

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
<p>Implement standards-aligned ELA, Math and Science instruction using the district adopted instructional materials and supplemental resources each day in Spanish or English.</p> <p>Fully implement standards based ELA/mathematics instruction utilizing the district core instructional program and supplemental materials in English or Spanish.</p> <p>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.</p> <p>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.</p>	<p>The school implemented standards-based reading and mathematics 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 the HESD ELA Pacing Guide.</p> <p>Lesson planning is aligned to the district pacing calendar and based on backward mapping of Common Core Standards, analysis of data from state, district, and site assessments, and information from weekly teacher collaboration sessions. Teachers and leadership teams use the data to inform instruction and to make decisions about reteaching small groups and any other extra supports.</p> <p>The school implemented formative assessment strategies, targeted small group instruction, and a two-tiered assessment system which showed Language Arts growth occurring across grade levels when broken down into subgroups.</p> <p>ELA CAASPP: Overall – 2021: 61.73% & 2022: 65.24% Af. Am. – 2021: __60_ & 2022: __62.5__</p>	<p>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 most recent CAASPP scores and data from local assessments in 21-22, it shows students are making gains in achievement, and in some cases are at or above pre-pandemic levels. 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 and strengthen the school's existing instructional programs.</p> <p>Despite these challenges through the Covid pandemic, the school focused on rebuilding the instructional program and the school community during 2022-2023. Most of the activities and assessments discussed in the previous column were able to be implemented, despite challenges related to the Covid pandemic. The core instructional program was fully in place.</p>	<p>The school will continue the process of rebuilding the instructional program and the school community next year as the pandemic continues to subside.</p> <p>The school will continue to maintain a focus on developing strong readers by providing small group instruction and depth of knowledge questioning. The school will continue to develop Math Practices by providing coaching and professional development while increasing the rigor of problem-solving skills.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>Meet with students in small groups who are struggling with ELA/math concepts and students who need to be challenged with the curriculum. Teachers and site leadership will monitor and discuss:</p> <ul style="list-style-type: none"> Lesson plans and delivery of instruction Teacher, District and State assessment results Monitor at risk students Monitor effectiveness of resources and materials <p>Library Media Technician promotes regular use of literacy to enrich the school experience and encourages regular participation in library activities to develop students' literacy skills.</p>	<p>Hispanics – 2021: <u>55.2%</u> & 2022: <u>62.5%</u> White – 2021: <u>88.89%</u> & 2022: <u>86%</u> ELs – 2021: <u>24.19%</u> & 2022: <u>34.09%</u> SED – 2021: <u>46.54%</u> & 2022: <u>56.04%</u> SWD – 2021: <u>20%</u> & 2022: <u>28%</u></p> <p>MATH CAASPP: Overall – 2021: <u>50.93%</u> & 2022: <u>49.06%</u> Af. Am. – 2021: <u>40%</u> & 2022: <u>25%</u> Hispanics – 2021: <u>47.41%</u> & 2022: <u>48.38%</u> White – 2021: <u>66.67%</u> & 2022: <u>66%</u> ELs – 2021: <u>21.54%</u> & 2022: <u>25%</u> SED – 2021: <u>41.61%</u> & 2022: <u>26.71%</u> SWD – 2021: <u>21.43%</u> & 2022: <u>24%</u></p>		
<p>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.</p> <p>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.</p> <p>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</p>	<p>The school implemented tutoring in ELA/Math with credentialed teachers for students who showed a need based on local assessments. The school also provided reading/math intervention during the school day through the use of educational tutors and/or small group instruction.</p> <p>Attendance, progress monitoring, and assessment data are documented and actively reviewed to determine student progress. Instructional materials utilized for tutoring, ed tutors, and small-group instruction included various programs such as Primary Phonics, Phonics for Reading, Words Their Way, Common Core Mathematics, Reading Mastery, Corrective Reading, The Power of Decoding Reading Intervention, and Pearson math. Our data shows students receiving Reading Intervention, tutoring, and small-group instruction increased their reading level between 1-3 levels.</p> <p>Distractions to classroom's were kept to a minimum that teachers could continue to incorporate instructional strategies (direct</p>	<p>Students are still struggling academically. Our students in tutoring showed some growth. However, attendance continues to be a factor, due to Covid symptoms and/or positive cases, in students missing instruction. As well, some students were not attending regularly; some dropped and some others were added. There is still a need to address the learning loss from the pandemic through tutoring and also through intervention with an educational tutor.</p> <p>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.</p> <p>ELA CAASPP: Overall – 2019: <u>71.15%</u> & 2022: <u>65.42%</u> ELs – 2019: <u>23.91%</u> & 2022: <u>34.09%</u></p> <p>MATH CAASPP: Overall – 2019: <u>64.88%</u> & 2022: <u>49.06%</u> ELs – 2019: <u>27.27%</u> & 2022: <u>25%</u></p>	<p>The school will continue to provide additional time and support for identified students through the use of credentialed teachers and educational tutors.</p> <p>The school will continue to focus on small-group reading in the coming year. The school will continue to build intervention supports for students reading significantly below grade level due to time missed from school. The school will continue to provide and support Education Tutors (paraprofessionals) during the to support small-group instruction and interventions.</p> <p>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</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>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, principles, and theories.</p> <p>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.</p> <p>Teachers and site leadership will monitor and discuss during status of the class:</p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <p>Jefferson school implemented small group instruction/lessons for Kinder - 6th grade students via Eeducational tutor using supplemental instructional materials (Heggerty, Estrellita).</p>		<p>group instruction a minimum of three days per week.</p>
<p>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.</p>	<p>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</p>	<p>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.</p>	<p>Some of these materials will continue to be provided as Centralized Services in 2023-2024. School and district leadership will continue to monitor the use of these tools, and to the extent practicable, will monitor their effectiveness.</p>

