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-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 HESD ELA Pacing Guide. Standards aligned instruction in ELA and Math will be in place in all classrooms. Supplemental Supplies and materials will be utilized to support and enhance the core instructional program. ELA and Math lesson planning is based on backwards mapping of the essential CCSS and/or aligned to the district pacing calendar. Essential standards/units will be instructed prior to state testing using the state adopted program. In addition, supplemental hands on learning experiences, outside consultants, and possible video conferencing opportunities will provide students with extended learning opportunities to further	CAASPP 2025 data shows incremental multi-year gains in several student groups: Hispanic student proficiency in ELA improved from 35.59% (21-22) to 51.57% (24-25), African American students improved from 14.29% (21-22) to 75% (24-25), Socio-economically disadvantaged (SED) students improved from 44.89% (21-22) to 50.96% (24-25), students with disabilities improved from 14.81% (21-22) to 17.24% (24-25), white students improved from 42.86% (21-22) to 52.63% (24-25). Hispanic student proficiency in Math improved from 15.38% (21-22) to 38.42% (24-25), African American students improved from 14.29% (21-22) to 25% (24-25), SED students improved from 15.06% (21-22) to 37.5% (24-25), white students improved from 9.52% (21-22) to 47.37% (24-25), English Learners improved from 10.83% (21-22) to 16.4% (24-25). 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	Based on the most recent CAASPP scores from 2025 and data from local assessments, it shows students are making gains in achievement over the last several years. Even though most subgroups are continuing to show gains over the past several years, there are some subgroups whose gains are not at the same level. CAASPP 2024-25: English Learners in ELA, only 21.32% were proficient and scored with in the yellow indicator level. English Learners in Math, only 16.4% were proficient and scored with in the yellow indicator level. These data points indicate that core instruction, while evidence-based, requires strengthened differentiation for students, in this case English Learners, furthest from proficiency. 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.	Per CAASPP data, the evidence supports that core instruction using evidence-based frameworks (ELA Framework, Math Framework, Common Core) is producing modest gains for most students. Per 34 CFR 200.26(c)(1), academic achievement of some student groups has shown uneven improvement, however, overall trajectory is positive, but subgroup gaps persist. The plan goal was partially achieved: progress was made but proficiency targets were not met for some subgroups. Per ESSA 1114(b)(3), the plan is being revised to: • Increase use of structured, differentiated core instruction

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support the instruction in the classroom around CCSS standards. The analysis of data from District and Site assessments will be reviewed weekly during school site collaboration, utilizing the formative assessment cycle to inform future instruction. Teachers will utilize the formative assessment cycle to make decisions about reteaching, small group instruction, and if students will need additional supports or extensions with learning the essential standards. Site Leadership, along with teachers, will monitor instruction and district/site assessments. ELA Assessments may include: Benchmarks, CARS, CAP, and IRL's, IAB's, Sight Word Assessments, Writing Assessments, Phonemic Awareness, Alphabetic Principle, Letters/Sounds, and any electronic APP assessments such as those from our supplemental digital content such as Lexia, RazKids, and Khan Academy. Math Assessments may include: Benchmarks, topic tests, IAB's, math facts, and any electronic APP assessments such as those from our supplemental digital content such as Reflex and Khan Academy. Implementation of a standards-based TK program that prepares students for kindergarten, with a specific focus on language, literacy, and early math skills, and an emphasis on social and motor skill development through structured hands-on, play-based learning incorporating exploration and inquiry. Shared reading, reader's workshop, writer's workshop, small group instruction in reading, writing and math, read aloud, close reading and interactive writing teaching points	frameworks for California public schools and the HESD ELA Pacing Guide. Lesson planning is aligned to the district pacing calendars 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. Teacher surveys and SSC review confirm high fidelity implementation of standards-based core instruction. The structured weekly Wednesday collaboration time supports ongoing instructional refinement. In comparing our ELA and Math CAASPP scores to years past we have continued to see an increase in most areas and subgroups. Here is a breakdown of how our school did based on Percent Proficient from 23-24 to 24-25: ELA: All Students: 23-24: 40.63% vs 24-25: 51.56% ELA: African Americans: 23-24: 14% vs 24-25: 75% ELA: Hispanics: 23-24: 39.37% vs 24-25: 51.57% ELA: White: 23-24: 64.7% vs 24-25: 52.63% ELA: English Learners: 23-24: 18.31% vs 24-25: 21.32% ELA: Socioeconomically Disadvantaged: 23-24: 38.16% vs 24-25: 50.96% ELA: Students with Disabilities: 23-24: 11.11% vs 24-25: 17.24%		protocols for students at "Not Met" levels. • Integrate explicit use of high-dosage tutoring data to inform core instruction adjustments. • Ensure alignment between district pacing calendar and intervention timing. • Add specific annual measurable outcomes tied to CAASPP subgroup targets for 2025-26. • Strengthen the use of evidence-based instructional materials consistent with the CA Literacy Framework.

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using the state adopted text and supplemental nonfiction instructional materials will be derived from the Common Core Standards. 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. Title 1 funds will be utilized to supplement literacy across all grade levels. ELA Leadership team will provide support as needed. Leadership team will monitor monthly: classroom observations lesson plans minimum day collaboration agendas formative & summative assessments overall student academic progress and academic needs Math Leadership team monitors monthly to ensure that essential standards/units will be instructed prior to state testing: Lesson plans District assessment data Formative classroom/chapter assessment results Physical Education Students will receive instruction in physical education for a total period of time of not less than 200 minutes for 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	Math: All Students: 23-24: 33.03% vs 24-25: 38.67% Math: African Americans: 23-24: 29% vs 24-25: 25% Math: Hispanics: 23-24: 30.31% vs 24-25: 38.42% Math: White: 23-24: 64.7% vs 24-25: 47.37% Math: English Learners: 23-24: 12.68% vs 24-25: 16.4% Math: Socioeconomically Disadvantaged: 23-24: 29.95% vs 24-25: 37.5% Math: Students with Disabilities: 23-24: 11.11% vs 24-25: 10.35%		

