



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**

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:

- 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:
 - monthly meetings
 - review attendance data
 - create positive reinforcements for students to increase attendance
 - address issues families with chronic absenteeism are facing

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:

- 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

Example Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

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.

***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.			

Example Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

School Counselor	0.70000	\$87,880.40	30106-1210	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.			
Supplies		\$1,800.00	30106-4301	Supplies to support the work of the Guidance Assistant and Counselor			
Guidance/Attend Asst Hrly		\$5,197.40	30100-2454	Guidance Assistant hourly to account for employee cost that is higher than the average used when budget planning.			

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 and 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

Example Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

- 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 implementation. In addition to these activities, the RT provides professional development for the school team.			

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:

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.
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			

Example Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

			driven planning for instruction and Tier 1 support.			

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	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

Example Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					test, progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
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.			

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?

Example Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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. 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.			
Tech Professional OTBS Hrly		\$450.15	30103-2455	Interpretation will be used during online parent workshops/meetings.			

What are my leadership strategies in service of the goals?