

Immigration Enforcement on District Property

The district complies with state and federal law, including Oregon Revised Statute (ORS) 180.805 and ORS 181.826, and this policy and accompanying administrative regulations KNA-AR(1) – Interactions with Immigration Enforcement and KNA-AR(2) – Federal Immigration Enforcement Request Log when responding to requests from federal immigration authorities regarding immigration enforcement. [Absent a judicially authorized subpoena, warrant or court order, district staff must not allow federal immigration authorities access to the district's records or facilities not open to the public for the purposes of immigration enforcement and must verify the validity of any subpoena, warrant or court order involving immigration enforcement presented to them by federal immigration authorities to ensure it is judicially authorized. Examples of judicial and administrative warrants and subpoenas can be found in the Oregon Attorney General's Model Public School Policies.¹ The superintendent or designee must review and approve any response to a request involving immigration enforcement. The district will provide ongoing training to designated staff to ensure compliance with this policy.]

This policy will be made available in the student handbook and on the district's website². ~~{The district will ensure a copy of the Oregon Attorney General's Model Public School Policies³ and this policy and accompanying administrative regulations are provided to staff.}~~

Designation of Primary Point of Contact/**Immigration Liaison**

The **Superintendent** is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district. **The Chief Operations Officer** shall serve as an alternative point of contact during the immigration liaison's absence or unavailability.

The immigration liaison's responsibilities include:

1. Serving as the district's representative during encounters with federal immigration authorities;
2. Confirming when federal immigration authorities have entered school property for immigration enforcement purposes;

¹

<https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf>

² Must be provided in culturally appropriate languages that are used to communicate effectively with parents and guardians of students in the district, as determined by the Board. {The district is encouraged to evaluate language needs in the district in order to effectively communicate with all parents and guardians.}

³

<https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf>



SPRINGFIELD
PUBLIC SCHOOLS

Every Student, Every Day

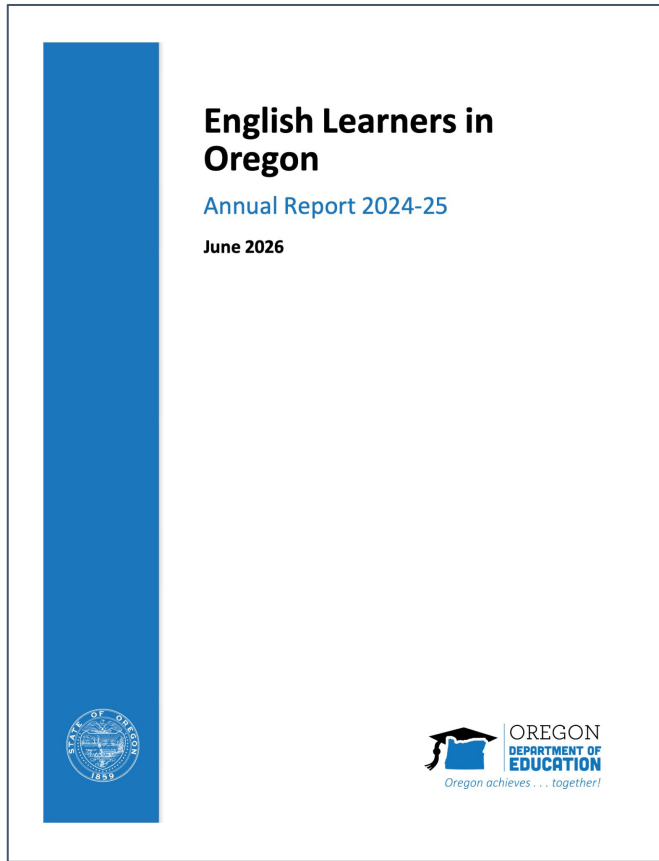
English Learner Outcomes

SPS compared with Oregon

September 28, 2026

Purpose & Goals

- Understand the purpose of and content in the Oregon English Learners Report
- Understand the demographics of our English Learner population in SPS
- Examine how English Learner outcomes in SPS compare to the statewide data
- Examine outcomes across different stages of the English Learner experience
- Identify areas of progress and areas for deeper inquiry and growth related to our English Language Development Programs



Statewide report intended to provide the ODE, districts, and communities a clearer picture of how Oregon's English Learners are experiencing and progressing through the education system, including where disparities or opportunities for improvement exist.

