Purpose:
Supports district goals for students identified as low-performing on state ELA or Math assessments who are not otherwise identified for supplemental grant under LCFF.
The purpose of this procedure is to ensure that schools present a plan that supports district educational goals for students identified as low-performing on state English language arts (ELA) or mathematics assessments (CAASPP) who are not otherwise identified for supplemental grant funding under the local control funding formula or eligible for special education services and is compatible with CDE Low Performing Students Block Grant. Schools are to develop invention plans with the support of the Curriculum, Instruction, and Assessment Director.

Complete the following sections. Reviewers of this form may add comments and questions below your responses. The data is collected for CDE Reporting.

### 1. Budget Allocation for Supports/Intervention

<table>
<thead>
<tr>
<th>Number of Students Identified</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Cost Allocated</td>
<td>$575/pupil (2019-20 only)</td>
</tr>
<tr>
<td>Teacher hours to design and support intervention with CIA department</td>
<td># of teachers:</td>
</tr>
<tr>
<td>Extended Learning Afterschool Hours (2019-21)</td>
<td># of teachers:</td>
</tr>
</tbody>
</table>

### 2. Measurement of Effectiveness

How will the effectiveness of the evidence-based services be measured?

- Please check all that apply:
  - ELA District Interim Assessments
  - ELA CAASPP
  - ELA Grades
  - Math District Interim Assessments
  - Math CAASPP
  - Math Grades
  - Other

### 3. Instructional Materials

Describe the types of materials to be provided to accelerate increases in academic achievement of identified students ($575/pupil for 2019-20 only)

<table>
<thead>
<tr>
<th>Please check all that apply and please specify:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology:</td>
</tr>
<tr>
<td>Amount $</td>
</tr>
<tr>
<td>Math materials</td>
</tr>
<tr>
<td>Amount $</td>
</tr>
<tr>
<td>Reading materials</td>
</tr>
<tr>
<td>Amount $</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

### 4. Additional Supports for Pupils (Substitute time/Afterschool intervention)

Extended Learning Afterschool Hours:

- Substitute Allocation:
  - 7 substitute days each year (2019-20, 2020-21). Option to move to Intervention hours.
- Select one:
  - $980 substitute cost for 7 substitute days OR
  - $980 for 30 intervention hours # of teachers:

State how you plan to use the substitute:

### 5. Attachment is the list of students identified at your site who:

- Do not meet standard (level 1) in ELA and math
- Do not meet (level 1) in ELA or math and nearly meets standard (level 2) in the other subject
- Do not meet standard (level 1) in either ELA or math and do not have a valid score for the other subject
<table>
<thead>
<tr>
<th>#</th>
<th>Current School</th>
<th>Current Grade</th>
<th>Stu ID</th>
<th>Student Name</th>
<th>2017-18 ELA CAASPP</th>
<th>2017-18 ELA DFM</th>
<th>2017-18 Math CAASPP</th>
<th>2017-18 Math DFM</th>
<th>2016-17 ELA CAASPP</th>
<th>2016-17 Math CAASPP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>5</td>
<td></td>
<td>Gutierrez, Rubvrose</td>
<td>1</td>
<td>-65</td>
<td>1</td>
<td>-81</td>
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<td>1</td>
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<tr>
<td>2</td>
<td></td>
<td>6</td>
<td></td>
<td>Molina,</td>
<td>1</td>
<td>-91</td>
<td>1</td>
<td>-110</td>
<td>1</td>
<td>1</td>
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<tr>
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<td></td>
<td>5</td>
<td></td>
<td>Huynh,</td>
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<td>1</td>
<td>-140</td>
<td>2</td>
<td>1</td>
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<tr>
<td>4</td>
<td></td>
<td>5</td>
<td></td>
<td>Rodriguez,</td>
<td>1</td>
<td>-67</td>
<td>1</td>
<td>-81</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
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<td></td>
<td>6</td>
<td></td>
<td>Garcia, Alexis</td>
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<td>-11</td>
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<td>-161</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>4</td>
<td></td>
<td>Maldonado,</td>
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<td>-12</td>
<td>1</td>
<td>-93</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Technology vs. Pedagogy

“By and large over the past decades, the investment in technology has been largely a matter of acquisition – buy, buy, buy – not a matter of figuring out how pedagogy (new forms of instruction) can use computers, personal devices, software, and the like to deepen and accelerated learning”.

