



Example Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES
SCHOOL NAME: EXAMPLE ELEMENTARY
SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820
SCHOOL YEAR: 2020-21

Goal 1 - Safe, Collaborative and Inclusive Culture
Counselor
*Strategy/Activity - Description
<p>Chronic Absenteeism: The Guidance Counselor and Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism. This will allow students to maximize their learning time and academic progress in class. The Guidance Counselor and Assistant will support student attendance by:</p> <ul style="list-style-type: none"> - monitoring student attendance weekly - targeted students with consecutive absences - conduct home visits to offer supports they need to get students to school daily - provide assistance with connecting families to outside services - meet with parents and students to determine needs - serve on Attendance Committee: <ul style="list-style-type: none"> - monthly meetings - review attendance data - create positive reinforcements for students to increase attendance - address issues families with chronic absenteeism are facing <p>Suspension Rate: The Guidance Counselor and Guidance Assistant will support students’ social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. The Guidance Counselor and Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease suspension rates. The Guidance Counselor and Assistant will:</p> <ul style="list-style-type: none"> - They conduct weekly home visits to ensure families receive the supports they need. - The Guidance Counselor will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture. - The Guidance Counselor will collaborate with classroom teachers to provide whole class lessons on social-emotional well being, self-regulation, conflict resolution, anti-bullying, and how to take a break - The Counselor and Assistant will conduct small group work on: positive play; positive problem solving; conflict resolution - They will support classrooms with Restorative Practices through Community Circles and Restorative Circles when harm occurs - They will connect families and students to needed resources such as Mental Health, Social-emotional and Behavioral Therapy, Parenting Classes <p>All students at the school will benefit from this strategy/activity in the area of Suspensions, specifically the following subgroups: Hispanic, African American, English Learners, students with disabilities, homeless, and students who are considered Socioeconomically Disadvantaged</p> <p>Parent Involvement: The Guidance Counselor and Assistant will support the increase of Parent Involvement by fostering positive relationships between families, students and school. The Counselor will provide, or procure parent enrichment classes or workshops on early childhood behavior, dealing with trauma, and truancy. In addition, they will support teachers in parent meetings, Response to Instruction and Intervention Team Meetings, and parent conferences.</p>

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***Proposed Expenditures for this Strategy/Activity**

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion? If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Guidance Asst -	0.62500	\$45,655.80	30100-2404	Guidance assistant will work with Counselor on attendance and social emotional interventions. The GA will support and coordinate Restorative Justice Practices.	<p>Worked collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism.</p> <p>Supported student attendance by:</p> <ul style="list-style-type: none"> - monitoring student attendance weekly - targeted students with consecutive absences - conducted home visits to offer supports they need to get students to school daily - provided assistance with connecting families to outside services - met with parents and students to determine needs - served on Attendance Committee: <ul style="list-style-type: none"> - monthly meetings - review attendance data - create positive reinforcements for students to increase attendance - address issues families with chronic absenteeism are facing <p>Suspension Rate:</p> <ul style="list-style-type: none"> - They conducted weekly home visits to ensure families receive the supports they need. -collaborated with classroom teachers to provide whole class lessons on social-emotional well being, self-regulation, conflict resolution, anti-bullying, and how to take a break 	<p>Covid led to online learning for two trimesters and only 308 of 514 students returned for Phase 2. This impacted attendance as parents struggled with connectivity and many families were displaced.</p> <p>- We did not meet as a PBIS team</p> <p>- During online learning and Phase 1 we did not have need for Restorative Practices through Community Circles and Restorative Circles when harm occurs</p>	<ul style="list-style-type: none"> ● funded GA for 2021-22 school year ● Professional learning for all staff on Restorative Practices ● re-establish PBIS team to rework UDP using RJP ● survey parents for days and times for workshops ● offer workshops more than once and continue to offer virtually as well ● record meetings/workshops and trainings to share with parents when they are able to watch ● continued SEL lessons for all students

Example Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>-conducted small group work on: positive play; positive problem solving; conflict resolution</p> <p>- connected families and students to needed resources such as Mental Health, Social-emotional and Behavioral Therapy, Parenting Classes</p> <p>Supported the increase of Parent Involvement by fostering positive relationships between families, students and school.</p> <p>Provided, and procured 32 parent enrichment classes or workshops on early childhood behavior, dealing with trauma, and truancy.</p> <p>Support teachers in parent meetings, Response to Instruction and Intervention Team Meetings, and parent conferences.</p> <p>Provided SEL lessons in each classroom every week including virtually</p>	<p>lower than expected turn out for parent workshops - community partners could not always provide numerous sessions to meet needs of parents</p>	
School Counselor	0.70000	\$87,880.40	30106-1210	<p>Will support chronic absenteeism through whole group, small group interventions, parent meetings, home visits and community outreach to support a school consecutiveness and increase attendance.</p> <p>Worked collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism.</p> <p>Supported student attendance by:</p> <ul style="list-style-type: none"> - monitoring student attendance weekly - targeted students with consecutive absences - conducted home visits to offer supports they need to get students to school daily - provided assistance with connecting families to outside services - met with parents and students to determine needs - served on Attendance Committee: <ul style="list-style-type: none"> - monthly meetings - review attendance data - create positive reinforcements for students to increase attendance - address issues families with chronic absenteeism are facing 	<p>Covid led to online learning for two trimesters and only 308 of 514 students returned for Phase 2. This impacted attendance as parents struggled with connectivity and many families were displaced.</p>	<ul style="list-style-type: none"> ● funded GC for 2021-22 school year ● Professional learning for all staff on Restorative Practices ● re-establish PBIS team to rework UDP using RJP ● survey parents for days and times for workshops ● offer workshops more than once and continue to offer virtually as well ● continued SEL lessons for all students