**Current report is for 2024-25*

Definitions

- ***Current English learners:*** Multilingual students who were learning English in an ELD program during the 2024-25 school year.
- ***Former English learners:*** Multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2024-25 school year. (*Monitored English learners* are a subset of former English learners who are monitored for four years after exiting an ELD program.)
- ***Ever English learners:*** Combination of current, monitored, and former English learners.
- ***Never English learners:*** Monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2024-25 school year

Who are we talking about?

Student Demographics

Springfield 2024-25

8,926 students

13.3% Ever English Learners

32 languages spoken

State of Oregon 2024-25

542,735 students

18.8% Ever English Learners

379 languages spoken

SPS English Learners 2024-25

English Learners		Elementary (K-5)	Middle (6-8)	High (9-12)
	Current	412	168	173
	Former	83	131	228
	Ever	495	299	401
	Never	3,469	1,802	2,492
Total Students		3,964	2,101	2,893

Data sources: ODE English Learners in Oregon Annual Report 2024-25, published June 2026; ODE Oregon at a Glance District Profile Springfield SD 19 2024-25

Who are we talking about?

Student Demographics

Springfield 2024-25

Current English Learners: 753 (8.4%)

Former English Learners: 442 (4.9%)

Ever English Learners: 1,195 (13.3%)

Never English Learners: 7,763 (86.7%)

State of Oregon 2024-25

Current English Learners: 62,522 (11.5%)

Former English Learners: 39,344 (7.2%)

Ever English Learners: 101,866 (18.8%)

Never English Learners: 4409,869 (81.2%)

Data sources: *ODE English Learners in Oregon Annual Report 2024-25, published June 2026; ODE Oregon at a Glance District Profile Springfield SD 19 2024-25*

Outcome	SPS Ever EL	SPS overall	Oregon Ever EL	Oregon overall
Regular attendance	58%	60%	66%	67%
Grade 3 ELA	12%	38%	30%	41%
Grade 8 Math	10%	25%	30%	29%
9th Grade On Track	79%	78%	76%	87%
4-Year Graduation	69%	74%	72%	83%
5-Year Completion	78%	80%	<i>need to verify</i>	87%

Oregon Statewide Grad Rate 2024-25

Reported by EL Status

EL Status	4-Year Graduation	5-Year Completion
Current EL	69.8%	75.0%
Former EL	89.5%	89.6%
Never EL	83.6%	84.1%

Statewide ELA Proficiency 2024–5

Reported by EL Status

Group	Grades 3–5	Grades 6–8	Grade 11
Current EL	6.3%	4.1%	4.6%
Former EL	79.9%	50.5%	39.3%
Monitored EL	56.5%	34.9%	27.3%
Never EL	47.6%	47.3%	49.3%

Progress toward Eng. Lang. Proficiency

Local & state data

	2022–23	2023–24	2024–25
Elementary — SPS	60.5%	62.1%	74.3%
Elementary — Oregon	58.8%	60.0%	62.5%
Middle — SPS	35.4%	34.1%	29.6%
Middle — Oregon	30.9%	32.1%	35.2%
High — SPS	29.4%	28.9%	25.2%
High — Oregon	24.8%	26.1%	27.9%



Data sources: ODE English Learners in Oregon Annual Report 2024-25, published June 2026; ODE Oregon at a Glance District Profile Springfield SD 19 2024-25

Statewide trends that are mirrored in SPS 2024-25

- *The vast majority of current English learners are Latina/o/x.*
- *The majority of current English Learners were in the elementary grades.*
- *The number of recently arrived English learners increased substantially during the prior two school years.*