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maintain a physically active, healthy lifestyle. Supplemental Supplies and materials will be utilized to support and enhance the core PE program including the possible use of online data subscription for tracking such as Fitness Finders. (LCFF) EVIDENCE Strong Evidence Note: The HESD Mathematics Pacing Calendar provides teachers with specific information and support to carry out each of the following recommendations * shows strong evidence from at least 1 well-designed and well-implemented experimental study: 1. Review and integrate previously learned content throughout intervention to ensure that students maintain understanding of concepts and procedures. 2. When introducing new concepts and procedures, use accessible numbers to support learning. 3. Sequence instruction so that the mathematics students are learning builds incrementally. 4. Provide visual and verbal supports. 5. Provide immediate, supportive feedback to students to address any misunderstandings. *U.S. Department of Education. (2021). Assisting Students Struggling with Mathematics in the Elementary Grades. Washington D.C.: What Works Clearinghouse. Strong/Moderate/Minimal Evidence Note: The HESD English Language Arts Pacing Calendar provides teachers with specific information and support to carry out each of the following recommendations			

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* shows strong evidence from at least 1 well-designed and well-implemented experimental study: 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Minimal) 2. Develop awareness of the segments of sounds in speech and how they link to letters. (Strong) 3. Teach students to decode words, analyze word parts, and write and recognize words. (Strong) 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Moderate) *U.S. Department of Education. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Washington D.C.: What Works Clearinghouse. Strong/Moderate Evidence Note: The HESD English Language Arts Pacing Calendar provides teachers with specific information and support to carry out each of the following recommendations * shows strong evidence from at least 1 well-designed and well-implemented experimental study: 1. Provide explicit vocabulary instruction (Strong) 2. Provide direct and explicit comprehension strategy instruction. (Strong) 3. Provide opportunities for extended discussion of text meaning and interpretation. (Moderate) 4. Increase student motivation and engagement in literacy learning. (Moderate) 5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (Strong)			

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*U.S. Department of Education. (2008). Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Washington D.C.: What Works Clearinghouse.			
Supplemental & Intensified Support (Tier 2 & 3) Tier 2: Students Identified as Needing Additional Support/Supplemental Interventions. As students demonstrate a need for additional support through the analysis of formative assessment data, they receive increasingly more targeted and intensive help. Responding to academic needs through a Multitiered system of supports, ensures students receive the additional time and support needed to learn at high levels. Tier 2, supplemental interventions will provide timely, targeted, and systematic interventions to students who demonstrate a need through differentiated instruction/small group instruction provided by an Educational Tutor or paraprofessional. Formative assessments may include: Running Records (Rigby unseen, Teacher College, and Next Steps to Guided Reading), Fountas & Pinnel assessment kits, site-based assessments, teacher anecdotal notes. Students (including English Learners) will participate in explicit instruction in reading and math and make appropriate academic growth. The school will provide differentiated small group language arts instruction, within the classroom, based on identified student need. Differentiated small group language instruction will be focused on gaps within literacy skills	Our 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 day through the use of an Educational Tutor 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, Common Core Mathematics, Reading Mastery, Corrective Reading, The Power of Decoding Reading Intervention, Next Steps Forward with Guided Reading (NSFGR) frameworks, NSFGR Phonics and Word Study guide, 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. The use of credentialed teachers for afterschool tutoring (an evidence-based practice) aligns with Tier 3 intervention requirements under ESSA.	Most students are showing progress in their academics, however, some subgroups are not showing similar progress as other subgroups. Despite interventions, some subgroups, particularly Students with Disabilities (SWD) and English Learners, remain at "yellow" on the Dashboard in ELA. In Math, SWD continue to be 94.9 points below standard. Local assessment data shows some students are still not closing the gap despite receiving Tier 2/3 support. Intervention dosage, consistency, and alignment to specific skill gaps need strengthening.	Per CAASPP 2025 data, local trimester assessments, and teacher documentation, per 34 CFR 200.26(c), the plan goal of accelerating growth for lowest-achieving students was partially achieved, with improvement in some student groups, but not across all targeted subgroups. Evidence supports continuation with modifications to intensity and targeting. Modifications being looked into include: • Expand identification criteria for Tier 2/3 to include local assessment cut scores alongside state data. • Increase coordination between classroom teachers and education tutor to ensure skill-targeted intervention. • Implement more frequent progress monitoring cycles (every 6 weeks)

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that can include/cover: reading comprehension, word work, vocabulary, fluency, phonemic awareness, and letters/sounds. Students not responding to differentiated small group language arts instruction will be monitored for their need of intervention services. Students (including English Learners) will participate in explicit math instruction and make appropriate academic growth. The school site will provide differentiated small group mathematics instruction, within the classroom, based on identified student need. Focus of differentiated small group math instruction will be focused on gaps within a student's foundational math skills. Site Leadership and Teachers to monitor students' academic levels within small group instruction. Monitoring of goals and progress. Students not responding to differentiated small group ELA or math instruction will be monitored for their need of intervention services. Implement school-wide differentiated small group reading, writing, and mathematics instruction and in-class interventions. "At risk" students will participate in explicit reading and/or math instruction delivered by the teacher and will progress in reading levels. Students receive small group instruction from Ed. Tutors using a push-in model and/or pull-out out. (Students are receiving an additional small group lesson, before or after their small group lesson with the teacher, when they would otherwise be working independently.)			with data reviewed by the SSC. • Use evidence-based intervention programs with documented research bases (per ESSA 1115[e][1]).