Source: The Principal, Michael Fullan (2014)
Using Technology in New Ways

Robotics
Hands On
Collaboration
Communication
Creativity

Competition
(LEGO League)
Continuous Improvement
(Learning)

Motivation
Engagement

Science
Math
Language Arts
The SAMR Model

- Dr. Ruben Puentedura
- A way for teachers to evaluate how they are incorporating technology into instruction

http://hippasus.com/rrpweblog/
The SAMR Model
enhancing technology integration

Ruben R Puentedura, Ph.D.

Redefinition
- technology allows for the creation of new tasks, previously inconceivable
- create a narrated Google Earth guided tour and share this online

Modification
- technology allows for significant task redesign
- use Google Earth layers such as panoramic and 360 cities to research locations

Augmentation
- technology acts as direct tool substitute, with functional improvement
- use Google Earth rulers to measure the distance between two places

Substitution
- technology acts as a direct tool substitute, with no functional change
- use Google Earth instead of an Atlas to locate a place

http://www.hippasus.com/rrpweblog/
Redefinition: Technology allows new learning opportunities previously inconceivable.

HLPUSD Science “Looking into the Future”

HLPUSD Science TOSA Dr Joseph Calmer tests Lenovo Virtual Reality headset. In this demo, Dr. Calmer was able to have a 360 degree view of the night sky. Notice the remote control in his hand to make screen selections. Textbook publishers increasingly have VR content. Virtual reality provides a different method for students to interact with content, take virtual field trips, or create their own VR content.
The SAMR Model

- You Tube: The SAMR Model Explained
  - https://www.youtube.com/watch?v=OBce25r8vto

- Dr. Ruben Puentedura developed the SAMR model as a way for teachers to evaluate how they are incorporating technology into their instructional practice. You can use SAMR to reflect upon how you are integrating technology into your classroom. Is it an act of Substitution? Augmentation? Modification? Or Redefinition?
Finding opportunities together > Special Education
Assistive Technology Brainstorming Meeting
SAMR, Higher Order Thinking Depth of Knowledge (DOK) Levels

Level One (Recall)
- Draw
- Identify
- List
- Label
- Illustrate
- Measure
- Infer
- Name
- Report

Level Two (Skill/Concept)
- Report
- Identify
- Organize
- Construct
- Predict
- Interpret

Level Three (Strategic Thinking)
- Compare
- Relate
- Use Context Cues
- Distinguish
- Summarize
- Show

Level Four (Extended Thinking)
- Develop a Logical Argument
- Construct
- Modify
- Explain
- Differentiate

Level One
- Calculate
- Define
- Memorize
- Illustrate
- Measure
- Infer
- Name
- Report

Level Two
- State
- Tabulate
- Use
- Quote
- Categorize
- Collect and Display
- Identify Patterns

Level Three
- Recall
- Tell
- Recall
- Recite
- Match
- Collect and Display
- Identify Patterns

Level Four
- Design
- Arrange
- Repeat
- State
- Tabulate
- Use

Combined
- Connect
- Synthesize
- Apply Concepts
- Critique
- Analyze
- Create
- Prove

Describe
- Explain
- Interpret
Evaluating Technology Effectiveness

- Does It Work? (the causal question)
- How Does It Work? (the process question)
- Is It Worthwhile? (the cost question)
- Will It Work For Me? (the usability question)
- Is it working for me? (the evaluation question)

Source: Making Sense of Research: What’s Good and What’s Not and How to Tell The Difference, Elaine and Patrick McEwan