



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Clyde W. Needham Elementary School	3968586042204	5/21/2026	6/16/2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Clyde W. Needham Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To effectively meet the requirements of Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

Regularly review and align curriculum with state standards. Provide targeted professional development opportunities for teachers to enhance their instructional practices.

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

Implement data-driven instructional practices to monitor student progress in ELA and Math. Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

Conduct regular climate surveys to gather feedback from students, families, and staff. Analyze attendance and behavioral data to identify trends and implement interventions as needed. Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

How, when, and with whom did your Clyde W. Needham Elementary 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

Involvement Process for the SPSA and Annual Review and Update

The Comprehensive Needs Assessment (CNA) process at our school followed a structured, collaborative approach aligned with the WestEd framework and School Site Council (SSC) guidance. This three-phase process ensured the collection of diverse data and stakeholder input to inform the development of a responsive and inclusive School Plan for Student Achievement (SPSA).

Phase One: Comprehensive Needs Assessment

The process began in December 2025 and continued through February 2026 with the Comprehensive Needs Assessment (CNA), during which the school community engaged in multiple activities to examine current practices and

student outcomes. This phase included administering the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey, conducting classroom visits, facilitating focus groups, and reviewing artifacts related to instructional practices, school systems, and student supports. In addition, school leaders completed a reflective self-assessment aligned with the Four Domains for Rapid School Improvement to evaluate leadership, instruction, culture, and systems and provide internal perspectives on current practices.

Stakeholder engagement was an integral part of this process, with input gathered from teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were used to gather perspectives, validate findings, and build shared understanding of the school's strengths and areas for growth. As part of this phase, the team also reviewed Lodi Unified's accountability data, including student attendance and achievement data available through the school's report card. The combination of stakeholder input, quantitative data, and artifact review provided a well-rounded understanding of school performance and informed the findings of the CNA report.

Phase Two: Root Cause Analysis

In the second phase, the leadership team engaged in a root cause analysis process to examine the CNA findings more deeply. Through collaborative discussions and data analysis, the team identified the key factors influencing student performance and school outcomes. This process helped clarify the underlying drivers of both strengths and challenges, allowing the team to prioritize the most critical areas for improvement and focus their efforts on strategies most likely to impact student learning.

Phase Three: SPSA Plan Development

The final phase focused on the development of the School Plan for Student Achievement (SPSA). Using insights from the CNA and root cause analysis, school leadership teams with input from stakeholders worked together to develop focused goals, strategies, and actionable steps aligned with identified needs. This phase emphasized ensuring that improvement efforts are clearly connected to data and supported by specific actions designed to strengthen instructional practices, support student learning, and promote continuous improvement across the school.

Ongoing Engagement and Continuous Improvement

The school will continue to engage educational partners throughout the year to review progress and guide ongoing improvement of the School Plan for Student Achievement (SPSA). The School Site Council (SSC) will serve as a central structure for monitoring the implementation of strategies, reviewing student data, and discussing adjustments to actions based on evidence of impact. The English Learner Advisory Committee (ELAC) and other parent advisory groups will also be provided opportunities to review progress and offer input, ensuring that the needs of English learners and other student groups remain a focus of the school's improvement efforts.

Staff collaboration will also support the ongoing implementation of the plan. Regular opportunities during staff and team meetings will be used to review data, reflect on instructional practices, and make adjustments to strategies as needed to better support student learning.

The school will continue to communicate updates and gather feedback from the broader school community through multiple channels, such as newsletters, school communication platforms, parent meetings, and translated materials to ensure accessibility for all families. Student perspectives will also be incorporated through a variety of opportunities, such as surveys, classroom discussions, and student leadership forums.

Through continued collaboration and communication with educational partners, the school will use the SPSA as a living plan that guides improvement efforts and responds to the evolving needs of students and the school community.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Based on the review of the 2025 California School Dashboard data and the Comprehensive Needs Assessment (CNA) for Needham Elementary School, the following areas have been identified as needing significant improvement:

Mathematics: Orange performance category (from Yellow)
Chronic Absenteeism: Red performance category (from Yellow)

These performance levels indicate a critical need to strengthen instructional strategies and data use in mathematics and understand why students miss school and what may be done to support attendance and engagement. Attention has been directed toward chronic absenteeism during the 2025-2026 school year through counselor outreach to identified families.

Additional Areas of Need Identified Through Local Data and Review

The comprehensive needs assessment process, which included a review of both state and local data, revealed the following systemic areas needing improvement:

1. Provide rigorous evidence-based instruction

There is a need for strengthening access to rigorous standards-based curricula and the consistent use of rigorous, evidence-based instructional practices. To address this, the site will strengthen the structure of PLC meetings and teachers will attend a Visible Learning Conference.

2. Build a strong community intensely focused on student learning

There is a need for revisiting academic and behavioral expectations for teachers and students and exploring collaborative opportunities for engaging with families. To address this, leadership and staff will revisit agreed upon behavior policies on a regular basis and schoolwide behavior definitions and expectations will be communicated regularly to parents.

These steps aim to support improved student outcomes in both literacy and mathematics. While not identified as an area of highest need, English Language Arts will continue to be monitored and addressed through ongoing Tier 1 improvement, a focus on early literacy, and TOSA support.