Statewide trends that are mirrored in SPS 2024-25

- ***Regular attendance rates are higher for former ELs, but lower among current ELs, particularly in high school.***
- ***Former EL students show strong and consistent growth in 9th-grade on-track to graduate rates.***
- ***Younger English learners are more likely to be making progress toward English language proficiency than their older peers.***
- ***Former English learners consistently have higher 4 year / 5 year graduation rates compared to current or never ELs.***

Statewide trends worth examining in SPS 2024-25

- ***Former English learners in high school enrolled in Advanced Placement and International Baccalaureate courses at the highest rate, while current English learners had the lowest rate.***
- ***Current English learners are enrolled in Career & Technical Education (CTE) courses at a lower rate than all other students.***
- ***Never English learners were more likely to enroll in post-secondary education institutions than current English learners; however, former English learners had comparable post-secondary enrollment rates as never English learners.***



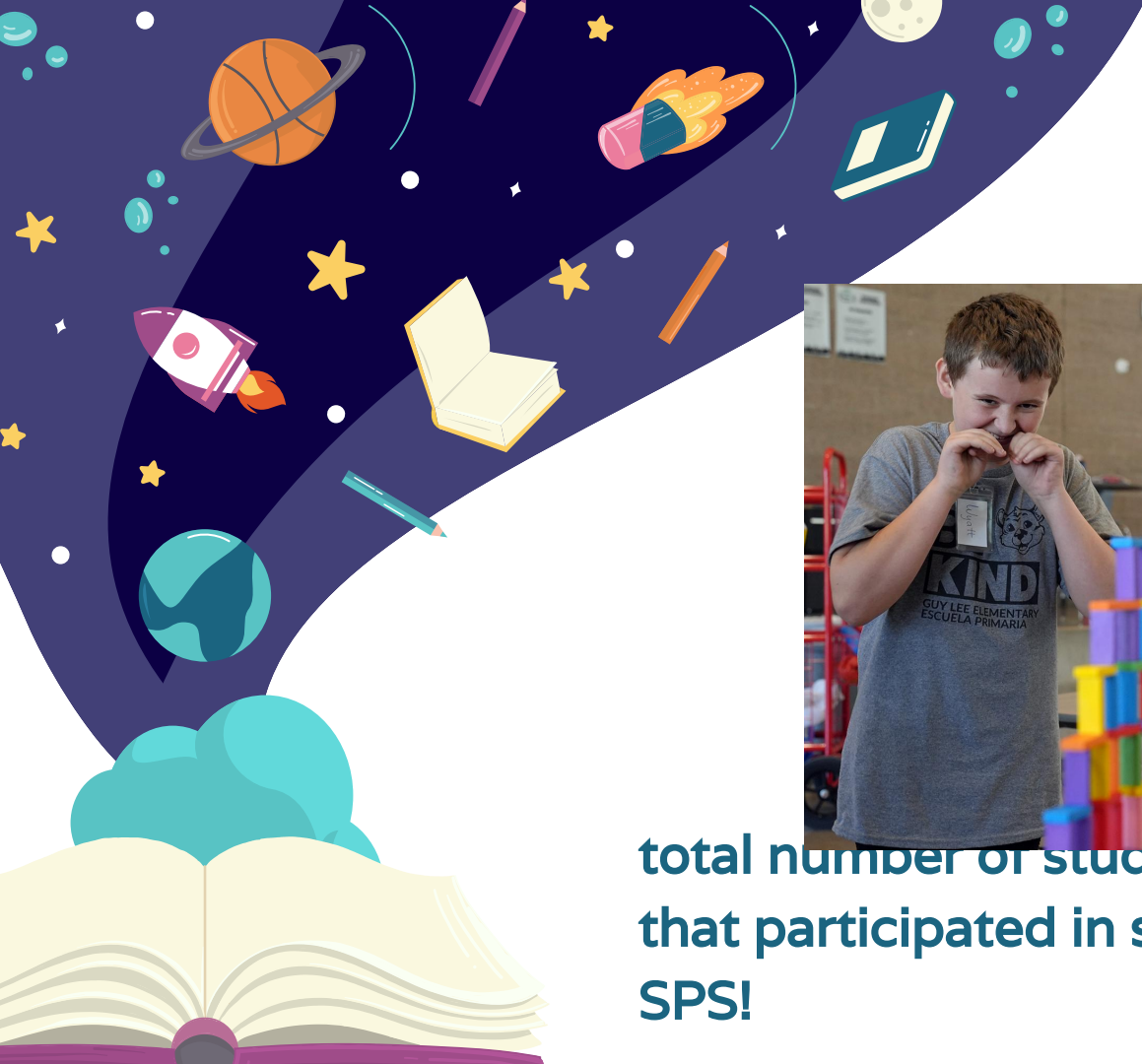
Thank you!

