School Plan for Student Achievement: Evidence-Based Title I Funded Program Evaluation

Guiding Questions:
The district or Title I school allocates Title I funds to support a computer technician:
  1) How does this position impact student learning and academic achievement?
  2) What data are you using to drive this discussion?
  3) If this program has helped improve student learning, what can be done to make it even better?
  4) If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

Goal 1
All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Implement standards-aligned ELA, Math and Science instruction using the district adopted instructional materials and supplemental resources each day in Spanish or English. Fully implement standards based mathematics instruction utilizing the district core instructional program and supplemental materials in English or Spanish. Teachers will supplement the core curriculum with reading workshop, writing workshop, read aloud, shared reading in all classrooms. Teachers will supplement with books in various genres in English and Spanish, dictionaries, ebooks, technology, online subscriptions and resources, etc. ELA, Math and Science lesson plans are aligned to the district/school pacing calendars and based on CCCSS/NGSS. During weekly teacher collaboration days, teachers will analyze data from district and site assessments. Teachers will use standards based lessons that are aligned to the district/school pacing calendars and CCCSS/NGSS.	Jefferson implemented standards based instruction incorporating all essential components of core instructional materials, and using supplemental materials, as defined by the reading / language arts and mathematics frameworks for California public schools and HESD ELA Pacing Guide. On teachers collaboration days, teachers analyzed data from district and site assessments. Teachers used standards based lessons that are aligned to the district/school pacing calendars and CCCSS/NGSS.	Declines in State test scores shown in the 2020-2021 CAASPP results are determined to be due to COVID pandemic related school closures, extended periods of distance learning, and significant student absences due to quarantine, testing positive, or being symptomatic with COVID when schools were open for in-person learning. Based on anecdotal evidence and data from local assessments in 21-22, with students making gains in achievement, the declines in state test scores do not indicate a need to make significant changes to the instructional program; rather, they indicate a need to continue to build upon an strengthen the school's existing instructional programs.	Jefferson will continue the process of rebuilding the instructional program and the school community next year as the pandemic subsides. The school will continue to implement and build upon its Spanish/English foundational skills instructions/lessons for kindergarten - 3rd grade students using supplemental instructional materials (Eureka math, Heggerty). The school will continue to add to its collection of high-interest chapter books for students.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Meet with students in small groups who are struggling with math concepts and students who need to be challenged with the curriculum. Teachers and site leadership will monitor and discuss: • Lesson plans and delivery of instruction • Teacher, District and State assessment results • Monitor at risk students • Monitor effectiveness of resources and materials			
Provide differentiated small group language arts/math instruction based on identified student needs. Meet with teachers during status of the class meetings to discuss student needs/at-risk students. All students (intensive, strategic, and benchmark) will participate in explicit reading instruction in Spanish and / or English and will progress in reading level. Teachers will monitor progress of all students, including English Learner and Migrant students. Teachers will continue to challenge all students with a rigorous academic program (ELA, Math and Science) where differentiation is at the core of all learning. Teachers will incorporate instructional strategies (direct instruction, cooperative groups, hands-on activities, and interdisciplinary teaching) that promote inquiry, high levels of discussions, self-directed learning, debate, and other modes of learning in order to develop their abilities to the highest level. Teachers will encourage students to explore topics of interest, conduct research, and focus on the big ideas of the content areas to obtain a greater understanding of generalizations,	Distractions to classroom's were kept to a minumum that teachers could continue to incorporate instructional strategies (direct instruction, cooperative groups, hands-on activities, and interdisciplinary teaching) that promote inquiry, high levels of discussions, self-directed learning, debate, and other modes of learning in order to develop their abilities to the highest level. Jefferson school implemented small group instruction/lessons for Kinder - 3rd grade students via Eeducational tutor using supplemental instructional materials (Heggerty, Estrellita).	Due to COVID 19 guidelines, throughout the year students needed to quarantine, often times affecting their ability to remain consistent participants in their small group weekly instruction.	Distractions to classroom's will continue to be kept to minimum so teachers can continue to meet with students in small groups who are struggling with math/ELA concepts and students who need to be challenged with content. All students will continue to receive small group instruction using guided reading and transitional guided reading a minimum of two days per week in Spanish or English. All students, including English learner and migrant, identified as "intensive or strategic" will receive small group instruction a minimum of three days per week.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
principles, and theories. All students will receive small group instruction using guided reading and transitional guided reading a minimum of two days per week in Spanish or English. All students, including English learner and migrant, identified as "intensive or strategic" will receive small group instruction a minimum of three days per week. Teachers and site leadership will monitor and discuss during status of the class: • Interventions for struggling and high achieving students • Progress of EL students • Small group instruction • Collaboration focused on student data and best practices • Monthly formative reading assessments • Lesson plans for targeted groups in intervention • Independent Reading Level Reports			
Provide materials and resources to help teachers plan units of study and lessons around identified themes in science/Spanish language arts and help students make connections across disciplines and master grade level standards. Teachers plan units of study focused on an overarching question that is relevant to students, has multiple paths to a solution, and can be applied to various disciplines across the grade level curriculum. The staff will need, but not limited to:	Students were provided with an extensive suite of supplemental online instructional tools and materials for use at school and at home. (These materials were available to students during periods when they were quarantined at home.) These materials were funded as a Title I Centralized Service. Data within these programs showed students using these tools extensively. Study trips were placed on hold due to the pandemic.	There is a need to continue providing these tools for students and to continue providing training for teachers in their use. School and district leadership will continue to monitor the use of these tools, and to the extent practicable, will monitor their effectiveness	These materials will continue to be provided as Centralized Services in 2022-2023. School and district leadership will continue to monitor the use of these tools, and to the extent practicable, will monitor their effectiveness.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
- materials and resources to plan units of study in Science and building Spanish foundational skills (supplemental materials, hands-on projects, etc.) - study trips, video conferencing, assemblies, and instructional consultants - online resources (ex. Raz-Kids, TWIG, STEMscopes, Science A-Z, Generation Genius, Newsela, Discovery Streaming, Istation, etc.) - professional development (ex. STEAM Conferences, dual immersion conferences/workshops, instructional consultants, etc.) - library and classroom books Continue to upgrade technology as needed in classrooms including additional smartboards, document cameras, ipads, laptops, and related equipment for teacher instructional use and ipads for student use. Expose all students to a variety of learning tools and increase access to online resources that supports standards-based instruction and differentiating. Online resources may include, but not limited to: - Raz-Kids, TWIG, STEMscopes, Science A-Z, Generation Genius, Newsela, Discovery Streaming, Istation, etc. - ebooks Provide a variety of study trips, assemblies, and video conferences in			

