

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
Universal Support (Tier 1) Core Instruction 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 ELA/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	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. 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. The school implemented formative assessment strategies, targeted small group instruction, and a tiered assessment system which showed Language Arts and Math growth occurring across grade levels when broken down into subgroups. In comparing our ELA and Math CAASPP scores to years past we have continued to	Based on the most recent CAASPP scores from 2024 and data from local assessments, it shows students are making gains in achievement, and in some cases are at or above pre-pandemic levels. Even though most subgroups are continuing to show gains over that past several years, there are some subgroups whose gains are not at the same level. Overall 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. These past few years the school focused on rebuilding the instructional program and the school community. The core instructional program was fully in place.	The school will continue to maintain a focus on developing strong readers by providing guided reading/small group instruction, depth of knowledge questioning and a focus on students responding to reading through constructive written responses. The school will continue to develop Math Practices by providing coaching and professional development while increasing the rigor of problem-solving skills.

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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. 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: • Lesson plans and delivery of instruction • Teacher, District and State assessment results • Monitor at risk students • Monitor effectiveness of resources and materials 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. Physical Education Students will receive instruction in physical education for a total period of time of not less than 200 minutes each 10 schooldays, exclusive of recesses and the lunch period. The Physical Education Model Content Standards will follow a sequential, developmentally appropriate curriculum designed and implemented to help students acquire the knowledge, skills, attitudes, and confidence needed to adopt and maintain a physically active, healthy lifestyle.	see an increase in most areas and subgroups. Here is a breakdown of how our school did based on Percent Proficient: ELA: All Students: 22-23: 60.28% vs 23-24: 67.25% ELA: African Americans: 22-23: 75% vs 23-24: NA% ELA: Hispanics: 22-23: 56.83% vs 23-24: 65.92% ELA: White: 22-23: 82.22% vs 23-24: 77.5% ELA: English Learners: 22-23: 20.31% vs 23-24: 26.92% ELA: Socioeconomically Disadvantaged: 22-23: 55.17% vs 23-24: 63.38% ELA: Students with Disabilities: 22-23: 33.33% vs 23-24: 42.86% Math: All Students: 22-23: 52.52% vs 23-24: 58.84% Math: African Americans: 22-23: 75% vs 23-24: NA% Math: Hispanics: 22-23: 47.48% vs 23-24: 54.98% Math: White: 22-23: 80% vs 23-24: 82.5% Math: English Learners: 22-23: 14.06% vs 23-24: 25% Math: Socioeconomically Disadvantaged: 22-23: 40.23% vs 23-24: 53.99% Math: Students with Disabilities: 22-23: 25% vs 23-24: 42.86%		
Supplemental & Intensified Support (Tier 2 & 3) Provide differentiated small group language arts/math instruction based on identified student needs. Meet with	The school implemented afterschool 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	Most students are showing progress in their academics, however, some subgroups are not showing similar progress as other subgroups. There has been a focus on particular subgroups that have underperformed based on local	The school will continue to provide additional time and support for identified students through the use of credentialed teachers and educational tutors.

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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, 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	day through the use of educational tutors and/or small group instruction. 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. Most students improved in their understanding of math concepts and skills, which was evident from local pre- and post-assessments.	assessments. There is still a need to address the learning loss from the pandemic through tutoring and intervention.	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.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
-Collaboration focused on student data and best practices -Monthly formative reading assessments -Lesson plans for targeted groups in intervention -Independent Reading Level Reports			
Academic Enrichment 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.	Based on the School Site Council and the district-level Parent Advisory Committee, parents continue to overwhelmingly support Study Trips and other academics beyond the core program. 24-25 Parent Survey results show: 99% of parents Agree/Strongly Agree that "In addition to English Language Arts and Mathematics, it is important for my child to have instruction in Science, History, Art, Music, and Physical Education." 99% of parents Agree/Strongly Agree that "It is important for my child to attend academic Study Trips that are aligned with classroom instruction including travel to museums, zoos, state and national parks." The district and schools will continue with study trips for each grade level, enhancing the student learning experience outside the classroom.	With the feedback from our Education Partners, the school is back in full swing with academic enrichment activities that engage students beyond the classroom, which also includes parent engagement opportunities. The academic study trips have been a great success for inside and outside of classroom learning, enhancing the student's minds beyond textbooks and the local community in which they live. With the new ELOP funds available for after-school enrichment, more students are involved and engaged in school than ever before.	Continue to enhance enrichment activities based on staff and Educational Partner feedback. The school and district will continue to include Study Trips as part of the student's learning process.