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Teachers will monitor progress and adjust small group instruction based on the assessment of students once per month. Students needing additional support will participate in a reading intervention program supported by an Ed Tutor. Provide tutoring and intervention opportunities for identified students scoring in the intensive range on language arts and/or mathematics assessments for grades K-6. Additional supplemental materials and supplies, such as leveled books and intervention materials to support students' academic needs. Student Goals/Records Assessment Results (Formative and Summative) Lesson Plans/Group Calendars Status of the Class Notes Supplemental Digital Content/APP reports Tier 3: Students Identified as Needing Intervention Tier 3: Intensive Student Supports/Interventions. As students demonstrate a need for additional support, beyond what Tier 2 supplemental interventions/small group instruction can provide, students are identified as Tier 3 and needing intensive supports/interventions. Tier 3 students need an intensive remediation in universal skills that goes above what students receive in Tier 1 (core instructional program) and Tier 2 (Small group instruction). Tier 3, intensive student supports supplemental interventions will provide timely, targeted, and systematic			

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interventions to students who demonstrate a need through a lack of progress within differentiated instruction/small group instruction. Teachers, alongside the Learning Director, will begin to identify students who are considerably below grade level and in need of intervention services at the beginning of the year. Intervention will be provided in cycles depending on student needs. Teachers and/or Educational Tutors/Paraprofessionals will provide additional intervention instruction that supplements the instruction that the students receive from the classroom teacher and that is focused on building foundations skills in reading and math including phonemic awareness, letters and sounds, sight words, and early reading fluency, decode multisyllabic unknown words, fluency and reading comprehension skills and/or improve number sense and basic mathematical problem solving skills. Students in TK-6 (including English Learners) that are identified as struggling and have not responded to Tier 2 differentiated instruction/small group instruction within the classroom will be identified as needing additional supports/interventions. Learning Director to secure teachers to provide before school, lunch time, or after school intervention instruction. Provide identified students with before school, lunch time, or after school intervention instruction. Intervention teacher and classroom teacher to monitor student progress during weekly grade level collaboration. Site Administration and teachers to monitor student achievement data. Site Administration to monitor schedules and rosters.			

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Site leadership and teachers will monitor formative assessment data to monitor student progress and determine student needs. Teachers will monitor students' needs on an ongoing basis. Teachers will use multiple assessments to assess students' instructional needs in ELA and math. Site leadership monitors assessment data from both formative & summative assessments. Teachers will monitor student growth by conducting pre and post assessments during an intervention cycle. Data Monitoring Sheets Student Attendance Records/Tracking Student Goals/Records Assessment Results (Formative and Summative) Intervention Calendars Intervention Rosters Timecards Status of the Class Notes Intervention EVIDENCE Strong Evidence Fountas and Pinnell Benchmark Assessment System (Tier 1 Strong) Center for Research in Educational Policy (CREP). Implementation of Effective Intervention: An Empirical Study to Evaluate the Efficacy of Fountas & Pinnell's Leveled Literacy Intervention System (LLI). 2009-2010. Washington D.C.: What Works Clearinghouse.			
Academic Enrichment To further support and enhance student learning, students will be provided with the opportunity to participate in enrichment activities such as clubs, assemblies, awards	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. 25-26 Parent Survey results show:	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.	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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assemblies, art lessons (LCFF), guest speakers, study trips, video conferences, Read Across America activities and virtual study trips that align to grade level content and themes. These enrichment opportunities aree developmentally appropriate for students' ages. In addition, in order to increase student background knowledge and vocabulary necessary to access grade level content in units of study, grade level teams will collaborate to develop an instructional calendar that will include academic study trips and virtual study trips that support units of study. Supplemental academic and enrichment activities to support instruction in ELA, Math, Science, and History/Social Science. -Videoconferencing -Study Trips -Zoom Field Trip -Book Fair and Read Across America Activities -Medals and Trophies that celebrate academic achievement -Art Lessons (LCFF) Most afterschool enrichment will be ran through the ELOP (Extended Learning Opportunities Program) funding by the ELOP funds. Prop 28 funds are utilized to expand the Art and Music programs.	100% 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.	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. Per 34 CFR 200.26(c)(2), the evaluation finds that enrichment activities contribute to school climate goals (Goal 3) and family engagement (Goal 4), but their direct academic impact is hard to measure to confirm effectiveness as an evidence-based intervention under ESSA 4109(a).	
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	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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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) 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: Flocabulary Kahn Academy Seesaw Learning Nearpod (Flocabulary) WeVideo			

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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. Pioneer Valley Books - Digital Reader Kuypers Consulting, Inc. Novel Effect, Inc. BrainPop EVIDENCE Strong Evidence Lexia® Core5® Reading Program – Struggling Readers (Essa Rating: Strong) Evidence for ESSA: Hurwitz, L.B., & Vanacore, K.P. (2020). Impact of the Lexia® Core5® Reading program on students with reading and language impairments. Concord, MA: Lexia Learning Systems LLC, a Rosetta Stone company. Strong Evidence Lexia PowerUp Literacy (Essa Rating: Strong) Evidence for ESSA: Hurwitz, L. B. (2020). Supporting Struggling and Non-Proficient Middle School Readers with the Lexia® PowerUp Literacy® Program. Concord, MA: Lexia Learning			