Questions?

Summer Learning in SPS

2026





907

total number of students in grades PK-12+
that participated in summer learning in
SPS!

Funding Sources

State Summer Learning

\$1 million/summer
2026, 2027, 2028

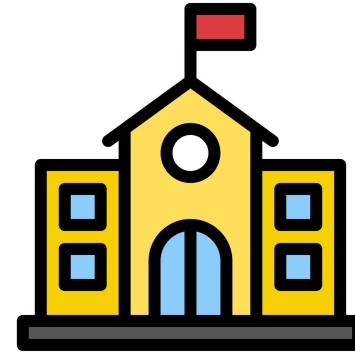


SPARK (KG-4th)

Guy Lee, TRDR, Maple, Riverbend, Page, + Centennial

Lifeskills (Elementary)

KITS (PK)

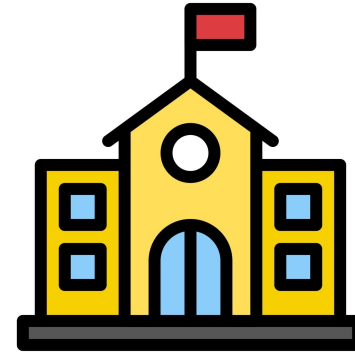


Maple Elementary

SPARK (5th-7th)

Hamlin Students Only

Lifeskills (Secondary)



Hamlin Middle School

PK-7th Programs





61

incoming Kindergarten students
attended across 3 sites.

PK-7th Grade Academic + Enrichment KITS

KITS, Kids in Transition to School, is specifically designed to prepare incoming kindergarten students and their families for school. This program includes 24 instructional days over the course of 6 weeks.

- ★ Students learn how to make friends and cooperate
- ★ Students learn beginning reading and math skills
- ★ Social-emotional community building infused into the day
- ★ Parent group where families learn how to connect with school and support their child entering kindergarten (23 participating families!)





490

students attended across 2 sites.

