

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Clyde W. Needham Elementary School
Address	420 S.Pleasant Ave. Lodi, CA 95240
County-District-School (CDS) Code	3968586042204
Principal	Sonja Renhult
District Name	Lodi Unified School District
SPSA Revision Date	05/12/2022
Schoolsite Council (SSC) Approval Date	05/12/2022
Local Board Approval Date	06/14/2022

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Vision: Our vision, as a community, is to inspire a passion for learning. Mission: Our mission is to ensure that every Needham Knight student will achieve personal success and become a responsible and productive citizen. Needham School staff works collaboratively to ensure that all students succeed, while placing the highest priority on academia that will promote consistent student achievement.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

School Profile

Needham Elementary School is a school that believes in helping all students become successful by teaching them the basic principles of being courageous problem-solvers ready to learn. We believe in teaching our students specific behavioral expectations that will help them succeed in all areas of life. Our students know that by being respectful, responsible, and safe they can stay focus on learning and create opportunities for themselves and others.

The current school enrollment is 326 students. The ethnic make-up of the school is 76.9% Hispanic, 11.35 % Asian, 0.61% American Indian or Alaska Native and 4.29% multi-ethnic (non-hispanic). Over 95% of students are considered to be socioeconomically disadvantaged, approximately 61.4% are English Learners and about 20.7% are identified as Special Education students. Of the school's 16 teachers, 14 are "fully qualified" and one is an internship through a local university. The school has one part-time psychologist, one part-time counselor, one speech therapist, one part-time P.E. teacher, and one part-time music teacher.

Needham's commitment is to provide a systematic educational program in all academic areas in order for all students to achieve proficiency in meeting the Common Core State Standards. The curriculum is standards-based and differentiated to meet the individual needs of all students. A learning environment is provided that promotes positive self-esteem and stimulates academic achievement and enthusiasm for learning. Instruction and learning experiences are provided to help students understand and respect cultural diversity and individual differences. The school's overriding goal is to provide learning experiences that will enable students to be productive, caring citizens who are responsible, respectful, and safe.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

All key stakeholders were involved in the Annual Review and Update. Principal met with the School Leadership Team and staff to review previous goals and strategies and determine effectiveness of the plan. Leadership and staff provided feedback on strategies that worked well and those not effective and provided recommendations for improvement. Principal also met with School Site Council on 04/21/2022 and 05/05/2022 to share findings and to provide an opportunity for feedback and suggestions.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

By May 2022, Clyde W. Needham Elementary School will increase the percentage of students who meet or exceed standards on ELA CAASPP by 4%. Grades K-2 will increase End of Year DIBELS composite score percentage of students who meet or exceed standards by 4%. Grades 3-6 will increase End of Year Reading Inventory percentage of students who meet or exceed standards by 4%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2021-2022 CAASPP ELA Scores (%proficient and above)	2021-2022 CAASPP ELA Scores: 27.5% proficient and above	CAASPP Data update not available due to changes in the Title One approval timeline.
2021-2022 End of Year DIBELS Composite Score (%proficient and above)	2021-2022 End of Year DIBELS Composite Score: 30% proficient and above	MOY data K-2 DIBELS shows 33% proficient and above. Goal met BEFORE EOY data is available.
2021-2022 End of Year Scholastic Reading Inventory (%proficient and above)	2020-21 EOY 41%, expect 4% growth for 2021-2022 End of Year Scholastic Reading Inventory: 45% proficient and above	MOY data SRI shows 25% proficient and above. Due to the changes in the Title One Approval process, Needham school is not on track to meet the End of Year goal of 45% proficient and above on SRI

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.1 Pay teachers and certificated or classified staff to provide after school intervention, provide additional adult support for English Language Development K-6, additional adult support for grades K-2, organize and run programs for PBIS and Social Emotional Learning, and support communication between teachers and parents with translations for grades K-6.	Partially Implemented due to impacts and effects of COVID 19 and lack of staff.	Additional Para time over contracted time 2120 Para Temp LCFF 0 Refer to goal 5.1 for expenditures 2120 Para Temp Title I 0	Additional Para time over contracted time 2120 Para Temp LCFF 0 Refer to goal 5.1 for expenditures 2120 Para Temp Title I 0
1.2 Professional Learning Communities Teachers will meet every other week to identify essential standards, create lessons, identify	Partially Implemented due to impacts and effects of COVID 19 and lack of staff.	Intervention Teacher 0.5 FTE 1100 Teacher Title I 22,717	Intervention Teacher 0.5 FTE 1100 Teacher Title I 22,717

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>common formative assessments to administer, and then analyze how well students are mastering the standards. In the analysis of the data, teachers will identify students who did not meet the standard and provide immediate intervention with the support of the paras and intervention teacher(s). The cycle repeats with new essential standards and common formative assessments. Intervention teacher & teachers will provide reading intervention to targeted students on essential standards to enable target students in meeting or exceeding the standard (during school and after school). Paras will provide additional support to small groups of students that require extra intervention in order to meet or exceed the standard.</p>		<p>Intervention Teacher 0.5 FTE 1100 Teacher LCFF 0</p> <p>Benefits for Intervention Teacher 0.5 FTE 3000 Benefits Title I 10,832</p> <p>Benefits for Intervention Teacher 0.5 FTE 3000 Benefits LCFF 0</p> <p>Refer to goal 5.1 for expenditures 1120 Teacher Temp Title I 0</p>	<p>Intervention Teacher 0.5 FTE 1100 Teacher LCFF 0</p> <p>Benefits for Intervention Teacher 0.5 FTE 3000 Benefits Title I 10,832</p> <p>Benefits for Intervention Teacher 0.5 FTE 3000 Benefits LCFF 0</p> <p>Refer to goal 5.1 for expenditures 1120 Teacher Temp Title I 0</p>
<p>1.3 Materials and supplies Materials, supplies, duplicating, technology, and computer applications/programs to support AVID implementation for ELA and Math: Planners, binders, folders, notebooks, paper, other student supplies, ink and risos for copies to support AVID lessons, promotion of a college going culture</p>	Fully Implemented	<p>Student AVID supplies; planners, binders, paper, highlighters, pens, pencils, dividers 4300 Materials Title I 8000</p> <p>Purchase copy paper and other supplies to support AVID implementation 4328 Warehouse Supplies Title I 7000</p>	<p>Student AVID supplies; planners, binders, paper, highlighters, pens, pencils, dividers 4300 Materials Title I 8000</p> <p>Purchase copy paper and other supplies to support AVID implementation 4328 Warehouse Supplies Title I 2974.57</p>
<p>1.4 Purchase leveled readers, chapter books to support differentiated reading practice, motivation, attendance,</p>	Fully Implemented	<p>Purchase leveled readers and chapter books for library and</p>	<p>Purchase leveled readers and chapter books for library and</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>and Reading Counts. Purchase supplemental reading programs to support vocabulary, comprehension, decoding fluency, and the integration of fictional reading (science) for all learners.</p>		classrooms 4200 Books Title I 29779	classrooms 4200 Books Title I 27630.44
<p>1.5 Virtual study trips/school wide assemblies aligned to the CCSS to enrich student's educational learning by promoting self confidence and support school wide PBIS plan & student engagement. Provide Positive Behavior Intervention Continue positive student acknowledgements Continue consistent positive behavior management Assemblies for Social emotional health, literacy, math, and anti-bullying School wide positive environment and safety</p>	<p>Partially Implemented due to impacts and effects of COVID 19 and lack of staff.</p>	<p>Academic assemblies and study trips promoting social emotional learning, literacy, math, and science. 5800 Prof and Operating/Consultants LCFF 0</p>	<p>Academic assemblies and study trips promoting social emotional learning, literacy, math, and science. 5800 Prof and Operating/Consultants LCFF 0</p>
<p>Assemblies for Social emotional health, literacy, math, and anti-bullying School wide positive environment and safety</p>		<p>Academic assemblies and study trips promoting social emotional learning, literacy, math, and science. 5800 Prof and Operating/Consultants Title I 3000</p>	<p>Academic assemblies and study trips promoting social emotional learning, literacy, math, and science. 5800 Prof and Operating/Consultants Title I 1500</p>
<p>1.6 Technology for ELA, ELD & Math Purchase technology equipment to support delivery of ELA, ELD and Math curriculum (ear buds, headphones with mic, extension cords, charging stations, laptops, Promethean Board mounts)</p>	<p>Fully Implemented</p>	<p>Purchase ancillary support items to optimize technology use and support students in academic software programs. 4375 Technology (under \$500) Title I 18992</p>	<p>Purchase ancillary support items to optimize technology use and support students in academic software programs. 4375 Technology (under \$500) Title I 8545.26</p>
<p>1.7 Teachers will use an evidence based instructional material, Standards Plus ready-to-teach, that target heavily weighted, high impact standards to provide</p>	<p>Fully Implemented</p>	<p>Standards Plus Digital Licences 5875 Technology Licenses Title I 10,800</p>	<p>Standards Plus, Brain Pop, Generation Genius Digital Licences 5875 Technology Licenses Title I 14,429</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students multiple opportunities beyond the core curriculum to master the standards and improve student learning and meet our goal stated goals.			
1.8 Needham staff will participate in the following professional development: K-3, RSP, paraeducators, Intervention Teacher - Early Literacy SIPPS - CORE Consultant K-6 - AVID PD - refresher K-6 - Social and Emotional PATHs curriculum K-6 - PBIS refreshers K-6 - Step Up to Writing - refresher	Partially Implemented due to impacts and effects of COVID 19 and lack of staff.	Refer to goal 5.1 for expenditures 1120 Teacher Temp Title I 0	Refer to goal 5.1 for expenditures 1120 Teacher Temp Title I 0
1.9 Supplement academic instruction and the current curriculum with books, materials, and supplies (including; manipulatives, hands on activities, and items students can take home and return such as plastic clocks for learning time) to assist with student understanding.	Fully Implemented	materials, and supplies (including; manipulatives, hands on activities, and items students can take home and return such as plastic clocks for learning time) 4300 Materials Title I 15000	materials, and supplies (including; manipulatives, hands on activities, and items students can take home and return such as plastic clocks for learning time) 4300 Materials Title I 14205.23

