San Diego Unified
SCHOOL DISTRICT

Example Elementary
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES
SCHOOL NAME: EXAMPLE ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2020-21

Goal 2 - English Language Arts
Technology Support
*Strategy/Activity - Description
Students in Tk-2nd grade receive online intervention through SmartyAnts for Reading Foundational Skills. PLCs use the data from the ongoing assessments in the program to inform instruction, intervention, and small group foci. Students in grades 3rd-5th receive online intervention through Achieve3000 for reading comprehension. PLCs use the data from the ongoing assessments in the program to inform instruction, intervention, and small group foci.
*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/posttest, 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/posttest, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License		$18,625.00	09800-5841	Software Programs will provide reading intervention support to meet	Students in Tk-2nd grade received online intervention through SmartyAnts for Reading Foundational Skills.	Internet and connectivity were an issue for many students at the start of the year due to online learning. As more students came on campus for Phase 1, use increased.	• continuing with online intervention programs • retrain staff and/or new staff

				students where they are.	PLCs used the data from the ongoing assessments in the program to inform instruction, intervention, and small group foci. Students in grades 3rd-5th received online intervention through Achieve3000 for reading comprehension. PLCs used the data from the ongoing assessments in the program to inform instruction, intervention, and small group foci.	SmartyAnts - hard to monitor the daily minutes as compared to other programs. Some students are clicking through the program versus paying close attention. Very hard to monitor during online learning.	- training for new interventions coming out on smarty ants - schedule data analysis - use as additional invention not in place of teacher direct instruction - reached out to SmartyAnts to see if monitoring program can be adjusted.

Example Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Goal 4- Supporting English Learners
In School Resource Teacher
***Strategy/Activity - Description**
Inschool resource teacher will support PLCs in planning for both designated and integrated ELD lesson.   Inschool resource teacher will plan and facilitate professional development on the culturally responsive teaching strategies.   Inschool resource teacher will provide small group instruction to ELL including but not limited to newcomers and LTEL.
***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	0.25000	$33,847.55	09800-1109	EL coordinator to track LTEL data, reclassification, and facilitates ELPAC testing, and supports teachers with integrated and designated instructions as well as newcomer interventions.	Inschool resource teacher supported PLCs in planning for both designated and integrated ELD lesson. Inschool resource teacher planned for professional development on the culturally responsive teaching through equity and antiracism training..	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.	• utilize availability of ELPAC VTs to ensure RT can instruct versus assess

SPSA Evaluation of LCFF Funded Actions/Activities

					Inschool resource teacher provided small group instruction to ELL including but not limited to newcomers and LTE. in 3rd grade this year.		
Retired Clsrm Teacher Hrly		$15,000.09	09800-1189	Implements ELPAC assessments.		Most retired teachers chose not to do assessment due to the new online administration. With online learning many students are not connecting or logging in. During Phase 2 teachers had to teach simultaneously and were unable to support testing any domains.	Utilize VTs comfortable with technology. Utilize more teachers for administering some domains.
Supplies		$16,878.00	09800-4301	Supports the implementation of designated and integrated ELD instruction as well as supports for all other English Learners.	Supplies purchased for one to one student use including but not limited to whiteboards and markers for hands on learning. Spanish and bilingual classroom books purchased.	Needed to order additional classroom supplies due to some items not returning with students during Phase 2. Due to covid, in person instruction was limited to last 9 weeks of school. Materials will be available for 2021-22 school year	

Example Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Goal 5 - Supporting Students with Disabilities
Professional Learning Communities

*Strategy/Activity - Description

Education specialists will collaborate with all grade-level PLCs on UDL planning.
Ed specialists, teachers, and para educators will co-plan and co-teach core lessons.
Para educators will be provided training on small group instruction.
All Ed Specialists and para educators will participate in professional development on culturally responsive teaching practices.

*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.
Prof&Curriclm Dev Vist Tchr		$16,800.20	09800-1192	Visiting Teachers will support Ed Specialists to participate in PLCs to plan lessons using Universal Design.	unused due to campus closure	unused due to covid and campus closure	strategic scheduling of students with IEPs, push-in and pull out hours

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What are my leadership strategies in service of the goals?