SPARK

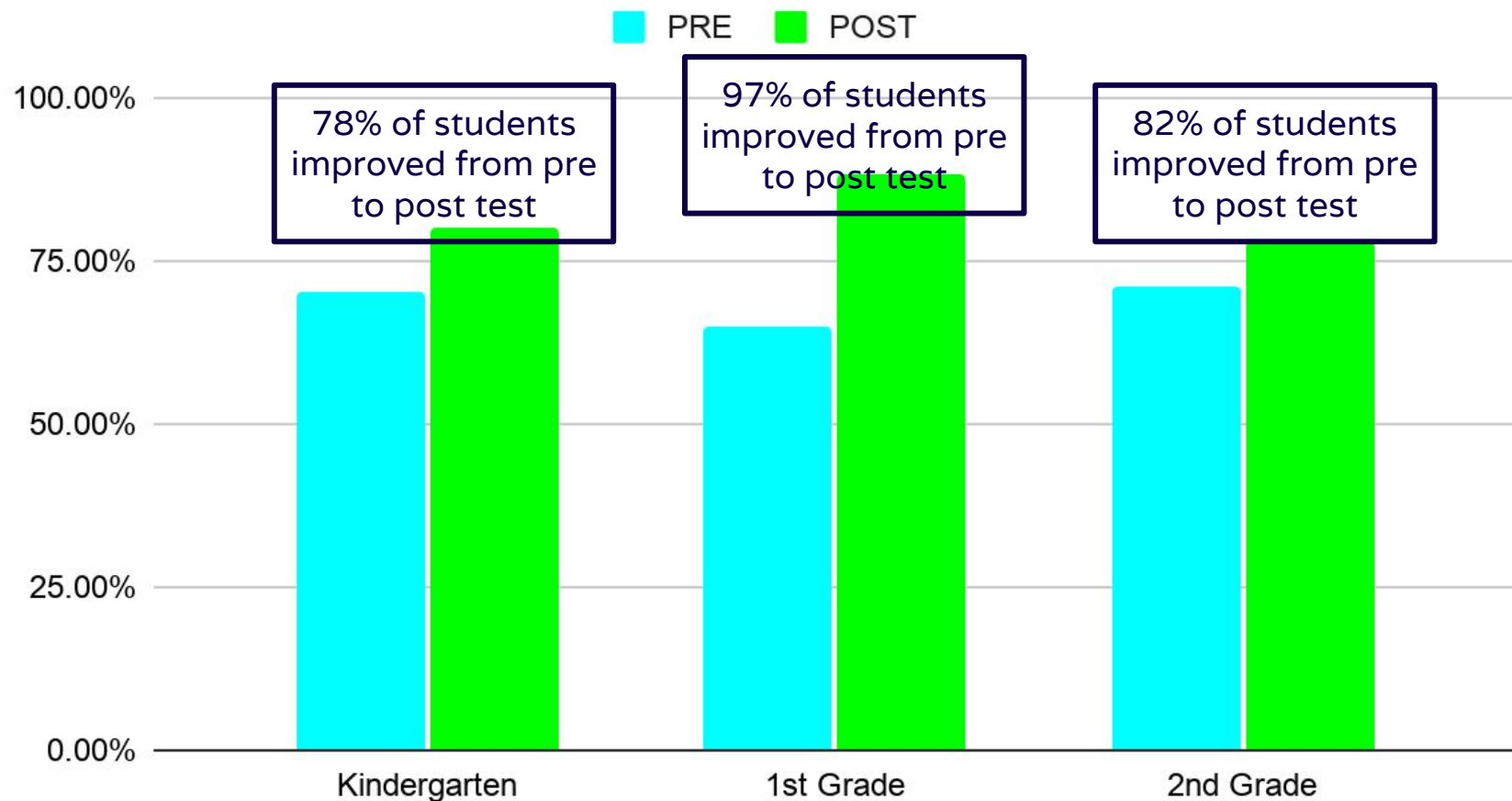
During this 16-day camp students engaged in the following activities:

- ★ Reading goals aligned to state standards.
- ★ Collaborative, content-based learning with a licensed teacher
- ★ Social-emotional community building infused into the day
- ★ Recreation (including art, cooking, music, PE, crafting, and theater) taught by PE and music specialists or community partners.
- ★ Breakfast, lunch, and snack
- ★ Transportation provided.