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

In English Language Arts, Needham school's overall implementation of strategies or activities was not successful at this reporting time period (MOY) because Needham school has not met all of the articulated goals. Needham school had trouble implementing the following strategies due to impacts and effects of staffing due to COVID-19; After-school intervention was difficult to staff due to the stress of COVID-19, therefore only some LCFF funded intervention positions were filled. Teachers provided intervention after school via Bridge tutoring (LCFF), LUSD intervention (LCFF), Jump Into Math (LCFF) throughout the school year. Bilingual paraeducators provided translation services for contact between teachers and parents as needed. Needham school successfully implemented SIPPS for grades K-2 and the results reflected in meeting the goal of 33% proficient and above at MOY.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

After analyzing the DIBELS and SRI Data points, our site's plan was somewhat effective. Needham's K-2 students overall were 33% proficient on the DIBELS. The End of the Year goal was 30%. The 2-6 grade students were 25% proficient of the Reading Inventory. The goal was 45%. Due to a change in the Title One approval time lines, the CAASPP assessment had not been completed at the time of this program evaluation was written. We did not have data to report.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Needham, we set a threshold of \$5000 for material differences. For this ELA goal, there was a material difference in the following:
4375 Technology Under \$500 - Originally allocated \$18,992 for technology items such as chromebooks, earbuds..etc. Chromebooks did not need to be purchased because the district provided devices through LCAP, spent \$10,446.74 LESS than originally planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, we need to develop in our craft of teaching literacy skills and provide more additional professional development in early literacy using the Multi-Tiered System of Support framework. The implementation of an evidence based supplemental reading program for all students K-3 will give continued and targeted support for our subgroups of students.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

Clyde W. Needham Elementary School's goal for Mathematics is to increase the 2021-2022 April DreamBox Predictive Insights aggregated percent on track plus percent potentially on track data and the 2021-2022 Math CAASPP proficient and above data by 4%. By May 2022, Needham Elementary students will complete, on average, seven lessons a week on DreamBox.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2021-2022 CAASPP Math Scores (%proficient and above)	2021-2022 CAASPP Math Scores 22% proficient and above	CAASPP Data update not available due to changes in the Title One approval timeline.
2021-2022 April DreamBox Predictive Insights aggregated percent on track plus percent potentially on track	2021-2022 April DreamBox Predictive Insights aggregated percent on track plus percent potentially on track = 22.25%	April DreamBox Data update not available due to changes in the Title One approval timeline. March DreamBox Predictive Insights aggregated percent on track plus percent potentially on track = 19.53%
2021 - 2022 May DreamBox school average lessons per week.	May 2022 overall average number of lessons completed per week = 7	May 2022 DreamBox Data update not available due to changes in the Title One approval timeline. April 2022 overall average number of lessons completed per week = 6.2

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2.1 Teachers will use an evidence based instructional material, Standards Plus ready-to-teach, that target heavily weighted, high impact standards to provide students multiple opportunities beyond the core curriculum to master the standards and improve student learning and meet our school goals.	Fully implemented	Refer to goal 1.7 for expenditures 5875 Technology Licenses Title I 0	Refer to goal 1.7 for expenditures 5875 Technology Licenses Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>2.2 - Teachers will meet every other week to identify essential standards, create lessons, identify common formative assessments to administer, and then analyze how well students are mastering the standards. In the analysis of the data, teachers will identify students who did not meet the standard and provide immediate intervention with the support of the paras and intervention teacher(s). The cycle repeats with new essential standards and common formative assessments. (Refer to ELA action for budget amount)</p>	<p>Partially Implemented due to impacts and effects of COVID 19 and lack of staff.</p>	<p>Refer to goal 1.2 for expenditures 1120 Teacher Temp Title I 0</p>	<p>Refer to goal 1.2 for expenditures 1120 Teacher Temp Title I 0</p>
<p>2.3 Intervention teacher will provide support to targeted students on essential standards to enable target students to meet or exceed the standard. Paras will provide additional support to small groups of students that require extra intervention in order to meet or exceed the standard. (Refer to ELA action 1.2 for budget amount)</p>	<p>Fully implemented</p>	<p>Intervention Teacher - Refer to goal 1.2 for expenditures 1120 Teacher Temp Title I</p>	<p>Intervention Teacher - Refer to goal 1.2 for expenditures 1120 Teacher Temp Title I</p>
<p>2.4 Materials and supplies Materials, supplies, books, duplicating, technology, and computer applications/programs to support instruction and increase student interaction and student engagement to improve student achievement in math. (Refer to ELA action 1.4 for budget amount)</p>	<p>Fully implemented</p>	<p>Refer to goal 1.4 for expenditures 4200 Books Title I</p>	<p>Refer to goal 1.4 for expenditures 4200 Books Title I</p>
<p></p>	<p></p>	<p>Refer to goal 1.3 for expenditures 4300 Materials Title I</p>	<p>Refer to goal 1.3 for expenditures 4300 Materials Title I</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2.5 Supplement academic instruction and the current curriculum with books, materials, and supplies (including; manipulatives, hands on activities, and items students can take home and return such as plastic clocks for learning time) to assist with student understanding.	Fully implemented	Refer to goal 1.9 for expenditures 4300 Materials Title I	Refer to goal 1.9 for expenditures 4300 Materials Title I
		Refer to goal 1.9 for expenditures 4200 Books Title I	Refer to goal 1.9 for expenditures 4200 Books Title I

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

In Math, Needham school's overall implementation of strategies or activities was not successful at this reporting time period (MOY) because Needham school has not met all of the articulated goals. Needham school had trouble implementing the following strategies due to impacts and effects of staffing due to COVID-19; After school intervention was difficult to staff due to the stress of COVID-19, therefore only some LCFF funded intervention positions were filled. Teachers provided intervention after school via Bridge tutoring (LCFF), LUSD intervention (LCFF), Jump Into Math (LCFF) throughout the school year. Bilingual paraeducators provided translation services for contact between teachers and parents as needed.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

After analyzing the DreamBox Data points, our site's plan was somewhat effective. Needham's March DreamBox Predictive Insights aggregated percent on track plus percent potentially on track = 19.53% This is only 2.72% points away from our goal of 22.25% Due to a change in the Title One approval time lines, the CAASPP assessment had not been completed at the time of this program evaluation was written. We did not have data to report.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Needham, we set a threshold of \$5000 for material differences. For this math goal, there were not any actions that had a material difference that exceeded the threshold.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, we need to develop in our craft of teaching math skills and provide more additional professional development in math using the Multi- Tiered System of Support framework. The implementation of an evidence based math program (iReady) for all students K-6 and the addition of 1.0 FTE to specifically provide math intervention will give continued and targeted support for our subgroups of students.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