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Systems LLC, A Rosetta Stone Company.			
Integrated ELD (Core Program ELD/EL Support) The foundation of the district's support for English learners are its integrated and designated English language development instruction programs. These are the district's core ELD programs. ELD instruction and EL support in academic content areas will be provided to all EL students using the state adopted core and ancillary materials ensuring that English learners are receiving language instruction that supports access to the state-adopted content standards in ELA, mathematics, science, and history social science. EL Students are supported across the school day in all content areas. English learners in Hanford Elementary are referred to as ELITE because being an English learner, knowing two languages and working toward becoming bilingual	The components of Integrated ELD are in place across all classrooms: EL students are supported in ELA, Math, Science, and History through language scaffolds. The ELD-aligned approach is consistent with the CA ELD Standards and the district's EL framework. The percentage of English Learners showing progress based on the CA Dashboard is: 2024:38.8% (decrease of 25.5% from previous year) & 2025:59.6% (increase of 20.7% from previous year)	English Learners receive language instruction supporting access to the state-adopted content standards in ELA, mathematics, science, and history/social science. Teachers document the progress of EL students using the district's EL rubric forms. Per CA Dashboard and EL Progress Indicator (Per 34 CFR 200.26(c)(1)) achievement of EL students has not uniformly improved; while some ELs are progressing, the proportion at Level 1 warrants concern. The plan's EL goal was partially met. We will look forward and continue to build upon and strengthen the school's existing ELD programs. ELA CAASPP: Overall: 2024: 40.63% & 2025: 51.56 % English Learners: 2024: 18.31% & 2025: 21.32% MATH CAASPP: Overall: 2024: 33.03 % & 2025: 38.67% English Learners: 2024: 12.68% & 2025: 16.4%	The school will continue to implement integrated ELD in the coming year. Some areas of modification to look at are: • Differentiate integrated ELD delivery by EL proficiency level using ELPAC results. • Coordinate with district Curriculum & Instruction to monitor EL rubric forms to reflect current ELD Standards expectations. The Assistant Superintendent of Curriculum & Instruction (ELs) at the district level along with the school site Learning Director will continue to monitor the implementation of integrated ELD and the progress of EL students.

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and biliterate, is considered an asset rather than a handicap. Integrated ELD: • Includes intentional supports and scaffolds that happen by design • Is planned in advance as part of the lesson to eliminate barriers to learning • Often includes a preview or pre-teach to build background knowledge for the topic • May include small group • Provides connections to what students already know • Often includes hands on activity and discussion (with language supports as needed) • May include the use of charts and graphic organizers Provide all EL students with ELD instruction and EL			

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support using the State adopted materials. This is the district's core program of integrated ELD. ELD instruction and EL support in academic content areas will be provided to all EL students using the state adopted core and ancillary materials ensuring that English learners are receiving language instruction that supports access to the state-adopted content standards in ELA and mathematics. A Director of Curriculum (English Learners), working at the district level and funded with LCFF, provides leadership and monitoring of the district's integrated and designated ELD programs. The Director of curriculum works with school site principals and learning directors ensuring that implementation of ELD is in place and that teaching staff receive professional development in ELD instruction. The Director of Curriculum develops, implements, supervises, and			

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monitors all activities funded with Title III. A learning director at each school site, funded with LCFF, provides leadership and monitoring of ELD instruction at the school site level. Learning directors ensure that both integrated and designated ELD are in place and are effective. Learning directors provide leadership and support to teaching staff in identifying EL students requiring interventions. Learning directors monitor the implementation of interventions at their sites. Learning directors, working with the Director of Curriculum, assess the ELD professional development needs of their individual school sites, and, working together, implement PD that is targeted to individual school sites' needs.			
Designated ELD (Core Program) EL students are provided with consistent, effective, research-based designated English language development instruction that is carefully planned and explicitly taught;	Daily 30-minute designated ELD is in place. Students receive ELD instruction at their proficiency level. Cross-class grouping is implemented strategically. Teacher documentation of progress through district EL rubric is occurring each trimester. This is consistent with the CA ELD Framework and	English learners receive language instruction supporting access to the state-adopted content standards in ELA, mathematics, science, and history/social science. Teachers document the progress of EL students using the district's EL rubric forms.	The school will continue to implement designated ELD in the coming school year. The Assistant Superintendent of Curriculum & Instruction (ELs) at

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that includes opportunities to develop fluency through authentic oral and written practice; that includes activities with language beyond students' current level of proficiency; and that is specifically targeted to students' English proficiency levels. Students will receive ELD instruction at their English language development level during the ELD instructional block. Each school will implement a 30-minute block of time each day for English language development instruction. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites. Students' ELD level will be appropriately and promptly identified. District level leadership team will provide school sites with professional development/technical assistance in developing deployment schedules so that all students are provided with ELD instruction at their ELD level. The district leadership team will continue to monitor the implementation of deployment for supplemental ELD instruction. Students will receive ELD instruction at their English language development level during the ELD instructional block. This is the districts core designated ELD program. Dedicated ELD Time Block: Each school will implement a 30 minute block of time each day for English language development instruction. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites. Identify Students' ELD Level:	evidence-based bilingual/EL instructional research. The percentage of English Learners showing progress based on the CA Dashboard is: 2024: 38.8% & 2025: 59.6%	Per CA Dashboard and EL Progress Indicator (Per 34 CFR 200.26(c)(1)) achievement of EL students has not uniformly improved; while some ELs are progressing, the proportion at Level 1 warrants concern. The plan's EL goal was partially met. We will look forward and continue to build upon and strengthen the school's existing ELD programs. ELA CAASPP: Overall: 2024: 40.63% & 2025: 51.56 % English Learners: 2024: 18.31% & 2025: 21.32% MATH CAASPP: Overall: 2024: 33.03 % & 2025: 38.67% English Learners: 2024: 12.68% & 2025: 16.4%	the district level along with the school site learning director will continue to monitor the implementation of designated ELD and the progress of EL students. Some areas of modification being considered are: • Conduct mid-year ELPAC-aligned diagnostic assessments to identify Level 1 and Level 2 students needing intensified ELD. • Review the effectiveness of cross-class ELD grouping with staff and SSC.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Students' ELD level will be appropriately and promptly identified. All school sites will locally score the ELPAC annually. EL Deployment School Site: School site leadership teams will use the results of assessments including local scoring of the ELPAC, and district formative assessments to plan deployments to ensure that Els are instructed at their ELD level. EL Deployment LEA: District level leadership team will provide school sites with professional development/technical assistance in developing deployment schedules so that all students are provided with ELD instruction at their ELD level. Monitor ELD Deployment: The district leadership team will continue to monitor the implementation of deployment for supplemental ELD instruction.			
Trimester Monitoring of ELs Once each trimester, all teachers will document the progress of each of their EL students. This documentation will be aligned to the 2012 ELD standards and will be based on ELPAC scores, results of district benchmark and formative assessments, student work samples, and teacher observations. Upload EL Documentation: Once each trimester teachers will upload documentation of each EL student's progress to a master database. School Site Progress Monitoring School site leadership will access the master database to monitor the progress of EL students.	Trimester Monitoring of ELs occurs once each trimester with all teachers documenting the progress of each of their EL students using the district's online system. School and district leadership teams continue to monitor the progress of EL students. Trimester monitoring is consistently occurring. Data is documented in the district online system. Leadership reviews EL progress data at each trimester cycle. This systematic approach supports early identification of ELs not making adequate progress.	Per 34 CFR 200.26(c), monitoring is occurring, however, closing the EL achievement gap is still a concern. The goal was partially met as the monitoring system is functioning, but outcome data shows insufficient acceleration of EL proficiency growth. Despite regular monitoring, the EL subgroup remains behind the "All Students" group on CAASPP and ELPAC metrics. The monitoring process exists, but the connection between monitoring data and instructional adjustments needs to be looked into more for effectiveness.	The monitoring of EL students will continue in the coming school year. Some modifications being looked into are: • Establish a formal "monitoring-to-intervention" protocol: when a student's trimester data flags insufficient progress, the LD will create a documented action plan within two weeks. • Present aggregated EL trimester monitoring