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<p>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:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • Raz-Kids, TWIG, STEMscopes, Science A-Z, Generation Genius, 	<p>within these programs showed students using these tools extensively.</p>		

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<p>Newsela, Discovery Streaming, Istation, etc.</p> <ul style="list-style-type: none"> • ebooks <p>Provide a variety of study trips, assemblies, and video conferences in order to build background knowledge, increase vocabulary, language and or extend learning for students in Spanish language arts and science learning of study.</p> <p>All students will attend an academic field trip that is aligned to the adopted standards and is developmentally appropriate for the students' ages.</p> <p>Teachers and site leadership monitor, discuss, and ensure alignment of state standards (CCSS, NGSS) with video conferencing, assemblies, study trips, and online resources.</p> <p>Supplemental digital content through centralized services includes:</p> <ul style="list-style-type: none"> • 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 (Illuminate) 			
<p>Provide program strategies, materials, and interventions that address learning gaps in ELA/Spanish language arts. (ex. Estrellita, Corrective Reading, Reading Mastery, etc.)</p>	<p>Student progress is monitored through state, district and classroom summative assessments. At-risk students are identified for instructional support and next steps.</p>	<p>Jefferson is continuing to develop a more efficient response to intervention system.</p>	<p>Student progress will be monitored on a monthly basis using teachers' assessments and progress-monitoring tool (Heggerty).</p>

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<p>Students are identified through the following means (but not limited to):</p> <ul style="list-style-type: none"> • School site/district assessments • State assessments • Teacher recommendations • Status of the class meetings • SST, IEP, and 504 process <p>Student progress will be monitored on a monthly basis using teachers assessments and progress monitoring tool (Dibbles).</p>	<p>Teachers analyze student data from district and site assessments to discuss gaps in ELA/Spanish language arts and plan next steps for instruction.</p>		<p>Jefferson will continue to work on developing an efficient RTI system and continue to identify At-risk students/develop instructional support and next steps.</p>
<p>Jefferson will offer afterschool enrichment and junior high elective classes that have a central focus on second language acquisition, culture, and science/engineering.</p> <p>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.</p> <p>Instruction will be provided by teachers and support staff. Members of the community with expert knowledge will also contribute to the enrichment classes.</p> <p>These enrichment classes provide students will additional activities that will expand and enrich the education received during the core instructional day.</p> <p>Performing arts electives may include culturally rich activities that support the</p>	<p>This action was not implemented in 2022-2023. ***** (Remove)</p> <p>Only a portion of this plan was implemented for the 2022-2023 school year. This included after school performing arts and culturally rich activities that support the goals of the program such as folklorico dancing or mariachi music groups.</p>	<p>This action was not implemented in 2022-2023. ***** (Remove)</p> <p>After-school enrichment was implemented in a limited manner for 2022-2023 due to staffing shortages and student absenteeism due to quarantine or symptomatic COVID guidelines. This included after school performing arts and culturally rich activities that support the goals of the program such as folklorico dancing or mariachi music groups.</p>	<p>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.</p>