By May 2022, Needham will reclassify 4% of our English Learners (8 English Learners) to Fluent English Proficient Status (R-FEP) and have 20% of our English Learners move up one or more levels in ELPAC proficiency. (45 students)

Level 1: 59
 Level 2: 71
 Level 3: 45
 Level 4: 5
 RFEP BOY 2021-2022: 3

Total EL students: 212 (+3 RFEP)

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reclassification Data	2021-2022 Reclassified Percentage: 8%	Due to the changes in the Title One Approval process, Needham school is not on track to meet the End of Year goal of 8% EL students reclassified Fluent English Proficient as measured on ELPAC and other measures. At this reporting time (MOY) Needham has 2.4% of students reclassified Fluent English Proficient
ELPAC Data	2021-2022 Total number of EL students = 207 RFEP = 4% Level 4 = 10% Level 3 =21% Level 2 =45% Level 1 =20% Level 1 & 2 will be inflated because K students will have a summative ELPAC level.	ELPAC Data update not available due to changes in the Title One approval timeline.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3.1. Interventions Teachers will deliver integrated and designated English language development and Implement supplemental	Partially Implemented due to impacts and effects of COVID 19 and lack of staff.	Refer to goal 1.2 for expenditures- Intervention Teacher 1120 Teacher Temp Title I	Refer to goal 1.2 for expenditures- Intervention Teacher 1120 Teacher Temp Title I

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELD using iRead (K-3) and Rosetta Stone. Class size will continue to be kept at a maximum of 24:1 in primary classes (K-3) and ELD instruction will be delivered 4-6 during language arts blocks utilizing additional teacher to reduce class size.</p> <p>Interventions/tutoring by Certificated and Classified Staff to help English Learners students improve in ELA/Math and ELD skills.</p>		<p>Refer to goal 1.2 for expenditures- Intervention Teacher 3000 Benefits Title I</p>	<p>Refer to goal 1.2 for expenditures- Intervention Teacher 3000 Benefits Title I</p>
<p>3.2. Assessments/Collaboration</p> <p>Administer ELD assessments, including district identified assessments and analyze results during PLCs to provide appropriate ELD instruction to support growth to develop English language proficiency.</p>	<p>Partially Implemented due to impacts and effects of COVID 19 and lack of staff.</p>	<p>Refer to goal 5.1 for expenditures-PLC 1120 Teacher Temp Title I</p>	<p>Refer to goal 5.1 for expenditures-PLC 1120 Teacher Temp Title I</p>
<p>3.3 Bilingual Paraeducators, Community Liaison</p> <p>Bilingual paraeducators, community liaison, and other bilingual staff will provide primary language support to students who are less than reasonably fluent in English (ELPAC levels 1-2) and support parent involvement by translating teacher-parent communications.</p> <p>Community Liaison will assist teachers in developing a relationship with parents of English learners to establish and maintain a home-school connection, encourage</p>	<p>Fully implemented</p>	<p>Refer to goal 5.1 for expenditures-translations 2120 Para Temp Title I</p>	<p>Refer to goal 5.1 for expenditures-translations 2120 Para Temp Title I</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
parental involvement, identify family challenges that may hinder attendance or school success, and provide resources to support families.			

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

In EL, Needham school's overall implementation of strategies or activities was not successful at this reporting time period (MOY) because Needham school has not met all of the articulated goals as a result of impacts and effects of staffing due to COVID-19. After school intervention was difficult to staff due to the stress of COVID-19, therefore only some LCFF funded intervention positions were filled. Teachers provided intervention after school via Bridge tutoring (LCFF), LUSD intervention (LCFF), Jump Into Math (LCFF) throughout the school year. Bilingual paraeducators provided translation services for contact between teachers and parents as needed. Both bilingual paraeducators and general education paraeducators provided additional support in classrooms during ELA and math.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

After analyzing the available data middle of year, our site's plan was not effective. Only 2.4% of Needham's EL students have reclassified Fluent English proficient as of April 2022. Due to a change in the Title One approval time lines, the ELPAC assessment had not been completed at the time of this program evaluation was written. We did not have data to report.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Needham, we set a threshold of \$5000 for material differences. For this ELD goal, there were not any actions that had a material difference that exceeded the threshold.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, we need to develop in our craft of teaching ELD students and provide additional professional development in teaching ELD students using the Multi-Tiered System of Support framework. Mini-PD of ELD strategies will be presented at each staff meeting with an opportunity for staff to dig deeper into the topic on their own time while being paid with LCFF funding. Our Intervention teacher will attend a 3 week 'working' PD as she team teaches ELD students invited to attend ELD summer school. She will serve as a point of contact for teachers wanting to hone their EL craft. In addition, we will allocate more funds to servicing our EL student population to pay for professional development, time cards, and materials.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

By May 2022, Clyde W. Needham Elementary School will increase parent participation of Parent Teacher Conferences by 1% over 2019's 98.4%. Forty or more parents will participate in each of five Thought Exchange discussions.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Teacher Conferences Completed	Increase parent participation by 1% over 98.4% attendance in 2019	99% of parents attended Parent Teacher Conferences in September 2021.
Thought Exchange Participation	Needham will create 5 or more opportunities to participate in a Thought Exchange 40 or more parents will participate in each of the Thought Exchange Opportunities	Needham created 3 opportunities to participate in a Thought Exchange An average of 26 parents participated in each of the Thought Exchange Opportunities
'Parent Post' - Needham School Newsletter	100% of Needham School Newsletters will have a 'Parent Post'	Needham School did not share a newsletter with a 'Parent Post' portion.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
4.1 - Provide high interest informational events/materials related to how parents can support student academic success. Establish a highly effective parent outreach program to increase parent participation.	Partially Implemented due to impacts and effects of COVID 19 and lack of staff.	Time cards for translation and meeting assistance 2120 Para Temp Title I: Parent Involvement 1300	Time cards for translation and meeting assistance 2120 Para Temp Title I: Parent Involvement 1300
		benefits for Time cards for translation and meeting assistance 3000 Benefits Title I: Parent Involvement 462	benefits for Time cards for translation and meeting assistance 3000 Benefits Title I: Parent Involvement 462
		light snacks 4325 Food For Meetings Title I: Parent Involvement 242	light snacks 4325 Food For Meetings Title I: Parent Involvement 230
		Time cards for translation and meeting assistance 2920 Other Class Temp Title I: Parent Involvement 450	Time cards for translation and meeting assistance 2920 Other Class Temp Title I: Parent Involvement 450

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		benefits for Time cards for translation and meeting assistance 3000 Benefits Title I: Parent Involvement 159	benefits for Time cards for translation and meeting assistance 3000 Benefits Title I: Parent Involvement 159
		Flyers, posters, notices 5715 Print Shop Title I: Parent Involvement 99	Flyers, posters, notices 5715 Print Shop Title I: Parent Involvement 0
4.2 Share quarterly reports with parents about student progress based on classroom assessments, district benchmarks and state exams, and develop plans for students in need of interventions. Conduct quarterly SST parent-staff meetings which bring parents and school staff together to discuss student academic, behavioral, or health related needs and interventions.	Fully implemented	Refer to goal 5.1 for expenditures-translations 2120 Para Temp Title I: Parent Involvement 0	Refer to goal 5.1 for expenditures-translations 2120 Para Temp Title I: Parent Involvement 0
4.3 Bilingual Paraeducators, Personnel for translating and interpreting Community Liaison. Utilize bilingual personnel to ensure communication with limited-English speaking families (written and oral). Utilize bilingual personnel to facilitate Parent English classes to improve parent involvement and limited English speaking parents' ability to communicate with teachers.	Fully implemented	Time cards for other classified staff, see expenditures in 4.1 2920 Other Class Temp Title I: Parent Involvement 0	Time cards for other classified staff, see expenditures in 4.1 2920 Other Class Temp Title I: Parent Involvement 0
		benefits for time cards for other classified staff see expenditures in 4.1 3000 Benefits Title I: Parent Involvement 0	benefits for time cards for other classified staff see expenditures in 4.1 3000 Benefits Title I: Parent Involvement 0
		Refer to goal 5.1 for expenditures-translations 2120 Para Temp Title I: Parent Involvement 0	Refer to goal 5.1 for expenditures-translations 2120 Para Temp Title I: Parent Involvement 0