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Identify Students At Risk of LTEL: The district will identify students at-risk of becoming LTEL and will monitor the progress of these students through their elementary and junior high school years. Data Analysis Data, including local scoring of ELPAC, information from the master EI database, and district benchmark and formative assessments will be used to develop a timely analysis of students' progress and used to identify students at risk of becoming LTEL. Intervention for At Risk LTEL: Once identified, students at risk of becoming LTEL will be provided with both language and academic interventions based on their language and academic needs. Monitor Progress LTEL: The progress of students identified as being at risk of becoming LTEL will be monitored at both the school site and LEA level.			data to SSC at each meeting. • Use monitoring data to inform individualized ELD goal-setting for ELs at Level 1 and 2.
Supplemental, After-Hours ELD Instruction English learners who are identified as making insufficient progress in learning English are provided with supplemental, after-hours ELD instruction. These students will be provided with after-hours intervention and enrichment with an English Language Development focus. Teachers will be recruited to from school sites to provide after-school ELD to EL students. (Teacher will provide instruction to EL students at their own school site.) The Director of Curriculum will monitor students' attendance and progress and will	English learners who are identified as making insufficient progress in learning English are provided with supplemental, after-hours ELD instruction. These students are provided with after-hours intervention and enrichment with an English Language Development focus. Teachers from school sites provide after-school ELD to EL students identified as making insufficient progress in learning English that is aligned to students' proficiency levels, the ELD standards, and is research/evidence-based. The Assistant Superintendent of Curriculum and Instruction monitors students' attendance and progress and provides technical assistance to the school sites in implementing supplemental ELD.	After-hours supplemental ELD was suspended due to staffing shortages. This represents a gap in the Tier 3 support system for ELs making insufficient progress.	Supplemental after-hours ELD instruction will be considered for restarting dependent on staffing in the coming year. Modifications being looked into are: • Prioritize restaffing of after-hours ELD. If staffing shortages persist, will look into developing an alternative Tier 3 EL support structure (e.g., extended day ELD,

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
provide technical assistance to the school sites in implementing supplemental ELD. After-School ELD: Deliver supplemental, after-hours ELD instruction to students identified as making insufficient progress in learning English that is aligned to students' proficiency levels, the ELD standards, and is research/evidence-based. Recommendations found in: California Department of Education. (2010). Improving Education for English Learners: Research Based Approaches. Sacramento: California Department of Education. EL students will be provided with after-hours intervention and enrichment with an English Language Development focus. Recruit Teachers: Teachers will be recruited to from school sites to provide after-school ELD to EL students. (Teacher will provide instruction to EL students at their own school site.) Monitor After School ELD: The Director of Curriculum will monitor students' attendance and progress and will provide technical assistance to the school sites in implementing supplemental ELD.			ELD-focused small group during school hours). • Document which ELs were identified as needing after-hours ELD but did not receive it, and ensure they are prioritized in the coming year. • Report to SSC on ELD staffing status.

(**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 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 that is specific to the needs of the school site and/or teacher (NGSS, Math, ELA, and Spanish language arts. This is determined by site leadership observations, student data trends, and input from teachers at the school site. PD will include whole group PD, in class coaching, support from leadership during collaboration, lesson development and planning, backwards-mapping, and analysis of formative and summative student achievement data. Teachers are provided with collaboration time every Wednesday (student early release days) to analyze data to identify at-risk students, plan lessons, and have discussions about effective teaching strategies and resources/materials. Teachers will understand and effectively implement the collaboration protocol used in a professional learning community.	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. Wednesday collaboration is consistently occurring as structured grade-level PLCs. 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. Lee Richmond participated in district level Targeted Assistance professional development and coaching with the assistance from district Instructional Coaches. Select teachers participated in small group reading instruction professional development provided by HB3. This was well received by teachers and has made an impact on student reading achievement. PD is aligned to the needs identified in the comprehensive needs assessment. This	Post-pandemic reassessment of staff PD needs is still ongoing. CAASPP data (significant "Not Met" percentages across grades) suggests that PD in ELA writing and math concepts/procedures needs strengthening. 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.	Per 34 CFR 200.26(c)(2), the goal to support teacher PD was achieved in terms of implementation fidelity, but evaluation of whether PD is translating into improved student outcomes (the ultimate purpose) linking PD content to CAASPP/ELPAC results needs to be developed more. Modifications being looked into are: • Prioritize PD in ELA writing and math concepts/procedures based on CAASPP weak areas. • Ensure SEL-related PD continues given ongoing behavioral and attendance challenges. • Report PD topics, participation rates, and