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Goal 2

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

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<p>Teachers and administrators will participate in district professional development and site based systematic professional development.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Data will be disaggregated to show overall performance as well as</p>	<p>Professional development activities were back to full implementation at the school site after being restricted in 21-22 due to high rates of staff absenteeism, social distancing requirements, and the need to prioritize keeping schools open during the pandemic.</p> <p>Teachers continued the collaboration practice each Wednesday as grade-level teams, along with the administration.</p> <p>Teachers, along with our leadership team, continued to review and analyze data, and plan the next steps for whole-class and small-group instruction. Additionally, PD was provided by the learning director along with teachers, to research, review and determine supplemental resources needed to support students.</p>	<p>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.</p>	<p>The school will assess/reassess staff professional development in the coming year based on the needs of staff and students.</p> <p>The school will continue to maintain a focus on developing strong readers through ongoing professional development in small group instruction, teaching science content with ELA embedded and depth of knowledge questioning.</p> <p>The school will provide staff with professional development in the use of Social Emotional Learning data platforms and in the analysis of data.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>performances of significant subgroups (including ELs).</p> <p>Results may include grouping, planning, observing a colleague, and/or coaching support based on identified needs.</p> <p>As needed (based on data) coaching will include focus on EL strategies.</p> <p>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:</p> <ul style="list-style-type: none"> • 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 			

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<ul style="list-style-type: none"> • English Language Development and English Language Learners • Spanish language development and Spanish language arts • Strategies for scaffolding 			
<p>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</p> <p>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</p>	<p>The instructional coaches provided professional development services to schools/teachers.</p>	<p>There is a need to assess/reassess staff professional development coaching utilizing our team of instructional coaches after several years of pandemic-related disruption. There is a need to continue providing staff with coaching around the core subject areas.</p>	<p>The school will assess/reassess staff professional development coaching in the coming year based on the needs of staff and students.</p> <p>The team of instructional coaches will continue to provide professional development to teaching staff in the coming year.</p>
<p>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</p>	<p>The Induction program served new teachers during the school year. New teachers in the induction program received coaching and professional development leading to the clearing of their credentials.</p>	<p>The addition of universal transitional kindergarten has the potential to add to the number of new teachers in the district. This may increase the caseloads of induction coaches.</p>	<p>The district will continue to 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.</p>

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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.			The district will continue to support new administrators with a Clear Administrative Services Credential Induction Program (CASC) in the coming year.

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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
<p>Provide all students with activities to promote good attendance, strong character and good behavior.</p> <p>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.</p> <p>Students will have the opportunity to participate in structured physical education, enrichment activities that support the California content standards. The enrichment program will include opportunity for physical activity beyond our normal daily instructional minutes.</p>	<p>The school focused on rebuilding the school community and the instructional program as both of these were significantly affected over the past few years by the pandemic. Providing all students with activities to promote good attendance, strong character, school pride, and good behavior was an important part of rebuilding the school community. The school implemented the activities listed in the action. Absenteeism rates were dramatically affected by the COVID pandemic and are not an accurate reflection of the effectiveness of the school's programs.</p> <p>Suspension numbers have remained relatively low.</p> <p>Teachers provide clear classroom expectations, teach those expectations, and have a classroom reward system. Teachers monitor daily attendance with a daily perfect attendance chart. Create classroom environments that encourage students to be at school daily.</p> <p>School administration, counselor and Support staff monitor student attendance and discipline to provide students with targeted</p>	<p>The COVID pandemic continued to have significant impact on the school's instructional program and operations throughout the fall and winter. Impacts of the pandemic: High Staff Absences, High Student Absences, Contact Tracing COVID-related protocols, and COVID Restrictions. Despite these challenges, the action was well implemented during the school year. There is a need to continue supporting students with activities to promote good attendance, strong character, school pride, and good behavior.</p> <p>There is a continued need to address student discipline, behavior, and social-emotional needs.</p> <p>Students transitioning back to being in school all day, those who have never experienced school, and those with social-emotional needs due to the pandemic, need the opportunity to attend school regularly and become acclimated to the expectations of a safe school environment.</p> <p>There continues to be students needing Tier 2 and 3 supports. There is a need to continue providing school staff with</p>	<p>The school will continue to support students with activities to promote good attendance, strong character, school pride, and good behavior. The school will continue to support/build these activities by: *Building family involvement *Continuing to develop and strengthen the home-to-school connection. The school will continue with the relatively new Social Emotional Learning Programs and SEL data analysis platforms during the school year.</p> <p>The school will continue to support Tier 2 and 3 students. The school will continue with the relatively new SEL curriculum and data analysis platforms in the coming school year. The school will provide school staff with professional development in the use of SEL data platforms and in the analysis of data.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
	<p>supports. Behavior data is used to provide students with targeted intervention.</p> <p>Progress is monitored and the school site team will collaborate to analyze disciplinary data and plan activities that address student needs to promote positive behaviors.</p> <p>The action was well implemented with identified students receiving the supports discussed in the previous column. The action was well implemented with identified parents/families receiving the supports discussed in the previous column. Support Team and staff met regularly to address needs and provide support. Absenteeism rates were dramatically affected by the COVID pandemic and are not an accurate reflection of the effectiveness of the school's programs.</p>	<p>professional development in the use of SEL data platforms and in the analysis of data.</p>	