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Most afterschool enrichment will be ran through the ELOP (Extended Learning Opportunities Program) funding by the ELOP funds.			
Digital Subscriptions Supplement the school's board approved instructional materials in ELA, math, science, and history/social science/Physical Education with a suite of digital/online tools and subscriptions that are aligned with the State standards, are accessible at school and home, are adaptive (able to remediate and/or accelerate learning), can identify and target missing skills or gaps in skills/knowledge/understanding, and that provide data on students' progress. Supplemental digital content through Title 1 centralized services may include, but is not limited to: Renaissance Learning (School City) Parent Square Document Tracking Services (DTS) Empowering Education (Homeless Students) Supplemental digital content through the LCAP (LCFF) or other funding sources may include, but is not limited to: Lexia Learning Systems IXL Learning Learning A-Z (Raz-Plus) Explore Learning LLC (Reflex) Kahn Academy Kids Newsela Discovery Education Zoom IVS Computer Technology & Renewals (SMART Notebook) SHI International Corp (Adobe Creative Cloud) Learning A-Z ELL Edition (Title III)	Students were provided with an extensive suite of supplemental online instructional tools and materials for use at school and at home. These materials were funded as a Title I Centralized Service or through the LCAP. Data within these programs and based on CAASPP scores over the last few years showed students who are using these tools are progressing.	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.	Some of these materials will continue to be provided in the coming year. School and district leadership will continue to monitor the use of these tools, and to the extent practicable, will monitor their effectiveness.

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Learning A-Z Parent Academies (Raz-Plus & ELL-Title III) Gravic Document Tracking Services (DTS) Survey Monkey Edupoint Synergy MTSS Module Supplemental digital content through the School Site Title 1 fund may include, but is not limited to: Kahn Academy Seesaw Learning Nearpod (Flocabulary) WeVideo IXL-ELA Up The Ladder Live School Starfall Writebright AR STAR MyON Mystery Science Education.com Screen-Cast-O-Matic Field Trip Zoom Omega Labs - Boom Learning Committee for Children - Second Step Learning Without Tears Tumbleweed Read Naturally Educational Design Discovery Techbooks Kuta Software Online books, periodicals, etc. Istation			
Special Education & At-Risk students Provide program strategies, materials, and interventions 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):	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).

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
-School site/district assessments -State assessments -Teacher recommendations -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).			

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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
School Site Professional Development 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	Professional development days across the school and district continued to be effective as per previous teacher surveys that indicate overwhelmingly teachers are benefiting from the various PD sessions offered. Teachers continued the collaboration practice each Wednesday as grade-level teams, along with the administration. 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.	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 in the coming year based on the needs of staff and students. The school will continue to maintain a focus on developing strong readers, writers, mathematicians, and Re-designated Fluent English Proficient (R-FEP) students, through ongoing professional development in small group instruction, depth of knowledge questioning, use of RACE strategy/constructive written responses. The school will provide staff with professional development in the use of Social Emotional Learning data platforms and in analyzing data.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
instruction and intervention. Data will be disaggregated to show overall performance as well as 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			