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Teachers will utilize this time to use the formative assessment cycle to inform instruction, small groups, and students needing Tier 2 intervention. During this time, teachers will look at data pertaining to EL's, SED, and SPED. 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. 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. Teachers will have access to district instructional coaches who specialize in reading, writing, math and science. To ensure we are meeting the needs for all English Learners through designated and integrated ELD, PD and support will be provided to teachers. All professional development will be driven by the needs and interest of the students, staff, and school. Professional development may 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 Language arts/foundational skills. - Implementation of effective teaching strategies and techniques: hands-on activities, cooperative learning, direct instruction, and interdisciplinary	structure supports evidence-based professional learning communities, which have a Tier 1/2 evidence base under ESSA.		linked student outcome data to SSC annually. 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
teaching, etc. (planning and delivering units of study in science across disciplines/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 - English Language Development and English Language Learners - Strategies for scaffolding and Backwards Mapping Substitutes may be utilized to relieve teachers to allow teachers to attend Professional Development or Status of the Class meetings.			
Instructional Coaches A professional development team consisting of a Curriculum Specialist in English language arts, a Curriculum Specialist in Mathematics, and four 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-	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. This coaching model reflects evidence-based instructional improvement practices. Lee Richmond participated in district level Targeted Assistance professional development and coaching with the assistance from district Instructional Coaches in the areas of ELA and Math.	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. Per 34 CFR 200.26(c), instructional coaching as an action was implemented with fidelity, but the connection between coaching content and student academic improvement needs to be looked into for its effectiveness. The goal was partially met.	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. Modifications being looked into are: • Require coaches to document the connection between

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
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			coaching sessions and specific CAASPP/local assessment target areas. • Align coaching priorities to the school's identified CAASPP weakness areas: ELA writing, math concepts and procedures. • Measure coaching impact via pre/post teacher observation rubrics and correlated student data. • Report coaching activity and student outcome data to SSC at least twice per year.
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. The district will implement a Clear Administrative Services Credential Induction Program (CASC) for new administrators.	Per 34 CFR 200.26(c), the induction program goal was achieved in terms of implementation. 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 continued expansion 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.

(**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 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	School climate activities are consistently implemented. Suspension numbers have remained relatively low overall. 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 have declined over recent years, reflecting the positive impact of these universal supports. 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. Student Specialist 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 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, attendance, 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 *Fully implementing the MTSS process to develop individual plans for at-risk students The school will continue with the

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
in a variety of activities and incentives/reinforcement). All students will have access to a school-wide token economy reinforcement system (i.e. digital system) that promotes academic, SEL (see goal 3 strategy 4 for SEL), attendance, and behavioral achievement. Students will have regular access to redeem token economy in exchange for a variety of tangible rewards (Panther Den). Staff will promote student attendance, academic achievement, SEL achievement (see goal 3 strategy 4 for SEL), and good citizenship to support daily access to core instruction and services (character education, assemblies, award ceremonies, Panther PRIDE behavior activities, Cool to be in School attendance rewards/incentives, attendance and citizenship rewards/incentives, Student of the Month rewards/activities, etc.). Students meeting academic	Progress was monitored and the school site team collaborated to analyze disciplinary data and planned activities that addressed student needs and promoted positive behaviors. In comparing our Chronic Absenteeism Rates and our Suspension Rates to years past we have continued to see a decrease in most areas and subgroups. Here is a breakdown of how our school did based on rates: Chronic Absenteeism: All Students: 23-24: 7.4%% vs 24-25: 8.1% Chronic Absenteeism: Hispanics: 23-24: 8.2% vs 24-25: 7.7% Chronic Absenteeism: White: 23-24: 7.9% vs 24-25: 5.7% Chronic Absenteeism: English Learners: 23-24: 3.9% vs 24-25: 7.9% Chronic Absenteeism: Socioeconomically Disadvantaged: 23-24: 7.7% vs 24-25: 8.4% Chronic Absenteeism: Students with Disabilities: 23-24: 7.5% vs 24-25: 9.4% Suspension Rate: All Students: 23-24: 1.7% vs 24-25: 3.1% Suspension Rate: Hispanics: 23-24: 1.6% vs 24-25: 2.3% Suspension Rate: White: 23-24: 2.4% vs 24-25: 11.4% Suspension Rate: English Learners: 23-24: 1.9% vs 24-25: 3.7% Suspension Rate: Socioeconomically Disadvantaged: 23-24: 1.9% vs 24-25: 3.1% Suspension Rate: Students with Disabilities: 23-24: 2.9% vs 24-25: 4.5%		Social Emotional Learning Programs and SEL data analysis platforms during the school year. The school will look into these modifications: • Develop specific, measurable attendance improvement targets for our most at-risk subgroups. • Strengthen the MTSS framework with explicit data-driven review cycles (monthly attendance/discipline data to SSC). • Look into ensure climate improvement strategies are explicitly linked to academic outcome improvements (e.g., reduced absenteeism, increased instructional minutes, improved CAASPP scores).