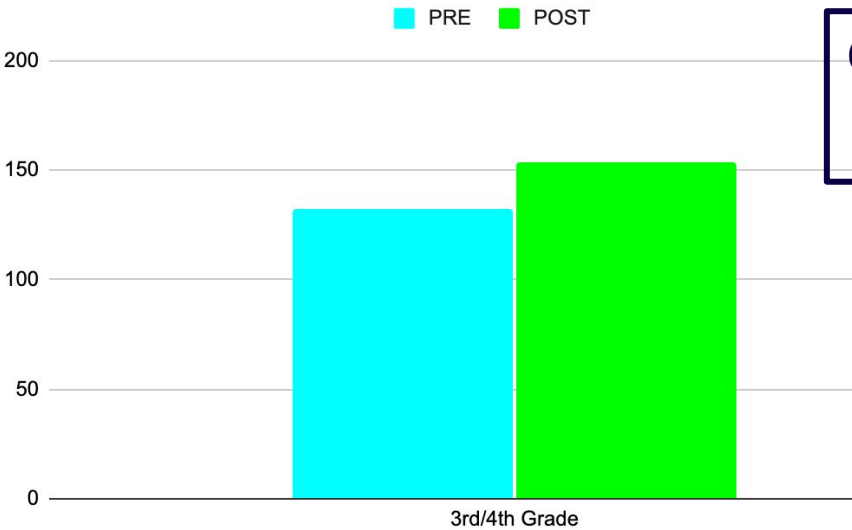




Magnetic Reading - Average % Correct

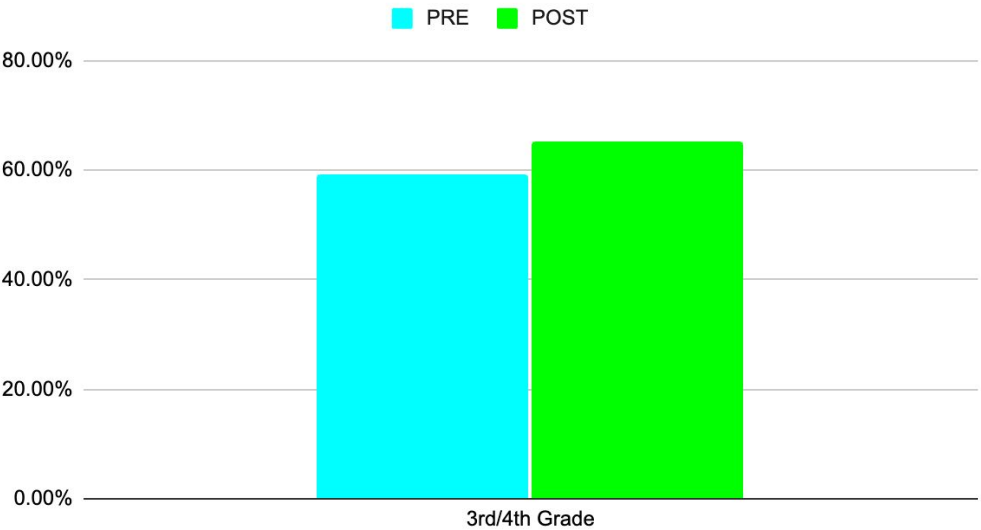


Passage Reading Fluency - CWPM



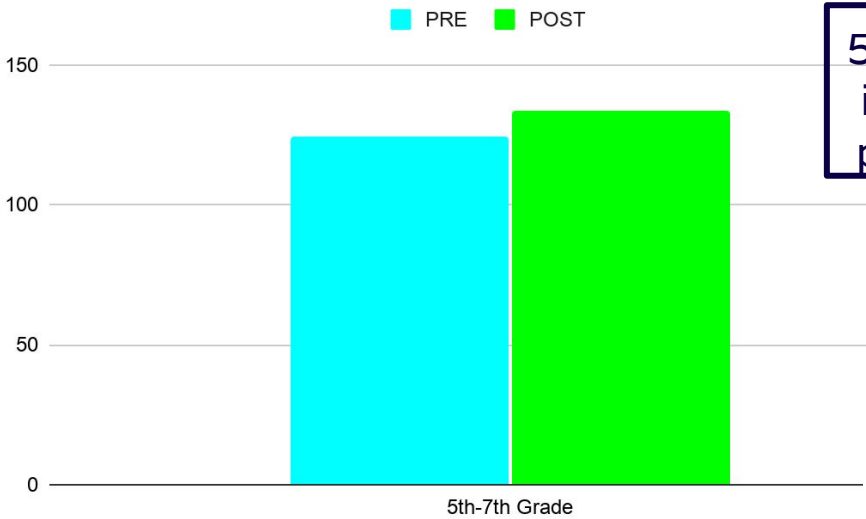
68% of students improved from pre to post test