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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
<p>Implement activities to increase involvement, communication, and support for school committees and activities.</p> <p>Host parent involvement activities and committees that include, but not limited to:</p> <p>Parent workshops- understanding common core standards, Next Generation Science standards, Literacy and Math night, Technology, Ways of supporting children at home with Spanish, etc.</p> <p>School wide STEM projects 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</p> <p>Regularly send out information on</p>	<p>Despite COVID pandemic regulations and restrictions, the school was able to bring back and offer outreach activities. Parent Square, an online outreach platform, is a crucial part of parent communication and allowed staff to stay in constant communication with families.</p> <p>The school brought back some of the Pre-Covid parent outreach activities connecting school to home. The school continued with the use of parent newsletters to communicate with families about school activities and ways parents can become involved.</p> <p>Parent feedback indicates strong approval of the activities to interact provided. Parents used online tools for communication and progress monitoring including ParentVue and Parent Square.</p>	<p>There will be a need to continue working to rebuild the school community and the instructional program. There will be a continuing need to provide parents and families with support, training, and a sense of community with their school by offering a greater variety of on/off campus participation events.</p>	<p>The school will continue to develop, deliver, and work to expand parent education and training opportunities for families and students. The school will continue to develop and offer a more expansive set of on/off campus opportunities for parent/student involvement activities. The school will continue to develop and educate parents/staff on the usage of ParentSquare as this communication tool is still relatively new. The school will include teacher/staff/parent input into parent involvement and outreach activities.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>flyers, Remind, school website, Newsletter in English and Spanish of events and activities.</p> <p>Site leadership monitors annually parent sign in sheets.</p> <p>Teacher and parents will have regularly two-way communication regarding child's academic progress.</p> <p>Teachers and parents will maintain regular two-way communication regarding child's academic progress through:</p> <ul style="list-style-type: none"> • progress reports • telephone calls • parent conferences/meetings • report cards • email • online tools (Parent Vue, Zoom, Remind, etc.) • Website 			

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Goal 5

Implement a Spanish & dual language immersion program that will support all students to become bilingual and biliterate in both English and Spanish. Students are expected to reach high levels of functional and academic proficiency in English and Spanish as demonstrated by district and teacher assessments. The ELPAC will be utilized to measure English language proficiency for those students identified as English language learners.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Provide a dual immersion model that increases the percentage of English instruction as students advance to the next grade level. Percentage of English instruction per grade level: k/1st - 10%; 2nd grade- 20%; 3rd grade- 30%; 4th grade- 40%; 5th & 6th grade- 50%; 7th & 8th grade- 75%.			
Provide integrated ELD to English Learners by delivering English instruction that embeds hands-on projects & manipulatives, visuals, graphic organizers/ thinking maps, classroom discussions using sentence frames, and exposing students to reoccurring vocabulary & themes. Provide teachers with supplies and materials to include hands-on activities for Math, Science, and Spanish language arts.			
Provide designated ELD to English Learners using a researched-based program to receive English foundational skills in reading, writing, listening, and Speaking. All English			

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Learners will be grouped by proficiency levels and receive small group instruction a minimum of three days per week in English.			
<p>Provide foundational language support to English learners by exposing them to an interdisciplinary content-based curriculum taught in Spanish. Foundational skills will be taught in each grade level. Scaffolds and instructional strategies will be implemented to help students participate and comprehend curriculum, and online programs will be used to reinforce skills in Spanish. Primary language skills will transfer to their second language.</p> <p>Provide professional development to teachers in Spanish foundational skills (instructional consultant).</p>			

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

Sample Guiding Questions

Sample guiding questions to determine the use of Title I funds to address the academic needs of Title I students, particularly those at risk of not meeting state academic content standards:

1. Will this be a program based upon a thorough and comprehensive assessment of student needs?
2. Will this program provide direct services to students?
3. Is it reasonable and necessary to use Title I funds to address this issue (is it something that cannot be provided through unrestricted funds)?
4. Is this the best use of a limited categorical resource?
5. Is this allowable and allocable?
6. Is this an evidence-based intervention designed to improve academic achievement for at-risk students? How do you know?
7. How and to what extent does this directly impact student learning, increase academic achievement, and close the achievement gap?
8. How will the use of funds be monitored and evaluated for effectiveness?
9. Is it approved by SSC and described in the SPSA for site funds and approved by the district for district funds?
10. For personnel, are Time and Effort Records kept to document the hours worked showing direct services to students?

If the LEA and schools allocate Title I funds to fund this program, the burden of proof should include evidence that the resources contributed to academic achievement for all students, particularly Title I students who are at risk of not meeting academic standards. These guiding questions are based on the current CE Instrument.