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
standards, as evidenced by state testing, may be eligible to attend incentive trips. Students meeting academic goals, as evidenced by classroom instruction, assessments, etc., may be eligible for academic awards, incentives, and trips. Student Specialist, Support staff, MTSS Team, and teachers will monitor student academics, SEL (see goal 3 strategy 4 SEL), attendance, and discipline to provide students with intervention supports, as needed. Students will have access to "Calming Corners" in all primary classrooms to help students regulate their emotions throughout the day to help support positive behavior and choices. Staff will provide character education based on school-wide behavior expectations (PRIDE). School-wide expectations will be visible for all students across campus. School-wide expectations will be reinforced during school-wide assemblies (i.e.			

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
PRIDAY celebrations, announcements, etc.). Staff will deliver weekly SEL lessons, using research based SEL curriculums and pacing calendars. Staff will plan school-wide themed weeks and activities to promote SEL health and awareness (i.e. Kindness Week, Health & Wellness Week, etc.). Students will have the opportunity to participate in structured physical activities during recess and lunch that promote character-building to enhance our school culture beyond the classrooms. The PRIDE Team, comprised of the MTSS Team, teachers, and support staff, will collaborate to analyze academic, attendance, SEL (see goal 3 strategy 4 for SEL), and disciplinary data and plan activities that address student needs to promote SEL (see goal 3 strategy 4) and character education (classroom SEL and PRIDE lessons/activities, and school wide character education			

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
activities). Site leadership monitors Transportation Records Schedules Activity Records/Calendar Attendance and discipline reports MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)- Universal Behavior • Schoolwide Motto/Mantra • Schoolwide Positive Reinforcement system • Behavior Expectations Training (Assemblies/Passport Days/Presentations) • Bullying and Sexual Harassment Training • Student Announcements • Citizenship Award • Student of the Month • School-wide Positive Behavior Incentives/Rewards			

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
• School/Home Communication for Positive Behavior • MTSS Behavior Data review Attendance • Class Perfect Attendance Incentives (Group) • Good and Perfect Attendance Awards (Individual) • Attendance List Sent to Office Staff • Home visits • Local SARB Process • Attendance Celebrations (Announcements) • Attendance Incentives • MTSS Attendance Data review			
Supplemental & Intensified Support (Tier 2 & 3) Student Specialist, teacher teams, support providers, and MTSS Team will collaborate to analyze academic, attendance, and disciplinary data and plan	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. Two times each moth MTSS team meetings, consisting of the school's Leadership Team, analyzed individual student and school-wide	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. CA Dashboard ratings for attendance and suspension are still a concern for our most at risk subgroups. Staff need continued training on SEL data platforms. The connection between Tier 2/3 climate interventions and measurable improvements in	Per 34 CFR 200.26(c)(2), goals related to reducing chronic absenteeism and suspension for some subgroups were not fully achieved. Modifications being looked into include: • Ensure that each student receiving Tier 2/3 climate supports has a

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
interventions and supports that address student needs to promote character education. Identified students will be provided with Tier 2 positive behavior interventions and supports to increase student academic achievement, student attendance, and improve student behavior. Student interventions and supports may include formal/informal contracts, counseling, social groups, and incentives/reinforcement. Staff will work directly with students and their families who have academic, behavior, and/or attendance challenges by seeking to prevent incidents through working proactively with students and teachers; by seeking solutions to problems that get in the way of learning and personal growth; by promoting student attendance and good citizenship; and by monitoring student attendance and discipline to provide students with	attendance/discipline data in order to make data-driven decisions regarding the implementation of supports and resources. Monthly PRIDE Team meetings, consisting of the MTSS team and teacher representatives, reviewed school-wide behavior and attendance data to make data-driven decisions regarding the implementation of supports and resources for all students or subgroups of students. The school continued to implement a MTSS system with direct feedback from teachers and staff. Twice monthly MTSS team meetings, consisting of the school's Leadership Team as well as psychologists and counselors, analyzed teacher feedback/referrals as well as school incidents to make data-driven decisions regarding the implementation of supports and resources. The data-driven decision-making model for student support aligns with evidence-based multi-tiered systems of support (MTSS) frameworks.	attendance/suspension for targeted subgroups needs to be looked and revised for their effectiveness.	documented attendance or behavior improvement plan. • Measure outcomes for Tier 2/3 climate students quarterly (attendance rate change, office referral reduction). • Provide SEL platform training within the first 30 days of school for all new staff. • Report Tier 2/3 climate outcomes to SSC. The school will continue to support Tier 2 and 3 students. The school will continue with the 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
intervention support. Identified teachers, support providers, and MTSS Team will collaborate to analyze academic, attendance, and disciplinary data of identified students and plan Tier 3 interventions and supports that address the most intensive student needs. Tier 3 supports are the most intensive supports the school offers. The supports required are the most resource intensive due to the individualized approach of developing and carrying out interventions. At this level, support staff may initiate formal assessments to determine a student's need and to develop an individualized support plan (i.e. IEP, Behavior Intervention Plan, etc.). Student plans may include goals related to academics as well as behavior support, SEL, and chronic absenteeism support. Students may be provided with tangible and intangible reinforcers, based on student need.			