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
order to build background knowledge, increase vocabulary, language and or extend learning for students in Spanish language arts and science learning of study. All students will attend an academic field trip that is aligned to the adopted standards and is developmentally appropriate for the students' ages. Teachers and site leadership monitor, discuss, and ensure alignment of state standards (CCSS, NGSS) with video conferencing, assemblies, study trips, and online resources. Supplemental digital content through centralized services includes: • IVS Computer Technology (SMART Notebook) • Lexia Learning • Kahn Academy • Flocabulary • Discover Education • Learning A-Z • Seesaw Learning • Adobe Creative Cloud for Students (SHI) • Zoom • BrainPop • School City (Iluminate)			
Provide program strategies and materials that address learning gaps in ELA/Spanish language arts. (ex. Estrellita, Corrective Reading, Reading Mastery, etc.) Students are identified through the following means (but not limited to): • School site/district assessments • State assessments • Teacher recommendations	Student progress is monitored through state, district and classroom summative assessments. At-risk students are identified for instructional support and next steps. Teachers analyze student data from district and site assessments to discuss gaps in ELA/Spanish language arts and plan next steps for instruction.	Jefferson is continuing to develop a more efficient response to intervention system.	Student progress will be monitored on a monthly basis using teachers assessments and progress monitoring tool (Heggerty). Jefferson will continue to work on developing an efficinet RTI system and contiue to identify At-risk students/develop instructional support and next steps.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
• Status of the class meetings • SST, IEP, and 504 process Student progress will be monitored on a monthly basis using teachers assessments and progress monitoring tool (Dibbles).			
Jefferson will offer afterschool enrichment and junior high elective classes that have a central focus on second language acquisition, culture, and science/engineering. Afterschool enrichment and junior high elective classes will focus on a variety of activities which may include, but not limited to, robotics, technology, coding, engineering, visual arts, performing arts (folklorico), mariachi, chess club, broadcasting, journalism, yearbook, Science Olympiad, Jr. Legos, sign language, agriculture and livestock, etc. Instruction will be provided by teachers and support staff. Members of the community with expert knowledge will also contribute to the enrichment classes. These enrichment classes provide students will additional activities that will expand and enrich the education received during the core instructional day. Performing arts electives may include culturally rich activities that support the goals of the program such as folklorico dancing or mariachi music groups, etc.	This action was not implemented in 2021-2022	After school enrichment was suspended in 2021-2022 due to staffing shortages and student absenteeism due to quarantine or symptomatic COVID guidelines.	Jefferson will continue the process of rebuilding after school enrichment classes and provide students with additional activities that will expand and enrich the education received during the core instructional day.

(**Note:** Please do not include non-Title I funded activities in the evaluation).