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

In Parent participation, Needham school's overall implementation of strategies or activities was not successful at this reporting time period (MOY) because Needham school has not met all of the articulated goals. The goal to increase parent participation at Parent/Teacher conferences was met, however, Needham was not able to increase participation in Thought Exchanges and did not provide a 'Parent Post' portion to a newsletter.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Bilingual staff have successfully worked with teachers and parents to keep the lines of communication open. Quarterly report cards, SST meetings, and general classroom info was provided in languages accessible to our families. In addition, we have had 8 parents attending Jump into English and 5 parents attending our Parent Cafe. However, the continuing COVID 19 restrictions made it difficult to provide high-interest events for parents to attend. Needham also began implementing Thought Exchanges to provide parents and community members an avenue to share ideas and opinions. Unfortunately, the engagement was very low on the Thought Exchanges so we were not able to entice parents and community members to share via that platform. Needham also planned a 'Parent Post' section to the newsletter but ended up sharing information with parents via text, web pages, and flyers with parents instead.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Needham, we set a threshold of \$5000 for material differences. For this Parent Involvement goal, there were not any actions that exceeded the threshold.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, we need to develop in our craft of creating opportunities to increase parent involvement and provide additional professional development geared toward increasing parent participation using the Multi-Tiered System of Support framework. Additional opportunities will be provided during 2022-2023 for parents to join in school events on campus and to volunteer to assist in the classroom. Additionally, a monthly newsletter detailing the events, activities, and school related topics will be created for the 22-23 school year.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 5

All Needham teachers, administrator, and staff will participate in professional development prioritized by the school leadership team that focuses on Social Emotional Learning, Positive Behavior Interventions and Supports, improving early literacy skills for K-3 grade students, use of digital tools/technology to improve overall student achievement, engagement, and rigor to support students to reach proficiency on Common Core Standards.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Attendance Sheets from PD, PLCs and staff meetings.</p> <p>Increase scores on CAASPP, DIBELS, and Reading Lexiles.</p> <p>Staff participation in: Staff Meetings AVID, PLC, PATHS, Step Up to Writing, PBIS, SIPPs training, & Select and attend 1 district provided PD</p>	<p>Baseline 2020-2021: AVID 100%, PLC Training 100%, PATHS 100% SUTW 100%, PBIS 100% SIPPS 100% of K-3 teachers</p>	<p>Outcome: 2021-2022: AVID 100%, PLC Training - did not have training PATHS 80% SUTW - did not have training PBIS 85% SIPPS 100% of K-3 teachers, plus 1 paraeducator</p>

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>5.1 Needham staff will participate in the following professional development: K-3, RSP, Paraeducators, and Intervention Teacher - Early Literacy SIPPS - CORE Consultant 3-6 - AVID PD - refresher K-6 - Social and Emotional PATHs curriculum K-6 - PBIS refreshers K-6 - Step Up to Writing - refresher Professional Development provided during non school days (breaks &</p>	<p>Partially Implemented due to impacts and effects of COVID 19 and lack of staff.</p>	<p>Due to lack of Subs- we will pay teacher after school 1120 Teacher Temp Title I 5,960</p>	<p>Due to lack of Subs- we will pay teacher after school 1120 Teacher Temp Title I</p>
		<p>Certificated benefits 3000 Benefits Title I 1385</p>	<p>Certificated benefits 3000 Benefits Title I</p>
		<p>Professional Development costs including fees, travel, transportation 5800 Prof and Operating/Consultants Title I 8000</p>	<p>Professional Development costs including fees, travel, transportation 5800 Prof and Operating/Consultants Title I</p>
		<p>Time card for trainings and translation 2120 Para Temp Title I 5000</p>	<p>Time card for trainings and translation 2120 Para Temp Title I</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
summer) may have travel and lodging provided.		Benefits for Para temp 3000 Benefits Title I 1774	Benefits for Para temp 3000 Benefits Title I
5.2 Professional Learning Communities (PLCs) Provide monthly professional development opportunities for teachers and administrator to review data, progress toward goals, and refine objectives to improve instruction with a focus on best practices in the planning and delivery of Common Core State Standards in ELA/ELD and Common Core State Math Standards. Conduct quarterly data analysis to inform instruction. Hols conferences to evaluate student academic achievement and plan for intervention. Refer to Goal 1.2	Partially Implemented due to impacts and effects of COVID 19 and lack of staff.	Subs for PLC- Academic Conferences, plan for student achievement 1150 Teacher Sub Title I 5000	Subs for PLC- Academic Conferences, plan for student achievement 1150 Teacher Sub Title I 694.95
Attend District offered professional development - each teacher will choose one professional development to attend per school year	Fully implemented to date	Attend District Offered Professional Development 1120 Teacher Temp LCFF 0	Attend District Offered Professional Development 1120 Teacher Temp LCFF 0
		Benefits for subs for PLC-Academic Conferences, plan for student achievement 3000 Benefits Title I 1162	Benefits for subs for PLC-Academic Conferences, plan for student achievement 3000 Benefits Title I 125

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

In Professional Development, Needham school's overall implementation of strategies or activities was not successful at this reporting time period (MOY) because Needham school has not met all of the articulated goals. Staff attended the following Professional Development as of April 2022; AVID 100%, PLC Training - did not have training, PATHS 80%, SUTW - did not have training, PBIS 85%, SIPPS 100% of K-3 teachers, plus 1 paraeducator. Due to the changes in the Title One Approval process, Needham school is not on track to meet the End of Year goal because we will not be having a Step Up to Writing (SUTW) or Professional Learning Community (PLC) Training before the end of the school year. However, we expect the PATHS training to be at 100% by the end of May 2022.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Needham Elementary school has a very dedicated staff that strives to excel in their professional development in all areas to meet the needs of our students. Although we did not provide training in 2 areas that were outlined in the plan, teachers have concentrated on improving their skills in the areas that they feel are most important as a staff; AVID, PBIS, and PATHS. Our systems in these areas have improved and continue to develop our students academically as well as socially.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Needham, we set a threshold of \$5000 for material differences. For this Professional Development goal, there were no actions that exceeded the threshold.

1120 Teacher Temp - Due to the complications of the COVID Pandemic, teachers have not wanted to work any additional time after contract hours. Allocated \$5960 for teacher timecards but only spent \$1000. This resulted in spending \$4960 LESS than anticipated.

1150 Teacher Sub - Allocated \$5000 but only spent \$695. Due to the COVID Pandemic, getting a substitute for teachers during the school day is extremely difficult. This resulted in spending \$4300 LESS than anticipated.

3000 Benefits - Spending less money in 1150 & 1120 means there will be less money spent in 3000. Benefits are always tied to timecard money spent.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, we need to develop in our craft of providing additional professional development geared toward increasing academic success and social-emotional health using the Multi-Tiered System of Support framework.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

Goal Statement-ELA:

By March 31, 2023, with the implementation of Multi-Tiered System of Support (MTSS), Clyde W Needham Elementary School will show a minimum 5% increase in proficiency on the following common diagnostic measures in English Language Arts:

K-2 DIBELS assessment

2nd - 6th Grade Reading Inventory (RI)

3rd- 6th Grade ELA iReady Universal Screener

3rd-6th Grade CAASPP English Language Arts

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

Basis for this Goal

This goal is based on disaggregated data from 2020-2021 Needham school from the universal measures DIBELS, Reading Inventory and CAASPP data.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
DIBELS K-2	21-22 DIBELS K-2 MOY: 33% At or Above Proficiency	22-23 DIBELS K-2 MOY: 38% At or Above Proficiency
iReady ELA 3rd-6th	No Baseline new to school site 22-23 school year	22-23 iReady ELA 3rd-6th MOY: 30% At or Above Proficiency
Reading Inventory 2nd-6th	21-22 Reading Inventory MOY: 25% At or Above Proficiency	22-23 Reading Inventory MOY: 30% At or Above Proficiency
Smarter Balanced ELA Summative Assessment 4th-6th	20-21 Smarter Balanced ELA Summative G3: 17% met or exceeded the standard G4: 14% met or exceeded the standard G5: 21% met or exceeded the standard	21-22 Smarter Balanced ELA Summative G3: 22% or more met or exceeded the standard G4: 19% or more met or exceeded the standard G5: 26% or more met or exceeded the standard

Metric/Indicator	Baseline	Expected Outcome
	G6: 44% met or exceeded the standard	G6: 49% or more met or exceeded the standard

Planned Strategies/Activities

Strategy/Activity 1

ELA 1.1 Intervention Teacher(s)

Add 1.0 FTE to our existing staff to support our 4-6 students who need additional support with reading skills- phonemic awareness, phonics, sight words, and language comprehension as measured by Reading Inventory. The intervention teacher will work with identified Read 180/System 44 students in a pull-out model.