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
• Differentiated Instruction for low and high achieving students • English Language Development and English Language Learners • Spanish language development and Spanish language arts • Strategies for scaffolding			
Instructional Coaches 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 professional development services to schools/teachers. The instructional coaches assisted in the development of professional development pathways, where teachers were able to choose PD based on their need. This PD followed a path and specific content/subject area chosen by the teacher. Instructional coaches aided in the design/implementation/assessment of grade level curriculum.	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. The school will need to continue to seek out professional development that is relevant to the needs of our students and teachers.	The school will assess/reassess staff professional development coaching in the coming year based on the needs of staff and students. The team of instructional coaches will continue to provide professional development to teaching staff in the coming year. The school will continue to seek out professional development focusing on current need.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Induction Coaches 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. Beginning with the 2018-2019 school year, the district will implement a Clear Administrative Services Credential Induction Program (CASC) for new administrators.	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. School teachers met with their induction coaches regularly and were provided the opportunity.	The addition of universal transitional kindergarten and the change in age requirements has the potential to add to the number of new teachers in the district. This may increase the caseloads of induction coaches.	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. 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
Universal Support (Tier 1) School Climate Multi-tiered System of Supports (MTSS) will be implemented school-wide in order to promote academic improvement, positive social behavior, and improve school climate. All staff will provide all students with activities and incentives to promote good attendance, strong character, academic achievement and good behavior. All students will be provided with Tier 1 MTSS supports to increase student academic achievement, student attendance, and improve student behavior (which includes participation in a variety of activities and incentives/reinforcement). 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.	The school focused on building the school community and the instructional program. 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 declined over the past several years. Suspension numbers have remained relatively low. Our suspension rate is the lowest, compared to other sites in the district with an overall suspension rate of 0.8%. Teachers provided clear classroom expectations, taught those expectations, and had a classroom reward system. Teachers monitored daily attendance with a daily perfect attendance chart and created classroom environments that encouraged students to be at school daily. Our school's chronic absenteeism rate is the lowest compared to other sites in the district, with a chronic absenteeism rate of 3.6%. We will continue to promote attendance rewards	There has been a significant impact on the students' social-emotional learning over the past few years which affected behaviors more than in previous years. 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. There is a continued need for the Student Specialist and Support staff to effectively and consistently monitor student attendance, discipline, and provide students with targeted supports. Behavioral data needs to be reviewed on a consistent basis in order to provide students with targeted intervention. There is a continued need to address student discipline, behavior, and social-emotional needs.	The school will continue to support students with rewards and 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. *Consistently monitoring student attendance and discipline data *Timely attendance and behavioral intervention *Fully utilizing the SARB and Discipline Process The school will continue with the Social Emotional Learning Programs and SEL data analysis platforms during the school year.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
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. 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.	for reaching milestones, ASB incentives and Trimester rewards for our Jr. High students. These rewards and incentives encourage students and families to view good school attendance and behavior as important. Administrators and Support staff monitored student attendance and discipline and provided students with targeted supports. Behavior data was used to provide students with targeted intervention. Progress was monitored and the school site team collaborated to analyze disciplinary data and planned activities that addressed student needs and promoted positive behaviors.		
Supplemental & Intensified Support (Tier 2 & 3) Through the analysis of rating scales and/or attendance data, students identified with attendance and/or behavior challenges will be provided with additional supports. Positive Behavior Interventions and Support systems will be implemented school-wide in order to promote positive social behavior and improve school climate. Support staff will identify students in need of additional intervention (informal/formal behavior and attendance contracts). Support staff will provide additional PBIS Tier 2 and 3 interventions and supports to identified students in order to improve behavior and/or attendance (counseling, social groups, student contracts, and incentives/reinforcement).	The action was effective with identified students receiving the supports discussed in the previous column. The action was effective with identified parents/families receiving the supports discussed in the previous column. Support Team and staff met regularly to address needs and provided support. Weekly support team meetings, consisting of the school's Leadership Team, analyzed attendance/discipline data in order to make data-driven decisions regarding the implementation of supports and resources. The school continued to implement a MTSS system with direct feedback from teachers and staff. Weekly support team meetings, consisting of the school's Leadership Team as well as psychologists and counselors, analyzed teacher feedback/referrals as well as school	There's a continuing need for students to receive Tier 2 and 3 supports. There is a need to continue providing school staff with professional development in the use of SEL data platforms and in the analysis of data.	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.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
In addition, Leadership Team will provide students and their families direct support. Leadership Team and Support Staff will seek to prevent discipline incidents through working proactively with students and teachers; will seek solutions to problems that get in the way of learning and personal growth; will promote student attendance and good citizenship; and will monitor student attendance and discipline to provide students with intervention support. School staff will identify and support students who have behavior and/or social/emotional challenges. Provide students with a developed, pre-planned suite of supports, including in-school interventions, that give them the opportunity to release, recover, reflect, reset, and return to the classroom after a behavior incident has occurred. These supports are designed to give students social emotional support, provide them with strategies and skills to cope in the classroom, to and minimize time spent out of the classroom. (See Dearborn, G., & Sturgeon, S. (2019). Schoolwide Discipline. In G. Dearborn, & S. Sturgeon, Yeah, What About This Kid (Tier 3 Behavior Interventions That Work) (pp. 101-135). Fairfax, CA: Conscious Teaching.)	incidents to make data-driven decisions regarding the implementation of supports and resources.		
SEL (Social-Emotional Learning) Implement a social/emotional course of study that supports students and staff in order to acquire and apply the knowledge, attitudes, and skills to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain	Administrators and Support staff monitored student attendance and discipline and provided students with targeted supports. Behavior data was used to provide students with targeted intervention.	There is a need to continue supporting students with activities to promote good attendance, strong character, school pride, and good behavior. There is a continued need to address student discipline, behavior, and social-emotional needs.	The school will continue with the Social Emotional Learning Programs and SEL data analysis platforms during the school year.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
positive relationships with peers and adults, and make responsible decisions. Improved social/emotional skills and decision-making will lead to an increase in academic achievement. The social-emotional learning (SEL) system will be designed to help leadership, staff, and students strengthen their social-emotional skills and create a positive and supportive school climate. This will also include increasing the neighborhood-to-school connection to build school pride and encourage a positive school community.			