School Plan for Student Achievement: Evidence-Based Title I Funded Program Evaluation

<u>Guiding Questions:</u>
The district or Title I school allocates Title I funds to support a computer technician:
1) How does this position impact student learning and academic achievement?
2) What data are you using to drive this discussion?
3) If this program has helped improve student learning, what can be done to make it even better?
4) If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

Goal 2
The school will support teachers and staff with professional development, training, and collaboration time.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Teachers and administrators will participate in district professional development and site based systematic professional development. Teachers will receive professional development that is specific to the needs of the school site (NGSS, Math, ELA, and Spanish language arts). This is determined by site leadership observations and input from teachers at the school site. Teachers are provided with collaboration time on student early release days. Every Wednesday, teachers analyze data to identify at-risk students, plan lessons, and have discussions about effective teaching strategies and resources/materials. Teachers analyze student achievement data from district and site based assessments and use this information to plan instruction and intervention, to identify students for intervention, and to group students for instruction and intervention. Data will be disaggregated to show overall performance as well as	Some professional development activities were implemented at the school site in 21-22. These activities were significantly impacted by high rates of staff absenteeism, social distancing requirements, and the need to prioritize keeping schools open during the pandemic. Teachers collaborated each Wednesday via Zoom. The school's and district's assessment systems were impacted by the pandemic.	There is a need to restart the school's professional development programs in 2022-2023. There is a need to assess/reassess staff professional development needs after several years of pandemic related disruption. There is a need to continue providing staff with professional development in the school's social-emotional learning programs.	The school will assess/reassess staff professional development needs. The school will restart the professional development program. Staff will be provided with professional development in the use of SEL data platforms and in the analysis of data.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
performances of significant subgroups (including ELs). Results may include grouping, planning, observing a colleague, and/or coaching support based on identified needs. As needed (based on data) coaching will include focus on EL strategies. All the professional development will be driven by the needs and interest of the students, staff, and school. Professional development will consist of workshops, conferences, and instructional consultants focused on topics, but not limited to: • Understanding and implementation of Common Core State Standards, Next Generation Science Standards and Spanish language arts/foundational skills. • Implementation of effective teaching strategies and techniques: hands-on activities, cooperative learning, direct instruction, and interdisciplinary teaching, etc. (planning and delivering units of study in science across disciplines/Spanish language arts) • Integration of technology into content areas and the use of online tools and resources to develop and teach lessons. • Classroom management and discipline • Differentiated Instruction for low and high achieving students			

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
• English Language Development and English Language Learners • Spanish language development and Spanish language arts • Strategies for scaffolding			
A professional development team consisting of a curriculum specialist in English language arts, and five instructional coaches provide high quality, research-based professional development to teachers and administrators. Instructional coaches specialize in reading, writing, mathematics/science, the integration of technology into the instructional program, and the development digital literacy skills to improve academic achievement Decisions are made regarding the types of professional development that will be delivered based on analysis of data including student achievement data, site leadership, and teacher input. These include, but are not limited to whole-group professional development, in-class coaching, coaching during weekly collaboration, lesson development and planning, backward-mapping, and analysis of formative and summative student achievement data. The professional development team provides training and professional development specifically designed to improve the academic achievement of English Learners	The instructional coaches provided a limited amount of professional development services to schools/teachers in 2021-2022.	Note: Due to the COVID pandemic, and the urgent need to support classrooms where teaching staff have tested positive, are quarantined or symptomatic with COVID, the team of instructional coaches have, at the time of this update, provided temporary (substitute) classroom instruction for most of the 2021-2022 school year. The instructional coaches are being temporarily funded with ESSER III because they are not performing their normal (Title I allowable) duties. They will resume their duties as instructional coaches, and will return to being funded with Title I once the pandemic subsides. Note: The team of instructional coaches was not funded with Title I in 2021-2022 because they mostly performed duties outside of that which is allowed under Title I.	There is an urgent need to restart the district's professional development programs in 2022-2023 with an emphasis on in-class coaching. If the pandemic subsides, the team of instructional coaches will return to providing professional development to teaching staff in 2022-2023.
The district will operate a CTC accredited new teacher induction program with two full-time, full-release induction coaches. New teachers will receive induction support for two years and will clear their credentials through	The Induction program served new teachers in the 2021-2022 school year. Induction coaches were not used to cover classrooms in 2021-2022. New teachers in the induction program received coaching and professional	The addition of universal transitional kindergarten has the potential to add to the numbers of new teachers in the district. This may increase the caseloads of induction coaches.	The district will continue operate a CTC accredited new teacher induction program with two full-time, full-release induction coaches. New teachers will receive induction support for two years and will clear their credentials through the induction program.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
the induction program. Beginning with the 2018-2019 school year, the district will implement a Clear Administrative Services Credential Induction Program (CASC) for new administrators.	development leading to the clearing of their credentials.		The district will continue to support new administrators with a Clear Administrative Services Credential Induction Program (CASC) in 2022-2023.

