

Title III Program Evaluation

2022-23

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
1- Professional Development	All Tk-5 teachers had the opportunity to participate in IMSE and BE GLAD and all Dual Immersion teachers were able to participate in ADTEL, IMSE, K-2 Hagerty and BE GLAD.	Teachers who attended these shared with your team resources they found and discussed how to implement some of them in their classes.	Not all teachers attended and the team would like to see more attend when possible. The DI would also like to find someone to come to us and provide PD in Spanish.	We will continue to offer PD and keep looking to see if we find some experts in our area who would come present The DI team will have 4 zoom sessions with Dr. Medina next year who specializes in DI and Spanish support.
	We had 8 teachers (EL Coordinators and one other teacher who taught DELD) 3 administrators, 1 classified and 1 parent who attended CABE.	Teachers come back and shared with sites and at the EL Taskforce meeting what they learned. The parent at our April DELAC meeting shared with parents her takeaways. She is also going to record her learnings so we can share that with other parents.	It was in Long Beach so flights make it so fewer people can attend.	Continue to send staff and share out afterward.
	Staff PD		It would have been nice to have all staff invest in PD that would better support our EL Students as	Continue to offer conferences and training to teachers.. We sent out

June ? 2023 Board approved

		We offered various opportunities for PD and many teachers participated. Multilingual California also offered some free PD that was shared with staff.	the district is now in ATSI at all sites for our EL Student Group.	survey on PD topics and needs so we can address those in the August 2023 professional development days. GCOE will be supporting some secondary integrated ELD next year as well.
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
2 Immigrant funding	<p>We have typically spent our Immigrant funding on supporting our Level 1 ELPAC immigrant 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. All sites offered some additional intervention or tutoring at lunch or after school.</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 not using it as much as we had thought they would.</p> <p>Student show received Tutoring showed an increase in assessment scores or grades.</p> <p>Those who had this support said helped it helped those students</p>	<p>Students didn't utilize it very much as they could have.</p> <p>It was hard as some students couldn't stay after school. We only served about 37% of the qualifying students.</p> <p>Not all of the sites received this support. One noted they had someone but they were often absent</p>	<p>OHS is the only school going to continue using this for newcomers.</p> <p>Look at what options we have for getting more students to be able to stay- Are they any transportation options?</p> <p>We want this resource to continue. We will try to reach out more and try to get support at all sites.</p>

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
<p>3</p> <p>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 conversations, it was decided to spend the year focusing and teaching teachers how to use Eduptotocal in their lessons as this program support Reading, Listening, Speaking and Writing (the ELPAC domains)</p> <p>The team also came up with rubrics for sites to evaluate where there are in supporting English learners. The sites completed the rubrics and then created a plan for addressing some areas of growth in the 23-24 school year. The site plans are linked below.</p>	<p>At each meeting, we worked on adding lessons to the team Eduprotocols sheet and then would pick the focus for the next meeting. Team members presented these lessons at the monthly staff meetings.</p> <p>The sites completed the rubrics and made a plan for the 23-24 school year. This process has brought on more opportunities for conversations and the need to make some changes in how we support our EL students.</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 23-24.</p> <p>We will also discuss how sites are doing on implementing their EL Plans and see how to provide support if needed.</p>
	<p>EL Shadowing</p>		<p>It didn't happen this year. We became focused on the rubrics and completing the EL Site plans that we didn't use the Survey.</p>	<p>Looks for ways to be creative so we can complete these and also review the survey that we created in 21-22 and see</p>

	El Coordinators quarterly meetings.	We met 3 times this year after school to discuss things.	There is still a sub shortage so real EL Shadowing didn't happen.	how that could be edited and used.
	Literacy parent outreach	We had 16 parents sign up for the Jump Into English program and 14 of them completed level 1 and 12 completed level 2 and started on level 3 of the program. Survey results share that parents feel it is helping them learn some English as well as how to help their children. 90% said that it has made them feel more connected to the school.	It wasn't enough time - we need to find a way to do it during the school day, but subs are hard to secure. A few stopped participating saying they didn't have time.	Go back to meeting in person during the school day 2-3 times during the school year if we can get subs. Parents have requested to continue this program. We acknowledged these parents at ELAC and started the 23-24 sign-ups.
	Dual Immersion team meetings	The team met almost monthly this year to share ideas, plan the next steps, and look at needs. The teachers took feedback from last year's parent survey and created 3 Parent Literacy Nights and created weekly/monthly academic calendars so parents were more aware of what was happening in the classroom.	There is a lot the team is working on and it all takes time. Teachers are feeling that there is more expected of them than of non- DI teachers.	They will continue to send out the calendars and hope that the literacy nights become a school-wide event. They would also like to see some more equitable accountability for all teachers to put in extra time.

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
<p>4</p> <p>English Proficiency and Academic Achievement</p>	<p>21-22 State Assessments: *CAASPP - ELA: English learners performed 90.3 points below standard while ALL students performed 55.5 below standard. There is a large gap that needs to be addressed. Math: English learners performed 120.1 points below standard while ALL students performed 97.2 below standard. There is a large gap that needs to be addressed.</p> <p>21-22 *ELPAC- 41% of our English learners are making one-year growth on ELPAC.</p> <p>Local Assessments 22-23 *iReady K-5Window 2 Reading EL data: Tier I- 23% Tier II- 45% Tier II 32% Math EL data Tier I- 13% Tier II- 56% Tier III- 31%</p>	<p>Most students took the state assessments last year.</p> <p>Many of the sites this year did some “boot camp” practice before the assessment</p> <p>We gave district assessments and sites had data they could use during PLC time. District Teams reviewed the data and discussed ways to continue to improve.</p>	<p>Teachers need to make sure students know how to use accommodations the state allows before giving accommodations to them. We need to better target areas of need so students academics improve more.</p> <p>Not all teachers understand the assessment and how to support students in meeting their state growth goal</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>Our EL data shows there are gaps between EL achievement vs our non-EL students.</p>	<p>Next year we already have our new student data person ready to upload students into TOMS at the end of August so teachers can utilize the assessments and students can practice the accommodations. There is also an UP Day session on this so teachers can learn more about how to use the practice assessments.</p> <p>Work to incorporate more practice throughout the year so it becomes part of the process VS being a just-before thing.</p> <p>Continue to give our local assessments and monitor for growth.- Since we are in ATSI for our English learners at all sites the sites have created EL Plans to better address the needs of our teachers in supporting our EL students. Most sites have also included looking</p>

	<p>*DWA- Average % correct for ELs was 60.3% and ALL students was 64.7%</p> <p>*DMA- Score on District Math Assessment Average % correct for ELs was 54.24 and ALL students was 61.83%</p>			specifically at EL data during PLC time.
--	--	--	--	--

Additional Data:

EL Data over time

[ELAC Parent Survey](#)

ELD Site Evaluations and Next Steps

[Mill Street](#)

[Fairview](#)

[CK Price](#)

[OHS](#)

[North Valley](#)