

Title III Program Evaluation

2021-22

Title III Provisions

1. Professional Development
2. Enhanced Instructional Opportunities (Immigrant Funding)
3. Programs and Activities
4. English Proficiency and Academic Achievement

| Title III Provision (1, 2, 3, 4) | Action, Activity, or Strategy | What is working and why? (Effective indicators) | What is not working and why? (Ineffective indicators) | Modification(s) based on evaluation results |
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| <p style="text-align: center;">1- Professional Development</p> | <p>Open to all Dual Immersion teachers to participate in ADTEL, CAFE and/or BE GLAD</p> <p>EL Coordinators, EL Taskforce team members, any other certificated and classified who wanted were able to attend CAFE (We had 18 staff who participated)</p> <p>Staff PD</p> | <p>Dual Immersions teachers attended ADTEL, CAFE and/ or BE GLAD virtually. Afterward, they shared information and aligned their programs using new strategies. Teachers have requested to attend annually</p> <p>We offered various opportunities for PD and many teachers participated.</p> | <p>Not all DI teachers attended and the team would like to see everyone attend when possible.</p> <p>Most of these team members attended the Virtual CAFE 2022. It is hard to attend sessions from 3:30-7:30 after a workday. Many took away things they could use but really look forward to it being in person again.</p> <p>It would have been nice to have all staff invest in PD that would better support our EL Students</p> | <p>Continue to offer PD:</p> <p>Continue to send staff</p> <p>Continue to offer conferences and training to teachers.. We sent out surveys on PD topics and needs so we can address those in the August 2022</p> |

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| 2 Immigrant funding | <p>We have typically spent our Immigrant funding on supporting our Level 1 ELPAC students with Rosetta Stone but since we did a 3-year contract with them it has been paid for. Sites were asked about ways they could support their immigrant students but time got away from us. We did purchase some newcomer vocabulary packets.</p> <p>We have a partnership with Mini Corps who also comes in and supports our Migrant students by providing extra tutoring.</p> | <p>Students who are using this program are showing an increase in skills Teachers say students are using it as much as we had thought they would.</p> <p>We have purchased some vocabulary packets that will support our EL students who need support with vocabulary.</p> | <p>Students didn't utilize it very much as they could have.</p> <p>They arrived the last week of May so we will save them for next school year.</p> <p>This partnership was put on hold due to COVID.</p> | <p>Look at other possible support for newcomers</p> <p>Try the vocabulary packets purchased in May to see if these help build more vocabulary for our newer students. We will also look at other opportunities that will support our immigrant students.</p> <p>We would like to see this resource come back in 22-23</p> |

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| <p style="text-align: center;">3</p> <p style="text-align: center;">Programs and Activities</p> | <p>EL Task Force</p> <p>The team continued to meet monthly. We decided to focus on one thing that would better support our EL students in the classroom. After conversation it was decided to spend the year focusing and teaching teachers how to use Flipgrid in their lessons as this program support Reading, Listen, Speaking and Writing (the ELPAC domains)</p> | <p>At each meeting, we worked on adding lessons to the team flipgrid sheet and then would pick the focus for the next meeting. Team members presented these lessons at the monthly staff meetings.</p> | <p>Those on the team are dedicated and work hard but it is not making the bigger effect the team would like. Some said staff meetings went long and they didn't get to present.</p> <p>The team also feels we only have some staff who are utilizing best instructional practices for our EL students in the classroom and that there needs to be more accountability. In order to make a difference, everyone needs to be using them.</p> | <p>The EL Task Force team will continue to support PD for staff around ELs and we will need to make sure our Theory of Action is still the focus for 22-23.</p> |
| | <p>EL Shadowing</p> | <p>We created a student survey vs doing EL Shadowing as subs are too hard to secure. The data showed us:~ ~FV: ELD class showed higher results overall on their survey but homeroom had better data than they expected. Approx 20-25% of the students said they don't feel comfortable participating. ~CK: Math was one of the higher results in every</p> | <p>We did not get the same type of data to compare to previous data because subs are hard to get. We talked about the survey and the need to edit it some: 1- maybe use a rating scale vs just checking it off, 2-Maybe adding a little more detail to the questions (In class I get opportunities to talk with my peers), 3- informing students if they are going to mark ALL then to not mark any others in that question.4- for some sites</p> | <p>The team would like to do EL Shadowing and the survey in 22-23</p> |

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| | El Coordinators quarterly meeting | <p>category along with ELD! Areas they thought more talking would be happening aren't. ~OHS: ELD was the higher rating in all categories while Science was the lowest.</p> <p>We met 3 times this year after school to discuss things</p> | <p>may be making it by grade level.</p> <p>It wasn't enough time - we need to find a way to do it during the school day, but subs are hard to secure.</p> | <p>Go back to meeting in person during the school day 2-3 times during the school year.</p> |
| | Literacy parent outreach | <p>We had 25 parents sign up for the Jump Into English program and 18 of them completed the program</p> | <p>It was more challenging to keep parents attending as the meetings were virtual</p> | <p>Parents have requested to continue this program. We acknowledged these parents at ELAC and started the 22-23 signups.</p> |
| | Dual Immersion team meetings | <p>The team met almost monthly this year to share ideas, plan the next steps and look at needs.</p> | <p>The teachers meet after school and on weekends to get things complete and have asked for some dedicated vertical PLC time next year to elevate some of this need.</p> | <p>Dual Immersion teachers plan to have more parent nights and look at ways to do more outreach about the program</p> |

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| <p style="text-align: center;">4</p> <p>English Proficiency and Academic Achievement</p> | <p>20-21 State Assessments: *CAASPP *ELPAC</p> <p>Local Assessments *iReady *DWA, *DMA</p> | <p>Most students took the state assessments last year.</p> <p>We gave district assessments and sites had data they could use during PLC time</p> | <p>Teachers do not feel we got reliable because there was no consistency last year. Teachers need to make sure students know how to use accommodations the state allows before giving accommodations to them.</p> <p>Some teachers are concerned about over-assessing students. The challenge is getting all staff to feel these assessments are useful to inform instruction.</p> | <p>We will continue to follow state guidance on administering state tests.</p> <p>Continue to give our local assessments and monitor for growth.</p> |

[EL Data over time](#)