RACE Comprehension - Average % Correct



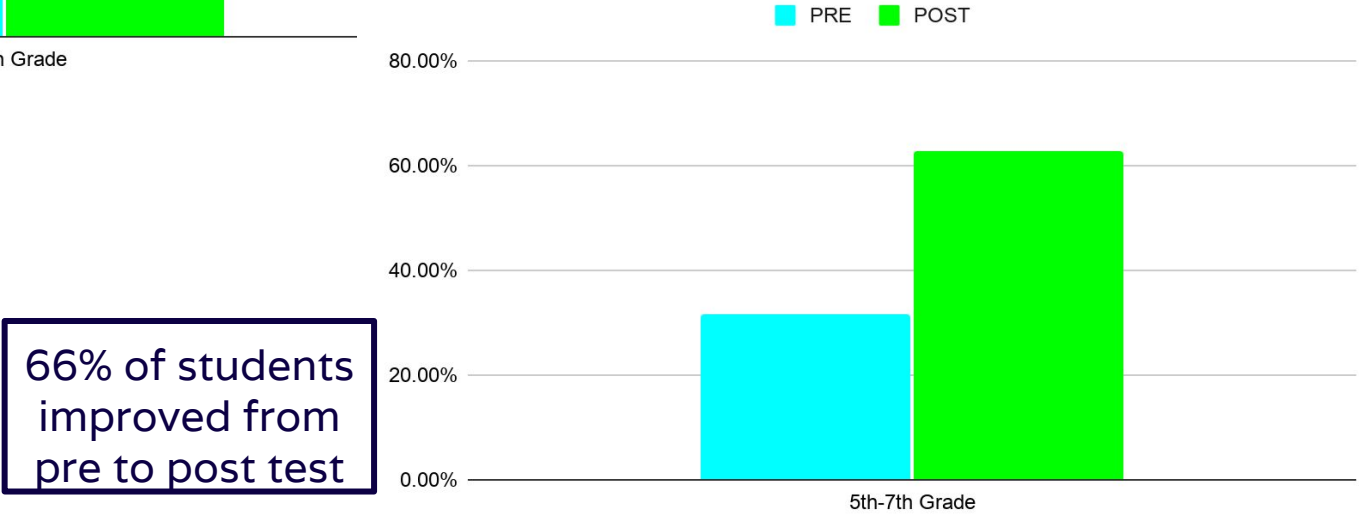
45% of students improved from pre to post test

Passage Reading Fluency - Average CWPM



52% of students improved from pre to post test

RACE Comprehension - Average % Correct



66% of students improved from pre to post test



SPARK SUMMER CELEBRATION

2026

SPECIAL PERFORMANCE
Urban Jazz Dance Company: Deaf Louder

ALSO FEATURING:

- STUDENT PERFORMANCES
- ART SHOWCASE
- CAESAR THE NO DRAMA LLAMA
- FREE BBQ FEATURING THE 'OL SMOKEY TRAILER
- FREE KONA ICE
- BOOK GIVEAWAY
- FACE PAINTING

July, 29 | 5:30-7:30 PM
at Maple Elementary
2109 J Street, Springfield

SHIFT COMMUNITY CYCLES
SUB
JOHN CRIS
GO Connected Lake County
willamalane
H.O.N.E.Y. Honoring Our New English Youth
LIBRARY Where Minds Grow

134
448 total students + family members!



★ Willamalane
 ★ Lane Arts Council
 ★ Springfield Library
 ★ E E T C H

-

Springfield Library + Springfield Public Schools Summer Partnership



08
JULY

Makola Performing Arts with Okaidja Afroso

10:30 A.M. - 11:30 A.M.

In partnership with Springfield Public Schools, H.O.N.E.Y.,
Black Cultural Initiative & NAACP

15
JULY

Noche Cultural Preview

10:30 A.M. - 11:30 A.M.

In partnership with Comunidad y Herencia Cultural, Eugene
Arte Latino, Springfield Public Schools, H.O.N.E.Y. & NAACP

22
JULY

Ratie D: Unity in Community

10:30 A.M. - 11:30 A.M.

In partnership with Springfield Public Schools, H.O.N.E.Y.,
Black Cultural Initiative & NAACP

29
JULY

Urban Jazz Dance Company: Deaf Louder

10:30 A.M. - 11:30 A.M.