(**Note:** Please do not include non-Title I funded activities in the evaluation).

School Plan for Student Achievement: Evidence-Based Title I Funded Program Evaluation

<u>Guiding Questions:</u>
The district or Title I school allocates Title I funds to support a computer technician:
1) How does this position impact student learning and academic achievement?
2) What data are you using to drive this discussion?
3) If this program has helped improve student learning, what can be done to make it even better?
4) If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

Goal 3
Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Provide all students with activities to promote good attendance, strong character and good behavior. Monitor classroom attendance and reward classrooms for reaching milestones throughout each trimester. Utilize a variety of rewards to reward positive behavior (caught being good tickets, drawings). Award students for citizenship, good attendance, and academics each trimester and at the end of the year awards assembly. (K-8/promotion) Reward students for monthly science project/problem of the month to promote student interest and attendance. Teachers and site leadership monitor and discuss monthly attendance and behavior reports.	In 2021-2022, Jefferson Academy focused on rebuilding the school community and the instructional program as both of these were significantly effected by the pandemic. Providing students all students with activities to positive behavior (caught being good tickets, drawings) was an important part of rebuilding the school community. Jefferson implemented the activities listed: Trimester behavior expectation presentations Kindness challenge Reward students for monthly science project/problem of the month Caught being good tickets Award students for citizenship/good attendance	The COVID pandemic continued to have significant impact on the school's instructional program and operations throughout the fall and winter of 2021-2022. Impacts of the pandemic: High Staff Absences High Student Absences Contact Tracing COVID related protocols COVID Restrictions Despite these challenges, the action was well implemented in 21-22. There is a need to continue supporting students with activities to promote good attendance, strong character, school pride and good behavior.	The school will continue to support students with activities to promote good attendance, strong character, school pride and good behavior. These activities will be improved upon by: *building upon our family involvement component and home to school connection *incorporating these activities into the after school program

(**Note:** Please do not include non-Title I funded activities in the evaluation).

School Plan for Student Achievement: Evidence-Based Title I Funded Program Evaluation

<u>Guiding Questions:</u>
The district or Title I school allocates Title I funds to support a computer technician:
1) How does this position impact student learning and academic achievement?
2) What data are you using to drive this discussion?
3) If this program has helped improve student learning, what can be done to make it even better?
4) If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

Goal 4
Communication between schools and home will be regular and meaningful.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Implement activities to increase involvement, communication, and support for school committees and activities. Host parent involvement activities and committees that include, but not limited to: Parent workshops- understanding common core standards, Next Generation Science standards, Literacy and Math night, Technology, Ways of supporting children at home with Spanish, etc. Science Fair Back to School Night Progress Reports Book Fair Parent Conferences Cultural Celebrations Awards Assemblies Winter Program Parent Volunteers Study Trips PTC, SSC, ELAC, School Orientation Student Recruitment and School Visits	In 2021-2022, Jefferson focused on rebuilding the school community and the instructional program as both of these were significantly effected by the pandemic. One of the successes of this school year was the implementation of a series of parent involvement activities. The goal of these activities was to promote and encourage online safert and provide parents with tools to assist their child with mental health related concerns. These activities were developed and planned with school leadership and school site/district counselors.	There will be a need to continue working to rebuild the school community and the instructional program in 22-23. There will be a continuing need to provide parents and families with support, training, and a sense of community with their school. There is a need to build upon the success of these activities to reach more families.	The school will continue to develop and deliver, and will work to expand the parent education and training opportunities for families and students

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Regularly send out information on flyers, Remind, school website, Newsletter in English and Spanish of events and activities. Site leadership monitors annually parent sign in sheets.			
Teacher and parents will have regularly two-way communication regarding child's academic progress. Teachers and parents will maintain regular two-way communication regarding child's academic progress through: • progress reports • telephone calls • parent conferences/meetings • report cards • email • online tools (Parent Vue, Zoom, Remind, etc.) • Website	Parents used the online tools for communication and progress monitoring including ParentVue and Remind. The schools parent/teacher conference attendance rate was: 100%	The Remind system is becoming outdated and an upgrade is needed. Parent conferences were held remotely via Zoom. While this is not necessarily ineffective, in-person conferences are desirable.	The Remind communication system will be upgraded to Parent Square. If the COVID pandemic subsides, the school will return to in-person parent/teacher conferences.

(**Note:** Please do not include non-Title I funded activities in the evaluation).