Example Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>Suspension Rate: - They conducted weekly home visits to ensure families receive the supports they need. -collaborated with classroom teachers to provide whole class lessons on social-emotional well-being, self-regulation, conflict resolution, anti-bullying, and how to take a break -conducted small group work on: positive play; positive problem solving; conflict resolution</p> <p>- connected families and students to needed resources such as Mental Health, Social-emotional and Behavioral Therapy, Parenting Classes</p> <p>Supported the increase of Parent Involvement by fostering positive relationships between families, students and school. Provided, and procured 32 parent enrichment classes or workshops on early childhood behavior, dealing with trauma, and truancy.</p> <p>Support teachers in parent meetings, Response to Instruction and Intervention Team Meetings, and parent conferences.</p> <p>Provided SEL lessons in each classroom every week including virtually</p>	<p>- We did not meet as a PBIS team</p> <p>.- During online learning and Phase 1 we did not have need for Restorative Practices through Community Circles and Restorative Circles when harm occurs</p> <p>lower than expected turn out for parent workshops - community partners could not always provide numerous sessions to meet needs of parents</p>	
Supplies		\$1,800.00	30106-4301	<p>Supplies to support the work of the Guidance Assistant and Counselor</p> <p>Purchased Zones of Regulation workbook and additional Social Emotional texts for Second Step curriculum.</p> <p>Whole class lessons TK-4th grade weekly using text purchased</p>	<p>Due to online learning for 2 trimesters, Zones of Regulation not implemented</p>	<p>Created a trauma safe counseling room and SEL literacy room</p> <p>continue whole class lessons</p> <p>created library of SEL literacy books</p> <p>revisit Zones of Regulation in conjunction with District SEL curriculum</p>
Guidance/Attend Asst Hrly		\$5,197.40	30100-2454	<p>Guidance Assistant hourly to account for employee cost that is higher than the average used</p>		

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				when budget planning.			
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Goal 2 - English Language Arts

In School Resource Teacher

***Strategy/Activity - Description**

- In-School Resource Teacher (RT)

- will continue to support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
- will continue to support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
- will continue to build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, data analysis, and culturally responsive teaching
- will continue to provide support for English Learners in acquiring English and accessing grade level content by
 - providing professional development of best practices and culturally responsive teaching
 - Providing Designated ELD to newcomers
 - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
 - plan Tier 1 and Tier 2 instruction
 - work directly with parents and ELAC.
 - work with teachers to Reclassify English Language Learners

Will support PLCs in planning for Integrated and Designated English Language Development
 Will identify LTEL
 Will collaborate on LTEL supports including support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs

Visiting teachers will provide PLCs with 6 hours of release time monthly

- weekly 60 minute data analysis collaboration during online learning
- monthly 2.5 hours of data analysis and planning when on campus

***Proposed Expenditures for this Strategy/Activity**

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion? If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr	0.75000	\$101,542.64	30100-1109	Supports Tier 1 and Tier II instruction by facilitating the ILT and PLC work. Coaches teachers in their planning process as well as co teaching	supported students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction supported struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions	utilized District resource teachers to build staff equity awareness and culturally responsive teaching in response to social issues due to covid we did not have year-end data for ELPAC or SBAC did not provide Designated ELD to newcomers-focused on 3rd grade	<ul style="list-style-type: none"> ● funded RT again for 2021-22 ● identify LTELs at start of year ● master scheduled dELD for all grades ● focus on newcomers, LTELs in additional small groups

Example Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>implementation. In addition to these activities, the RT provides professional development for the school team.</p>	<p>provided support for English Learners in acquiring English and accessing grade level content by teaching in 3rd grade</p> <p>supported professional development of best practices and culturally responsive teaching by collaborating with Equity Leadership Team and district resource teachers</p> <p>planned Tier 1 and Tier 2 instruction</p> <p>worked directly with parents and ELAC.</p> <p>worked with teachers to Reclassify English Language Learners</p> <p>supported PLCs in planning for Integrated and Designated English Language Development</p> <p>identified LTEL</p> <p>collaborated on LTEL supports including support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs</p>	<p>Initial and summative ELPAC took enormous amounts of time due to online learning, connectivity of students, and lack of VTs willing and able to administer online assessment.</p>	
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Example Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Professional Learning Communities