The intervention teacher and para-educators will support targeted fourth through sixth-grade students with SIPPS for older readers instruction, mCLASS Amplify intervention lessons, or language support. The students' progress will be monitored using Reading Inventory and DIBELS progress monitoring tools.

The intervention teacher will support first through third-grade students with SIPPS instruction, mCLASS Amplify intervention lessons, or language support. The students' progress will be monitored using SIPPS mastery levels and DIBELS progress monitoring tools.

Students to be Served by this Strategy/Activity

Kinder-6th grade students who need Tier 2 and/or Tier 3 support

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
Intervention teacher
LUSD Coaches

Proposed Expenditures for this Strategy/Activity

Amount	22717.00
Source	Title I
Budget Reference	1100 Teacher
Description	Intervention Teacher 0.5 FTE
Amount	11327.00
Source	Title I
Budget Reference	3000 Benefits

Description

Benefits for Intervention Teacher 0.5 FTE

Strategy/Activity 2

ELA 1.2 - DIBELS Assessment

All K- 3 teachers will administer the LCFF-funded Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-3 students three times a year to determine the students' readiness to read.

The Intervention Teacher and the Resource Teacher teachers will administer the LCFF-funded Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to identified 4th - 6th students three times a year to determine the students' specific needs for reading intervention as well as progress toward reading at grade level.

Students to be Served by this Strategy/Activity

All K-3 students

Timeline

August 2022
January 2023
May 2023

Person(s) Responsible

Administrator
K-3 Teachers
Intervention Teacher
Resource Teacher
LUSD Coaches

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

ELA 1.3 - Reading Inventory

All 2nd through 6th-grade teachers and 1st-grade teachers (MOY & EOY) will administer the LCFF-funded Reading Inventory (RI) to all 2nd through 6th-grade students and 1st-grade students that are ready to obtain an independent reading Lexile level.

Students to be Served by this Strategy/Activity

All 1st - 6th Students

Timeline

August 2022
January 2023
May 2023

Person(s) Responsible

Administrator
1st - 6th Teachers
Intervention Teacher

Resource Teacher
LUSD Coaches

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

ELA 1.4 - i-Ready Screener

All 3rd through 6th-grade teachers will administer the LCFF-funded Universal Screener - English Language Arts i-Ready Assessment to all 3rd through 6th-grade students to correlate the students' proficiency to the California State Common Core Standards

Students to be Served by this Strategy/Activity

All 3rd through 6th-grade students.

Timeline

August 2022
January 2023
May 2023

Person(s) Responsible

Administrator
3rd - 6th Teachers
Intervention Teacher
Resource Teacher
LUSD Coaches

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

ELA 1.5 - Data Conferences

Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected at BOY and MOY. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi-Tiered Systems of Support Data Conferences to strategically plan and respond to data.

MTSS Data Conferences: provide release time for teachers and admin:

1. Analyze the DIBELS, Reading Inventory, and CAASPP data.
2. Collaborate, plan and respond with best practice
3. Specialists such as speech therapists, Resource Specialists, Intervention Teachers, counselors, nurses will participate in the meeting to use a multidisciplinary approach while looking at the whole child

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022
January 2023

Person(s) Responsible

Administrator
Teachers
Intervention Teacher
Resource Teacher
Speech and Language Pathologist
Psychologist
Nurse
LUSD Coaches

Proposed Expenditures for this Strategy/Activity

Amount	8120.00
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Daly pay for substitute teachers to cover classrooms during MTSS Data Conferences
Amount	2065.00
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for substitute teachers to cover classrooms during MTSS Data Conferences

Strategy/Activity 6

ELA 1.6 - UA Time
Universal Access time will be scheduled and protected from interruption for 1 hour to 1.5 hours daily to support K-3 students at their reading level.

Students to be Served by this Strategy/Activity

K-3 Students
Kinder through 3rd-grade: daily 30 minute small SIPPS reading groups

Timeline

July 2022-June 2023

Person(s) Responsible

Administrator
PE Teacher
Music Teacher

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

ELA 1.7 - SIPPS & Soday

Kinder through 3rd-grade teachers and Intervention teachers will use the LCFF-funded program Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) as a supplement for the core curriculum for all students as a Tier One best practice.

SIPPS instruction will be given at the specific grade level

Kinder: Beginning Lesson 40

First Grade: Extension

Second Grade: Finish Extension

Third Grade: Challenge

Resource teacher will use the LCFF-funded program Soday System 1 and System 2 as an intervention for identified intervention students as a Tier Three best practice.

Students will be identified and placed in appropriate groups during MTSS Data Conferences (ELA 1.5). Grouping will remain flexible as students progress through SIPPS levels and Soday Systems.

Students to be Served by this Strategy/Activity

All Kinder through 3rd-grade Students

Identified students in Kinder through 6th-grade who would benefit from Tier Two and Tier Three intervention.

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator

Teachers

Intervention Teacher

Resource Teacher

LUSD Coaches

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

ELA 1.8 - Develop Early Literacy K-3

Provide LCFF-funded instructional English Language Arts coaching and support to teachers in general education and special education classrooms with a focus on early literacy K-3

All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate in and implement evidence-based reading procedures and routines (SIPPS). LCFF-funded professional development with Consortium on Reading Excellence in Education (CORE) trainers to support the implementation of SIPPS

Students to be Served by this Strategy/Activity

All K-3 Students

identified 4th through 6th-grade students

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
K-3 Teachers
Intervention Teacher
Resources Teacher
Special Education Para-Educators
Bilingual Para-Educators
General Para-Educators

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

ELA 1.9 - Amplify for most, iRead for some
Amplify for all K-2 students, a minimum of 20 minutes per day 5 days per week. iRead will take the place of Amplify for beginning kindergartners and newcomer EL students.
For grades 3-6, a minimum of 60 minutes per week of Amplify use. (Ex: 3 sessions of 20 minutes each)

Students to be Served by this Strategy/Activity

All K-2 Students

Timeline

July 2022
June 2023

Person(s) Responsible

Administrator
K-2 Teachers
LUSD Coaches

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 10

ELA 1.10 - Kinder Alpha Skills
Kindergarten will assess students' letter naming, letter sounds BOY, MOY, and EOY using ESGI software

Students to be Served by this Strategy/Activity

K-6 students

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator

K-6 Teachers
Intervention Teacher
Resource Teacher
Para-Educators
LUSD Coaches
CORE Consultants

Proposed Expenditures for this Strategy/Activity

Amount	830.00
Source	Title I
Budget Reference	5875 Technology Licenses
Description	ESGI software to assist with assessment of alpha letter and sound identification

Strategy/Activity 11

ELA 1.11 - AVID

All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1 high-quality first instruction.

AVID supplies- Teachers will implement the organizational component of AVID to support all learners. Every Student will have:

Binders K-6th
Dividers K-6th
Pencil boxes K-3rd
Pencil Pouches K-6th
Highlighters, markers, colored pencils K-6th
Spiral Notebooks K-6th
Homework Folder K-6th
Planners 1st-6th
Organizational materials

Students to be Served by this Strategy/Activity

All K-6 students

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
K-6 Teachers
Intervention Teacher
Resource Teacher
Para-Educators
LUSD Coaches

Proposed Expenditures for this Strategy/Activity

Amount	8000
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Source	Title I
Budget Reference	4300 Materials
Description	Student AVID supplies; planners, binders, paper, highlighters, pens, pencils, dividers
Amount	8000
Source	Title I
Budget Reference	4328 Warehouse Supplies
Description	Purchase copy paper and other supplies to support AVID implementation

Strategy/Activity 12

ELA 1.12 Technology, Applications, Materials, and supplies
 Materials, supplies, books, duplicating, technology, and computer applications/programs to support instruction and increase student interaction and student engagement to improve student achievement in English Language Arts, Math, Social Studies, and Science.
 A Chromebook cart with 30 Chromebooks will be purchased and kept for student use when they need to borrow a Chromebook for the class as well as be available in the school library for times when the librarian may want to do a class activity with technology. These Chromebooks will also act as parent Chromebooks when needed for online data confirmation, English classes, and technology support meetings.