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Staff will work directly with students and their families who have intensive academic, behavior, and/or attendance challenges by seeking to prevent incidents through working proactively with students and teachers; by seeking solutions to problems that get in the way of learning and personal growth; by promoting student attendance and good citizenship; and by monitoring student attendance and discipline to provide students with intervention support. MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) - Supplemental Behavior • Check in/Check out • Structured Breaks • Collaboration with Families/Staff • Mediation • Proximity • Social Skills Groups • Level 1 BIP • Referral to Outside Agencies • In-class support and coaching			

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
• Student Study Team Meeting Attendance • Attendance Contracts • Attendance Parent Letters • Attendance Review: Parent Meetings • Home Visits • Attendance Student/Parent Workshop • Referral to Nurse • Parent notification for Tardies/Truancies • Student Study Team Meeting MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) - Intensive Behavior • Student Study Team Meeting/IEP/504 Reconvene • Individualized Counseling • Daily CICO/Higher Frequency • In-class support and coaching			

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
• Classroom Opportunity Transfer • Behavior Intervention Plan • Intensified behavioral supports for students with an IEP • On-Going Collaboration with Outside Agencies • Referral to Community Day School (CDS) • Referral for Assessment Attendance • Student Study Team Meeting/IEP/504 Reconvene • Collaboration with Outside Agencies • Individual Counseling • Home Visits with SRO • Supports for Foster/Homeless sub-group			
SEL (Social-Emotional Learning)	The MTSS Team, consisting of the Principal, Learning Director, Student Specialist, School	Despite SEL implementation, the Suspension Rate remains Orange/Red for	Per 34 CFR 200.26(c)(1), the goal to support students through

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
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 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. Staff will provide character education and Social Emotional Learning based on research based school-wide SEL Curriculum and pacing	Counselor, and School Psychologist, monitored student attendance and behavior and provided students with targeted supports. Behavior data was used to provide students with targeted intervention. The use of behavioral data to guide intervention is consistent with evidence-based SEL implementation models.	some subgroups. Social-emotional impacts from the pandemic continue to affect student behavior. 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.	SEL was partially achieved. Modifications being looked into are: • Continue the SEL curriculum with explicit fidelity monitoring. • Develop an SEL monitoring tool to measure the effectiveness of SEL strategies. • Report SEL program fidelity and student behavioral outcome data to SSC quarterly.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
calendars. Staff will plan school-wide themed weeks and activities to promote SEL health and awareness (i.e. Kindness Week, Health & Wellness Week, etc.). MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) - Universal SEL • Schoolwide SEL Curriculum • Calming Area (Chill Zone, Wellness Room, De-escalation Location on Campus, etc.) • SEL Parent Workshops • Friendship Zone • Social Skills Classroom Lessons • Universal Student Risk Screener • MTSS SEL Data Review MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) - Supplemental SEL • Targeted Classroom Lessons • Group Counseling			

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
• Mediation/Restorative Circles/Conflict Resolution • Mental Health Referral to Outside Agencies • Student Study Team Meeting MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) - Intensive SEL • Student Study Team Meeting/IEP/504 Reconvene • Individualized Counseling • Behavior Intervention Plan • Intensified SEL supports for students with an IEP • On-Going Collaboration with Outside Agencies • Mental Health Re-Entry Plan-Post Red SIB • Referral for Assessment			

(**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 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 Teachers and Leadership Team will provide a variety of parent education and outreach activities. Parent education opportunities and materials may focus on building school community relations, improving literacy skills, math skills, computer literacy, positive social behaviors, attendance, and planning for higher education. Leadership team, teachers, support staff and parents will collaborate to plan and develop parent activities. Across the school year, parents will be invited to attend the parent involvement opportunities at the school site. These opportunities include parent workshops focused on understanding parent conferences and report cards, importance of school attendance and understanding chronic absenteeism, importance of maintaining a healthy lifestyle (mental and physical), Math Facts Academy, and College and Career Readiness. Increase parent opportunities to participate in school site activities	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. Some activities included Health and Wellness Night, a literacy night, and parent workshops focused on the importance of parent conferences, SEL, and the importance of regular school attendance. The school continued with the use of parent newsletters to communicate with families about school activities and ways parents can become involved. ESSA 1116 parent engagement requirements are being met through these multi-modal outreach strategies. Based on the 2025-2026 District Parent Survey: 92% Agree/Strongly Agree with the statement "I have been given suggestions/ideas to use at home to help my	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.	Per 34 CFR 200.26(c)(2), the parent involvement goal was substantially achieved with high conference attendance, active SSC/ELAC participation, and consistent communication via Parent Square demonstrate progress. Modifications being looked into are: • Develop new parent engagement formats per trimester (e.g., workshop, family night, virtual session). • Ensure EL parent participation in SSC/ELAC is tracked and if underrepresented, develop targeted outreach. • Add parent education offerings tied to home

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
throughout the school year (Back to School Night, Parent Conferences, Parent training, SSC/ELAC, Panther of the Month ceremony, etc.) Staff will promote academic and SEL achievement to support daily access to core instruction and services (award assemblies, Student of the Month rewards/activities, etc.). Students meeting academic standards, as evidenced by state testing and standards-based report cards, may be eligible to attend incentive trips and/or activities. Students meeting academic goals, as evidenced by classroom instruction, assessments, etc., may be eligible for academic awards and incentives. These recognitions may be done through school-wide assemblies for recognition among their peers and/or in conjunction with inviting parents to an academic parent involvement assembly.	child meet grade-level standards in English Language Arts and Math." 98% Agree/Strongly Agree with the statement: "I receive information about my child's progress in the classroom." 98% 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."		academic support strategies (homework help, online resource guides). • Survey parents annually about preferred communication formats and engagement opportunities; report results to SSC.
Parent Communication School staff will provide parents with ongoing communication about their students' progress. Teachers will maintain positive communication with parents via phone calls, emails, ParentSquare messages/announcements, and notes. Parents have access to the ParentVue system to check academic progress and attendance. Parents will be informed of students' academic and social progress via bi-weekly progress reports and ParentVue. Teachers and support staff will contact parents, as needed throughout the	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. This multi-channel communication approach reflects evidence-based family engagement practices per ESSA 1116.	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.	Per 34 CFR 200.26(c)(2), the parent communication goal was largely achieved. Full compliance with ESSA 1116 language access requirements for the EL parent population are completely achieved with communication delivered to parents preferred home language. 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

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
school year, to schedule conferences to address academic, behavioral, attendance, and social concerns. Translation of Parent Conferences will be provided, as needed, to increase parent participation in Parent/Teacher Conferences.			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:
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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

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results

(**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.