***Strategy/Activity - Description**

PLC:
 All certificated staff work in Professional Learning Communities.
 They meet weekly to:
 - create common formative assessments across grade-levels
 - analyze data
 - use data to plan instruction
 - engage in professional learning on best practices
 - utilize Ed Specialist for Universal Design for Learning strategies
 Visiting teachers are used to:
 - provide PE instruction every other week so PLCs can meet for data analysis for 45 minutes when on campus
 - provide Visual and Performing Arts lessons so PLCs can meet for 2.5 hours to analyze data and plan Tier 1 and Tier 2 Instruction when on campus

***Proposed Expenditures for this Strategy/Activity**

Directions:

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Guiding Questions:

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Interprogram Svcs/VAPA		\$25,240.00	30100-5738	VAPA teachers will provide ART instruction to support RT's facilitation of PLCs. As well as data driven planning for instruction and Tier 1 support.	due to covid we were unable to hire and utilize VTs for VAPA	due to covid we were unable to hire and utilize VTs for VAPA	<ul style="list-style-type: none"> VAPA once a month for 3 hours of planning per grade level focus on Ethnic Studies

Example Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 3 - Mathematics

In School Resource Teacher

***Strategy/Activity - Description**

In-School Resource Teacher (RT)
 - will support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
 - will support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
 - will build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, and planning for Tier 1 & 2
 - provide support for English Learners in acquiring English and accessing grade level content by
 - Providing Designated ELD to newcomers
 - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
 - plan Tier 1 and Tier 2 instruction using integrated ELD strategies
 Will collaborate on LTEL supports including support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs
 - Visiting teachers will provide PLCs with 6 hours of release time monthly
 - weekly 60 minute data analysis collaboration
 - monthly 3.0 hours of data analysis and planning upon full return to campus

***Proposed Expenditures for this Strategy/Activity**

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion? If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr	--	--	30100-1109	Supports Tier 1 and Tier II instruction by facilitating the ILT and PLC work. Coaches teachers in their planning process as well as co teaching implementation. In addition to these activities, the RT provides professional development for the school team.	supported students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction supported struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions	utilized District resource teachers to build staff equity awareness and culturally responsive teaching in response to social issues Initial and summative ELPAC took enormous amounts of time due to online learning, connectivity of students, and lack of VTs willing and able to administer online assessment.	<ul style="list-style-type: none"> Weekly PLCs to analyze data and determine best practices for Tier 1 and interventions for Tier 2 monthly planning for lesson design

Goal 7 - Family Engagement

Parent Workshops

***Strategy/Activity - Description**

Through our partnerships with Diamond Educational Excellence Partnership (DDEP) and Family Engagement Department, we will offer numerous opportunities for parents to attend family workshops throughout the year once we return to campus.

- Early Childhood Behavior - 12-week workshop
- 3-week Positive Parenting workshop
- 4 workshops on health
- 8 workshops covering family needs such as:
 - Medi-Cal, Covered California 101 - How to access and utilize benefits
 - Community Resources 101 - Housing, food, social support and other socioeconomic assistance
 - Diet and nutrition
 - Exercise
 - Diffusing stress, anxiety and relaxation techniques
 - Sugar
 - Weight management
 - Childhood Health
 - Pediatric Behavioral health

During online learning, we will continue to look for online opportunities for parents including but not limited to:

- conducting all stakeholder meetings via zoom video conferencing.
- Counseling workshops weekly
- SSC monthly
- Coffee with the Principal Monthly
- Twice yearly parent-teacher conferences
- Virtual Back to School Night in September
- Title 1 Parent Meeting
- UCSD nutrition classes

***Proposed Expenditures for this Strategy/Activity**

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion? If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Other Support Prsnl PARAS Hrly		\$909.61	30103-2281	The intent of this expenditure was to support families with childcare during parent workshops and parent meetings.	Counselor and Guidance assistant held 32 Wellness Wednesday parent and family workshops.	Did not need child care paras worked to support families during curriculum and materials distribution	<ul style="list-style-type: none"> • planning for onsite workshops and childcare at this time

Example Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				Due to the implementation of online learning, this expenditure will be adjusted with transfers to an area of need.			
Inservice supplies		\$1,750.00	30103-4304	Intent of this expenditure was to support parent workshops with light refreshments and supplies. This expenditure will be adjusted using transfers due to the implementation of online learning and online parent workshops.	held one virtual family event and provided light refreshments as take home - largest turn out for family event during campus closures	unable to hold in person events	<ul style="list-style-type: none"> planning on resuming in person parent workshops utilizing Parent Engagement dept. and our partnerships with DEEP, HomeStart and Words Alive
Tech Professional OTBS Hrly		\$450.15	30103-2455	Interpretation will be used during online parent workshops/meetings.	Counselor and Guidance assistant held 32 Wellness Wednesday parent and family workshops.	Not all interpreters knew how to use zoom interpretation low turn out for workshops	<ul style="list-style-type: none"> will offer interpretation for parent meetings and workshops

What are my leadership strategies in service of the goals?