Students to be Served by this Strategy/Activity

All K-6 students

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
 Teachers
 Intervention Teachers
 RSP Teacher
 Para educators
 LUSD Coaches

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	Title I
Budget Reference	4200 Books
Description	Books to support instruction
Amount	10,000
Source	Title I
Budget Reference	4300 Materials

Description	Materials to support Instruction
Amount	6000
Source	Title I
Budget Reference	4375 Technology (under \$500)
Description	Ancillary Technology items to support Instruction
Amount	3000
Source	Title I
Budget Reference	5715 Print Shop
Description	Duplicating Black Line Master materials from adopted curriculum
Amount	7500
Source	Title I
Budget Reference	4375 Technology (under \$500)
Description	30 chrome books to use as student loaners and parent chrome books when needed.

Strategy/Activity 13

ELA 1.13 PBIS

Using our TFI, we will be creating a process to analyze discipline data. This will allow us to see where discipline issues are most prevalent as well as see if our responses to the issues are effective.
 Pay teachers and counselor to create process and analyze data, time card up to 16 hours per school year.

Students to be Served by this Strategy/Activity

All K-6 Students

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
 K-6 Teachers
 Intervention Teacher
 Resource Teacher
 Para-Educators
 Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	630
Source	Title I

Budget Reference	1120 Teacher Temp
Description	Teacher or counselor time cards for creating data analysis process and analyzing data.
Amount	159
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for teacher or counselor time cards for creating data analysis process and analyzing data.

Strategy/Activity 14

ELA 1.14 SEL Program
 All K-6 teachers will implement a LCFF-funded social and emotional learning curriculum (SEL), PATHS. Staff will also have access to GoZen accounts, an engaging visual way of covering SEL concepts. A one year license for GoZen will be purchased and used as a supplement to PATHS by teachers, counselor, and administrator.

Students to be Served by this Strategy/Activity

All K - 6th students

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
 K-6 Teachers
 LUSD Coaches

Proposed Expenditures for this Strategy/Activity

Amount	847.00
Source	Title I
Budget Reference	5875 Technology Licenses
Description	Software license for 1 year of GoZen

Strategy/Activity 15

ELA 1.15 - Software to support curriculum and instruction

Kindergarten through sixth grade will use Generation Genius, BrainPop, and Flocabulary to support curriculum and instruction for ELA, Math, Science, and Social Studies. These programs will be used as a supplement to assist with clarifying concepts and to provide students an opportunity to interact with the standards in engaging ways.

Fourth through sixth-grade teachers will use an evidence based instructional material, Standards Plus ready-to-teach, that target heavily weighted, high impact standards to provide students multiple opportunities beyond the core curriculum to master the standards and improve student learning and meet our school goals.

Students to be Served by this Strategy/Activity

All 4th - 6th-grade students

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	20,089
Source	Title I
Budget Reference	5875 Technology Licenses
Description	Generation Genius, BrainPOP, Flocabulary licenses for grades K-6, Standards Plus Digital licenses, grades 4 - 6.

Strategy/Activity 16

ELA 1.16
Two full time Reading Corps tutors will provide reading intervention for identified K-3 students who are in need of tier 2 or tier 3 intervention. Identified students will be pulled out for 1:1 intervention 20 minutes per day, 5 days per week. Tutors will begin in August 2022 and work on campus throughout the school year. This intervention will be funded through LCFF .

Students to be Served by this Strategy/Activity

K-3 students requiring reading intervention

Timeline

August 2022 - June 2023

Person(s) Responsible

Administrator
K-3 teachers
Reading Corps tutors
Reading Corps coach
Reading Corps consultants
RSP Teacher

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 17

ELA 1.17
Students will be given opportunities to interact with the standards by attending standards-based study trips and assemblies. The administrator will approve study trips and assemblies to confirm that they align with the standards the student group is learning.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
Teachers
Office Staff

Proposed Expenditures for this Strategy/Activity

Amount	15000.00
Source	Title I
Budget Reference	5872 Field Trips
Description	standards based study trips and assemblies

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Needham Elementary School will show a 5% increase in proficiency on the following common diagnostic measures:
K-6 Math iReady Universal Screener
3-6 CAASPP Math

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

Basis for this Goal

CAASPP SBAC Math
iReady Universal Screener

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Math Scores (%proficient and above)	CAASPP Math Scores 18% proficient and above	2021-2022 CAASPP Math Scores 23% proficient and above
iReady Universal Screener Math Scores (%proficient and above)	iReady BOY Universal Screener Math Scores (%proficient and above)	iReady MOY Universal Screener Math Scores (+5%proficient and above over BOY)

Planned Strategies/Activities

Strategy/Activity 1

Math 2.1 i-Ready Assessment
All 3rd through 6th-grade teachers will administer the LCFF-funded Universal Screener Math i-Ready Assessment to all 3-6 grade students to correlate the students' proficiency to the California State Common Core Math Standards

Students to be Served by this Strategy/Activity

All 3rd through 6th-grade Students

Timeline

July 2022
June 2023

Person(s) Responsible

Administrator
 3-6 Teachers
 LUSD Coaches

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 2**

Math 2.2 - DreamBox
 All K-6 students will have access to LUSD's LCFF-funded adopted supplemental math curriculum- DreamBox.
 Teachers will set and monitor goals of 5 - 8 lessons per week.

Students to be Served by this Strategy/Activity

All students in K-6

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
 K-6 Teachers
 LUSD Coaches

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 3**

2.3 Math Intervention TOSA
 LCFF-funded Teacher on Special Assignment serving as our Math Intervention teacher will provide support to targeted students on essential standards to enable students to meet or exceed the standard.

Students to be Served by this Strategy/Activity

Target K-6 students

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
 Math Intervention Teacher
 Teachers
 Para-educators
 LUSD Coaches

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

2.4 Technology, Applications, Materials and supplies

Materials, supplies, books, duplicating, technology, and computer applications/programs to support instruction and increase student interaction and student engagement to improve student achievement in math. (Refer to ELA action 1.12 for budget amount)

Students to be Served by this Strategy/Activity

All K-6 students

Timeline

August 2019- May 2020

Person(s) Responsible

Administrator
Teachers
LUSD Coaches

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	4200 Books
Description	Refer to ELA action 1.12 for budget amount
Source	Title I
Budget Reference	4300 Materials
Description	Refer to ELA action 1.12 for budget amount
Source	Title I
Budget Reference	4375 Technology (under \$500)
Description	Refer to ELA action 1.12 for budget amount
Source	Title I
Budget Reference	5875 Technology Licenses
Description	Refer to ELA action 1.12 for budget amount

Strategy/Activity 5

Math 2.5 - Data Conferences

Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected at BOY and MOY. Teachers disaggregate and analyze student performance using a Universal Data Reflection

Template. Teachers will attend Multi-Tiered Systems of Support Data Conferences to strategically plan and respond to data.

MTSS Data Conferences: provide release time for teachers and admin:

1. Analyze the iReady, DreamBox and CAASPP data.
2. Collaborate, plan and respond with best practice
3. Specialists such as speech therapists, Resource Specialists, Intervention Teachers, counselors, nurses will participate in the meeting to use a multidisciplinary approach while looking at the whole child

Refer to ELA action 1.5 for budget amount

Students to be Served by this Strategy/Activity

All K-6 Students

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
Math Intervention Teacher
RSP Teacher
Teachers
Para-educators
Psychologist
Counselor
Nurse
RSP teacher
Intervention Teacher
LUSD Coaches

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1120 Teacher Temp
Description	Refer to ELA action 1.5 for budget amount
Source	Title I
Budget Reference	3000 Benefits
Description	Refer to ELA action 1.5 for budget amount

Strategy/Activity 6

Math 2.6 - iReady Adoption
Implement LUSD, LCFF-funded, newly adopted Math Curriculum, i-Ready, in all K-6 classrooms

Students to be Served by this Strategy/Activity

All K-6 Students

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
Math Intervention Teacher
RSP Teacher
Teachers
Para-educators
RSP teacher

Intervention Teacher
LUSD Coaches

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Math 2.7 - PBIS

Using our TFI, we will be creating a process to analyze discipline data. This will allow us to see where discipline issues are most prevalent as well as see if our responses to the issues are effective.