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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
Parent Involvement 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. Problem of the Month Monthly STEM Projects Science Fair Back to School Night Progress Reports Book Fair Parent Conferences Cultural Celebrations Awards Assemblies Winter Program	The school offered outreach activities that helped connect the school to home to create a community team. Parent Square, an online outreach platform, is a crucial part of parent communication and allowed staff to stay in constant communication with families. The school continued with 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. Based on the 2024-2025 District Parent Survey: 93% Agree/Strongly Agree with the statement "I have been given suggestions/ideas to use at home to help my child meet grade-level standards in English Language Arts and Math." 97% Agree/Strongly Agree with the statement: "I receive information about my child's progress in the classroom."	There is a need to continue working to build the school community and the instructional program connection. 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.	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 Parent Square as this communication tool is still relatively new. The school will include teacher/staff/parent input into parent involvement and outreach activities.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Parent Volunteers Study Trips PTC, SSC, ELAC, School Orientation Student Recruitment and School Visits 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.	99% Agree/Strongly Agree with the statement: "The Parent/Teacher conference was help to me in understanding my child's progress towards meeting English Language Arts and Math Standards." 98% Agree/Strongly Agree with the statement: "When I have questions about my child's work, I can ask for clarification and assistance from my child's school." 98% Agree/Strongly Agree with the statement: "I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, Parent Workshops, Back to School Night, and Parent Educational Presentations."		
Parent Communication 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	The school's parent/teacher conference attendance rate was: 100%. Documentation is turned in and kept as a record of notification/communication. Teachers regularly communicated with parents regarding their child's progress at school and receive back the signed copies of yellow cards and progress reports, which are turned in at the end of the year and kept for a year, as a point of reference, if needed.	There will be a need to continue providing ongoing, weekly and or bi-weekly communication between our school and home. It is necessary for parents to be informed of students' academic, behavioral/social progress, via yellow cards, progress reports, report cards, Parent Square notification, phone calls and/or notes home. Teachers will continue to contact parents throughout the school year to schedule conferences as needed, to address academic, behavioral and social needs, in order for everyone to be on the same page regarding students' progress in school.	Parents are a very integral part of their child's success in school. We will continue to provide various modes of communication and opportunities for parents to be involved in their child's education. We will continue to support and promote parent connections and participation at school. We will continue to address the needs of our students and parents, by holding school functions and meetings after school hours. We will continue to solicit and implement ideas from parents, that are communicated to us through weekly/bi-weekly progress, and as they arise in our SSC, ELAC and Parent-Teacher Conference meetings.

(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

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 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			

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
foundational skills in reading, writing, listening, and Speaking. All English Learners will be grouped by proficiency levels and receive small group instruction a minimum of three days per week in English.			
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. Provide professional development to teachers in Spanish foundational skills (instructional consultant).			

(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.