS	2xx	Benefits for above Activity 7	$ 190,526.00	
8	5	WRE	111	10 MTSS TOSAs (for Targeted and Comprehensive Improvement Schools)	$ 707,636.00	Supporting teachers in MTSS will improve both student mental health and behavioral outcomes, as well as increase academic achievement through better classroom supports in both the social emotional realm and the academic realm.

		WRE	2xx	Benefits for above Activity 8	$ 381,052.00	
9		H&S	31x	Professional Development for SEL, PBIS, MTSS and Restorative Practices	$ 100,000.00	in SEL, PBIS, MTSS, and RP. This training will improve both student mental health and behavioral outcomes, as well as increase academic achievement through better classroom supports in both the social emotional realm and the academic realm.
10		WRE	4xx	Culturally Responsive Curriculum	$ 585,418.08	Students will be more engaged with their learning and will have improved outcomes when the curricular materials they experience are relevant to their families and their lived experienced. This will lead to increased academic achievement.
11	10.5	WRE	111	10.5 Elementary Media Specialists	$ 743,018.00	Library Media Specialists will enhance academic achievement for student through creating rich resources to support both structured learning in classrooms, as well as individualized learning through access to materials chosen by the students themselves.
		WRE	2xx	Benefits for above Activity 11	$ 400,137.00	
12	6	H&S	113	6 Assistant Principals (for Targeted and Comprehensive Improvement Schools, and to get to 1:450 ratio)	$ 690,000.00	The supports offered from additional administrative supports will enhance student mental and behavioral supports through decreased disciplinary incidents, increased attendance, and enhanced family communication. These supports will also enhance academic achievement through improved teacher coaching and support, and enhanced in-the-moment interventions to keep students in school and engaged in learning.
		H&S	2xx	Benefits for above Activity 12	$ 404,058.00	
13	1	OCG	113	District Family and Parent Engagement Specialist to support family liaisions, work with families	$ 115,000.00	Family and parent engagement supports student mental and behavioral needs, as well and enhanced academic achievement.
		OCG	2xx	Benefits for above Activity 13	$ 67,343.00	
14		WRE	31x	Charter School SIA Payments	$ 735,823.00	Reynolds School District sponsors three public charter schools all of which opted to participate in the SIA grant process under the District's application and each held additional engagement processes within their respective communities. Charter schools each drafted their program plan based upon their community feedback and submitted to their individual Board of Directors for approval.
15		ADMIN	ADMIN	Indirect Costs at 2019-20 approved rate of 4.19%	$ 419,000.00	