In partnership with Springfield Public Schools, H.O.N.E.Y.,
Native Youth Wellness, UO Home Flight Scholars Program, Many
Nations Longhouse, UO Sapsik[™]ala Teacher Education
Program, 4J NATIVES, Bethel Native Youth Empowerment,
LCC Longhouse & NASA, Black Cultural Initiative & NAACP

ASL Interpretation

05
AUGUST

INDIGENOUS CULTURAL CELEBRATION: World Champion Hoop Dancers

Featuring **Lane, Tyrese & Kailayne Jensen**

10:00 A.M. - 12:00 P.M.

In partnership with Chifin Native Youth Center, Native Youth
Wellness, UO Home Flight Scholars Program, Many Nations
Longhouse, UO Sapsik[™]ala Teacher Education Program, 4J
NATIVES, Bethel Native Youth Empowerment, LCC Longhouse
& NASA, H.O.N.E.Y., NAACP & Lane County Government





Dear unity in the community,

Thank you for playing-
awsome music for us.
My favorite part was
the skirts. what was
the Biggest concert
you had? were you born
in Zimbabwe? your music
was COOL!

From,
Bella @celo

E v i e o



Thank you!



High School Programs

HS Academic + Enrichment CREDIT RECOVERY

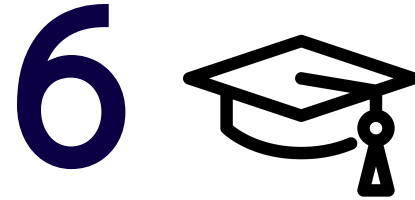
For four weeks in July, students who had fallen behind in the credits needed for graduation were invited to retake those courses to earn credit. This opportunity was hosted at SHS and THS.

Students could attend up to 3 periods per day, during either of the two-week long course sessions, providing multiple opportunities for credit attainment, with the potential of earning up to 3 credits during the summer.



390.

5
credits earned by 351
students



additional seniors graduating on
time thanks to this opportunity!



FEEDBACK FROM FAMILIES

“The kid loves school again.”

“Every day he’s excited to go and then tell me about his day. He said he wished his school was like this one.”

“We loved the care that is provided along with the curriculum.”

“The teachers were great, very caring and involved.”

“Helped with my child’s confidence.”

My child has loved the enrichment activities including the cultural presentations and the science classes.

Her favorite thing was dissecting a squid... we also really liked the family celebration.

“We love the art classes, the cultural presentations on Wednesdays and the stem activities with legos.”

“I thought the program was great, my child enjoyed it very much and met a lot of new friends.”

“Have it be longer than just one month.”

FEEDBACK FROM ODE

We were thrilled to see your sites in action. We noted the significant number of students being well served in both programs, with hundreds of students in attendance across programs at the two sites. It was fantastic to see the facility operating efficiently as a shared hub for the expansive summer offerings Springfield School District made available this summer.

- Positive Student Culture + Instruction: We witnessed excellent teaching and highly engaged students, some of the strongest we've seen during site visits this summer. Students were incredibly kind, welcoming, and engaged. The strong student-to-staff ratio, returning staff, and continuity in program leadership support this positive and attentive environment.
- Customized Curriculum + Enrichment: The dedication to building customized thematic units, such as "America's birthday" featuring lessons on First Nations and national landmarks, is impressive. The marine biology rotation, where students tracked sharks and dissected a squid, was a standout enrichment activity.
- Standout Arts Programming: The arts program, facilitated in partnership with the Lane Arts Council, is amazing and an incredible asset to the summer experience. The high-level quality and engagement within this program make it a clear highlight and a major strength of your site.
- Robust Family Engagement Initiatives: It is clear that the culminating family event has been a labor of love your district has been building to over the past six summers... a truly wonderful experience for the community. We also applaud your proactive approach in creating a custom QR-code survey to ensure you capture essential family feedback.



“Why can’t school be like this?”



Thank you for supporting
summer learning opportunities in
SPS!