Pay teachers and counselor to create process and analyze data, time card up to 4 hours per quarter.

Teacher or counselor time cards for creating data analysis process and analyzing data.

Students to be Served by this Strategy/Activity

All K-6 students

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
RSP Teacher
Teachers
Counselor
LUSD Coaches

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1120 Teacher Temp
Description	Teacher or counselor time cards for creating data analysis process and analyzing data. (Refer to ELA 1.13 for funding)
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for teacher or counselor time cards for creating data analysis process and analyzing data. (Refer to ELA 1.13 for funding)

Strategy/Activity 8

Math 2.8 - Standards Plus

Fourth through sixth-grade teachers will use an evidence based instructional material, Standards Plus ready-to-teach, that target heavily weighted, high impact standards to provide students multiple opportunities beyond the core curriculum to master the standards and improve student learning and meet our school goals.

Students to be Served by this Strategy/Activity

4th - 6th-grade students

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
4-6 Teachers

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	5875 Technology Licenses
Description	Standards Plus Digital licenses, grades 4 - 6. (Refer to ELA 1.15 for funding)

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Language Development

Goal Statement

Goal Statement - ELL:

By October 1, 2022 , with an implementation of Multi-Tiered System of Support (MTSS), Needham Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

LCAP Goal

1. LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities to prepare our students to be college and career ready. (LCAP Goal 1)

Basis for this Goal

This goal is based on the most recent ELPI data available on the California School Dashboard.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard - Academic performance: English Learner Progress	2019 Academic performance: English Learner Progress - 31% making progress towards English Language Proficiency	Increase the proficiency levels by 5% On 2022 Dashboard Academic performance: English Learner Progress - 36% making progress towards English Language Proficiency

Planned Strategies/Activities

Strategy/Activity 1

ELD 3.1 - Designated ELD

All K-6 students who are designated English Language Learners will receive 30 minutes of designated English Language Development daily using Journey's ELD component or other Leadership Team approved research based curriculum. Progress will be monitored by using the ELA assessments referenced in the ELA SPSA Goal above.

Students to be Served by this Strategy/Activity

All K-6 ELL Students

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
Teachers
Bilingual Para educators
LUSD Coaches

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

ELA 1.5 - Data Conferences

Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected at BOY and MOY. Teachers disaggregate and analyze student performance using a Universal Data Reflection

Template. Teachers will attend Multi-Tiered Systems of Support Data Conferences to strategically plan and respond to data.

MTSS Data Conferences: provide release time for teachers and admin:

1. Analyze the i-Ready, DIBELS, Reading Inventory, and CAASPP data.
2. Collaborate, plan and respond with best practice
3. Specialists such as speech therapists, Resource Specialists, Intervention Teachers, counselors, nurses will participate in the meeting to use a multidisciplinary approach while looking at the whole child

Students to be Served by this Strategy/Activity

All K-6th ELL Students

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
Teachers
Intervention Teacher
RSP Teacher
Speech and Language Pathologist
Psychologist
Counselor
Nurse
LUSD Coaches

Proposed Expenditures for this Strategy/Activity

Source

Title I

Budget Reference

1120 Teacher Temp

Description

Refer to ELA 1.5 for expenditure

Source

Title I

Budget Reference

3000 Benefits

Description

Refer to ELA 1.5 for expenditure

Strategy/Activity 3

ELD 1.3 UA Time

Universal Access time will be scheduled and protected for 1 hour to 1 ½ hours daily to support K-3 students at their reading level

Students to be Served by this Strategy/Activity

All K-6th ELL Students

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
Teachers
Intervention Teacher
RSP Teacher
Speech and Language Pathologist
Psychologist
Counselor
Nurse
LUSD Coaches

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

ELD 1.4 - SIPPS

Kinder through 3rd-grade teachers and Intervention teacher will use the LCFF-funded program Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) as a supplement for the core curriculum for all students as a Tier One best practice. 4th through 6th-grade students will use the LCFF-funded program Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) as an intervention to be paired with SIPPS instruction will be given at the specific grade level

Kinder: Beginning Lesson 40

First Grade: Extension

Second Grade: Finish Extension

Third Grade: Challenge

Identified 4th-6th-grade students: SIPPS for Older Readers

Students to be Served by this Strategy/Activity

All Kinder through 3rd-grade Students

Identified students in fourth through 6th-grade who would benefit from Tier Two and Tier Three intervention.

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
Teachers
Intervention Teacher
Resource Teacher
LUSD Coaches

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

ELD 1.5 - Develop Early Literacy K-3

All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate in and implement evidence-based reading procedures and routines (SIPPS). Teachers and para-educators will participate in LCFF-funded professional development with Consortium on Reading Excellence in Education (CORE) trainers to support the implementation of SIPPS

Students to be Served by this Strategy/Activity

All K-3 ELL Students

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
Teachers
Intervention Teacher
RSP Teacher
LUSD Coaches
CORE Consultants

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

ELD 1.6 - Amplify/ iRead

Amplify for all K-2 ELL students 20 minutes per day 5 days per week. iRead will take the place of Amplify for beginning ELL kindergartners and newcomer ELL students.

Students to be Served by this Strategy/Activity

All K-2 Students

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
Teachers
LUSD Coaches

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

ELD 1.7 - AVID

Teachers will use AVID evidence-based integrated ELD strategies to support academic language development during the content areas. Provide feedback to students based on student output and formative assessment of comprehension by using the following instructional strategies:

1. objected posted
2. Front loading vocabulary
3. Using complete sentences
4. Think- pair - shared choral responses
5. Sentence frames
6. Use higher-order questioning
7. Use wait time

Students to be Served by this Strategy/Activity

All K-6th ELL Students

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
K-6 Teachers
Intervention Teacher
Resource Teacher
Para-Educators
LUSD Coaches

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

ELD 1.8 Bilingual para-educators

Bilingual para-educators, some proficient in Spanish, and one proficient in Urdu will assist ELD students in the classroom during core curriculum instruction. Priority will be given to Level 1 and Level 2 students. The schedule for push-in of bilingual para-educators will be created based on curricular needs, ELD levels, and teacher requests.

Bilingual para-educators will also facilitate communication between teachers and parents/guardians via translation of the primary language. Time cards will be utilized for meetings and phone calls after contract hours.

Students to be Served by this Strategy/Activity

All K-6 ELD students

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
bilingual para-educators
teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	Title I
Budget Reference	2120 Para Temp
Description	Time cards for bilingual para-educators for communicating with parents in primary language.
Amount	1,160
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for Time cards for bilingual para-educators for communicating with parents in primary language.

Strategy/Activity 9

ELD 1.9 Coaching & PD

Provide LCFF-funded instructional English Language Arts/English Language Development coaching and support to teachers in general education and special education classrooms with a focus on early literacy K-3.

Students to be Served by this Strategy/Activity

All K-6 ELD students

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
K-6 Teachers
Intervention Teacher
Resource Teacher
LUSD Coaches

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 10

ELD 1.10 PBIS

Using our TFI, we will be creating a process to analyze discipline data. This will allow us to see where discipline issues are most prevalent as well as see if our responses to the issues are effective.

Pay teachers and counselor to create process and analyze data, time card up to 4 hours per quarter. (Refer to Action Step ELA 1.13 for funding)

Students to be Served by this Strategy/Activity

All K-6 ELD students

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
K-6 Teachers
Intervention Teacher
Resource Teacher
LUSD Coaches

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1120 Teacher Temp
Description	Refer to ELA action 1.13 for expenditure
Source	Title I
Budget Reference	3000 Benefits
Description	Refer to ELA action 1.13 for expenditure

Strategy/Activity 11

ELD 1.11 SEL Program
All K-6 teachers will implement a LCFF-funded social and emotional learning curriculum (SEL), PATHS. GoZen will be purchased as a supplemental support for PATHS as a visually engaging way for students to access the SEL concepts. (Refer to Action Step ELA 1.14 for funding)

Students to be Served by this Strategy/Activity

All K-6 ELL Students

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
K-6 Teachers
Intervention Teacher
Resource Teacher
LUSD Coaches

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	5875 Technology Licenses

Description

GoZen software licenses. See expenditure in ELA 1.14

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent/Family Engagement

Goal Statement

By March 31, 2023, with the implementation of Multi-Tiered System of Support (MTSS), Needham Elementary School will show a 5% increase in parent involvement in the:
Back to School Night
Parent Cafe Attendance

LCAP Goal

LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed.
(LCAP Goal 3)

Basis for this Goal

Sign-in Sheets from Back to School Night
Parent Cafe Attendance

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent participation for Back to School Night	2021-2022 Back to School Night Attendance = 65%	2022-2023 Back to School Night Attendance = 70%
Parent Cafe Attendance	2021-2022: Parent Cafe Attendance = 5 parents per week	2022-2023: Parent Cafe Attendance = 6+ parents per week

Planned Strategies/Activities

Strategy/Activity 1

Parent/Family Engagement 4.1 - Events/Materials

Provide high interest informational events/materials related to how parents can support student academic success. Establish a highly effective parent outreach program to increase parent participation.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
Teachers
Para educators
other bilingual classified employees
Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Title I: Parent Involvement
Budget Reference	2120 Para Temp
Description	Time cards for translation and meeting assistance
Amount	387
Source	Title I: Parent Involvement
Budget Reference	3000 Benefits
Description	benefits for Time cards for translation and meeting assistance
Amount	500.00
Source	Title I: Parent Involvement
Budget Reference	4325 Food For Meetings
Description	light snacks
Amount	500.00
Source	Title I: Parent Involvement
Budget Reference	2920 Other Class Temp
Description	Time cards for translation and meeting assistance
Amount	194.00
Source	Title I: Parent Involvement
Budget Reference	3000 Benefits
Description	benefits for Time cards for translation and meeting assistance
Amount	218.00
Source	Title I: Parent Involvement
Budget Reference	5715 Print Shop

Description

Flyers, posters, notices

Strategy/Activity 2

Parent/Family Engagement 4.2 - Parent Outreach: academic

Share three reports with parents about student progress based on classroom assessments, district benchmarks and state exams, and develop plans for students in need of interventions. Conduct quarterly SST parent-staff meetings which bring parents and school staff together to discuss student academic, behavioral, or health related needs and interventions.

Students to be Served by this Strategy/Activity

All students

Timeline

Agust 2021-May 2022

Person(s) Responsible

Administrator
Teachers
RSP Teacher
Intervention Teachers
Counselor
Paraeducators
Community Liaison

Proposed Expenditures for this Strategy/Activity

Source

Title I: Parent Involvement

Budget Reference

2120 Para Temp

Description

Refer to action step PD 5.1 for expenditures-translations

Strategy/Activity 3

Parent/Family Engagement 4.3 - English Classes/Parent Cafe

Bilingual Paraeducators, Personnel for translating and interpreting Community Liaison. Utilize bilingual personnel to ensure communication with limited-English speaking families (written and oral). Utilize bilingual personnel to facilitate Parent English classes to improve parent involvement and limited English speaking parents' ability to communicate with teachers.

Invite parents to participate in Parent Cafe

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-May 2022

Person(s) Responsible

Teachers, principal, paraeducators, clerical staff. Community liaison

Proposed Expenditures for this Strategy/Activity

Source	Title I: Parent Involvement
Budget Reference	2920 Other Class Temp
Description	Time cards for other classified staff, see expenditures in Parent/Family Engagement 4.1
Source	Title I: Parent Involvement
Budget Reference	3000 Benefits
Description	Benefits for time cards for other classified staff see expenditures in Parent/Family Engagement 4.1
Source	Title I: Parent Involvement
Budget Reference	2120 Para Temp
Description	Refer to action step PD 5.1 for expenditures-translations

Strategy/Activity 4

Parent/Family Engagement 4.4 - Technology: Chromebooks

A Chromebook cart with 30 Chromebooks will be purchased and kept for student use when they need to borrow a Chromebook for the class as well as be available in the school library for times when the librarian may want to do a class activity with technology. These Chromebooks will also act as parent Chromebooks when needed for online data confirmation, English classes, and technology support meetings.

Students to be Served by this Strategy/Activity

All K-6 students and their families

Timeline

July 1, 2022 - June 30, 2023

Person(s) Responsible

Administrator
Teachers
Librarian

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	4375 Technology (under \$500)
Description	Refer to ELA action plan 1.12 for expenditure

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Professional Development

Goal Statement

By March 31, 2023, Needham Elementary School will have 100% of teachers participating in the following Professional Development:

K-6 MTSS Framework
K-2 The Consortium On Reading Excellence CORE
K-6 iReady - Math
K-6 Power Language

LCAP Goal

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standard. (Compensatory Education: 18)

Basis for this Goal

Achievement results (SBAC, DIBELS, Reading Inventory, Student Discipline Audit)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Staff participation in the following PDs: K-6 MTSS Framework K-2 The Consortium On Reading Excellence CORE K-6 iReady - Math	2021-2022 PD attendance: K-6 MTSS Framework - N/A, PD beginning in 2022-2023 K-2 The Consortium On Reading Excellence CORE - 100% K-6 iReady - Math - N/A, PD beginning in 2022-2023	2022-2023 PD attendance: K-6 MTSS Framework - 100% K-2 The Consortium On Reading Excellence CORE - 100% K-6 iReady - Math - 100%

Planned Strategies/Activities

Strategy/Activity 1

PD 5.1 - PD Participation

Teaching Staff will participate in the following Professional Development:

K-6 MTSS Framework
K-2 The Consortium On Reading Excellence CORE
K-6 iReady - Math

K-6 Power Language

Additionally, the administrator and three Leadership team members will participate in the California MTSS 2022 Professional Learning Institute in Anaheim, California July 12-14

Students to be Served by this Strategy/Activity

All students will benefit

Timeline

July 2022 - June 2023

Person(s) Responsible

Administrator
Teachers
RSP Teacher
Intervention Teacher
LUSD Coaches

Proposed Expenditures for this Strategy/Activity

Amount	3600.00
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time cards for training attended after school day
Amount	916.00
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for time cards for training attended after school day
Amount	1200
Source	Title I
Budget Reference	2120 Para Temp
Description	Time card for trainings and translation
Amount	462
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for Para temp time card for trainings and translation

Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary




Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	145,421.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	142,622	0.00
Title I: Parent Involvement	2,799	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	142,622.00
Title I: Parent Involvement	2,799.00

Preliminary Plan		Final Plan	
	05/12/2022 6pm		
<i>Principal</i>	<i>Date</i>	<i>Principal</i>	<i>Date</i>
	05/12/2022 6pm		
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	05/23/2022 10:45 am		
<i>Program Manager</i>	<i>Date</i>	<i>Program Manager</i>	<i>Date</i>

Expenditures by Budget Reference and Funding Source

FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
1100 Teacher	Title I	22,717.00
1120 Teacher Temp	Title I	4,230.00
1150 Teacher Sub	Title I	8,120.00
2120 Para Temp	Title I	4,200.00
3000 Benefits	Title I	16,089.00
4200 Books	Title I	8,000.00
4300 Materials	Title I	18,000.00
4328 Warehouse Supplies	Title I	8,000.00
4375 Technology (under \$500)	Title I	13,500.00
5715 Print Shop	Title I	3,000.00
5872 Field Trips	Title I	15,000.00
5875 Technology Licenses	Title I	21,766.00
2120 Para Temp	Title I: Parent Involvement	1,000.00
2920 Other Class Temp	Title I: Parent Involvement	500.00
3000 Benefits	Title I: Parent Involvement	581.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5715 Print Shop	Title I: Parent Involvement	218.00

FORM D: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 10 Total

Name of Members	Role
Salvador Lara	Parent or Community Member
Nichole Brotherton	Parent or Community Member
Fatima Ortega	Parent or Community Member
Christine Welk	Parent or Community Member
Gloria Ortiz	Parent or Community Member
Simone Dodson	Other School Staff
Martina Ruiz	Classroom Teacher
Iffat Zia	Classroom Teacher
Lurdes Ordinola	Classroom Teacher
Sonja Renhult	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.


FORM E: Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/12/2022 6PM.

Attested:

Preliminary Plan		Final Plan	
	05/12/2022 6pm	<i>Principal</i>	<i>Date</i>
<i>Principal</i>	<i>Date</i>		05/12/2022 6pm
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	05/23/2022 10:45 am	<i>Program Manager</i>	<i>Date</i>
<i>Program Manager</i>	<i>Date</i>		