Other Dashboard Indicators:

- English Language Arts – Yellow
- Suspension Rate – Green
- English Learner Progress - Green

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

In alignment with the requirements of the School Plan for Student Achievement (SPSA), a review of the California School Dashboard indicates that several student groups are performing two or more performance levels below the “All Students” group in specific state indicators. The most significant disparities are outlined below:

English Language Arts (ELA)

- All Students: YELLOW (67.6 points below standards, though improved by 5.2 points)
- Students with Disabilities: ORANGE (116 points below standard)
- Socioeconomically Disadvantaged: YELLOW (67.4 points below standard)
- English Learners: RED (72.4 points below standard)
- Hispanic Students: ORANGE (70.9 points below standard)

White Students: sample too small

GAP: English Learners are two levels below All Students

Mathematics

- All Students: ORANGE (73.3 points below standard, maintained by 0.5 points)

- Students with Disabilities: RED (127.6 points below standard)
- Socioeconomically Disadvantaged: ORANGE (72.4 points below standard)
- English Learners: ORANGE (74.4 points below standard)
- Hispanic Students: YELLOW (78.8 points below standard)
- White Students: sample too small

GAP: Three are one level below All Students, one group is a level above

Chronic Absenteeism

- All Students: RED (29.4% chronically absent, increased by 0.6 points)
- Students with Disabilities: ORANGE (28.3%)
- Socioeconomically Disadvantaged: RED (29.0%)
- English Learners: ORANGE (23.4%)
- Hispanic Students: RED (30.3%)
- Asian Students: ORANGE (23.5%, declined by 13.7 points)
- White Students: (24%, increased by 4.0 points)

Suspension Rate

- All Students: GREEN

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Growth and Achievement

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Clyde W. Needham Elementary School aims to enhance academic instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts, Mathematics, and Science:

K-2 DIBELS Assessment
2nd-6th Grade Reading Inventory (RI)
3rd-6th Grade ELA iReady Universal Screener
3rd-6th Grade CAASPP English Language Arts
K-6th Grade Math iReady Universal Screener
3rd-6th Grade CAASPP Mathematics
5th Grade California Science Test (CAST)
California Dashboard: English Language Arts, Mathematics, and English Learner Progress Indicator (ELPI)

This targeted improvement will contribute to the overall academic growth and success of our students.

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

1.1 District ELA TOSA
The TOSA has helped ensure fidelity to research-based programs (e.g., SIPPS or other phonics programs), including pacing, routines, and progress monitoring. This consistency is essential for early readers. Through collaboration with administration, the TOSA helps monitor implementation of ELA initiatives, ensuring consistency across classrooms and grade levels.

1.2 MTSS Data Conferences and Analysis
The use of a Multi-Tiered System of Supports (MTSS) has improved differentiation. Students receive additional small-group instruction and targeted support, resulting in increased access to grade-level content and improved outcomes for struggling readers. Teachers were able to have goal oriented conversations and set individual and grade level goals.

1.3 Professional Development:
Ongoing professional development in ELA and Math standards, instructional strategies, and curriculum implementation has increased teacher capacity. Coaching cycles and classroom support have reinforced effective practices. Regular Professional Learning Community (PLC) meetings focused on analyzing assessment data (e.g., benchmark, formative assessments) have allowed teachers to identify student needs quickly and adjust instruction. This has led to more timely and targeted interventions.

1.4 Supplemental Supplies, Copies, and Technology Licenses to Support Core Instruction and Visible Learning
Supplemental supplies and copies provide students with the materials needed to fully engage in daily lessons (e.g., worksheets, texts, graphic organizers). This ensures all students can access grade-level standards without barriers. Technology licenses (e.g., literacy and math platforms) provide interactive practice aligned to standards. These tools support core instruction by offering additional opportunities for skill development and application.

1.5 Improve English Learners' language proficiency and academic achievement by strengthening designated ELD instruction and integrating supplemental resources to support differentiated instruction and access to grade-level content.

We currently use Language Power curriculum from Teacher Created Materials during designated ELD time. Students are grouped by level and teacher platoon the students. We have reclassified 12 students this school year.

1.6 Study Trips Supplementing Grade-Level Core Curriculum:

Study trips provide real-world applications of grade-level standards, allowing students to connect academic concepts to authentic experiences. This deepens understanding and improves retention of content in ELA, math, science, and social studies.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

1.1 District ELA TOSA

The TOSA was not able to assist in modeling lessons, co teaching lessons, co planning lessons, with teachers because teachers may not fully understand the TOSA's role, leading to underutilization or missed opportunities for support. Misalignment with teacher instructional blocks can make coordination for co-planning or lesson modeling difficult.

1.2 MTSS Data Conferences and Analysis

Due to unclear goals and expectations, the beginning of year MTSS data conference was difficult. Due the high turnover in staff (teachers and administrator) teachers did not know instructional priorities, assessment schedules, or behavior expectations.

Implementation of the agreed upon school wide matrix PBIS behavior expectations varies by staff because it has not been a visible priority in school improvement and new staff have not been trained on the PBIS matrix and existing staff have not revisited the PBIS matrix.

1.3 Professional Development:

The PLC model used has not provided the structure for teachers to collaborate effectively because the professional development has not provided the structure and tools for teachers to collaborate effectively and address Tier I instruction .

1.4 Supplemental Supplies, Copies, and Technology Licenses to Support Core Instruction and Visible Learning

There is a need to review all technology licenses to ensure alignment with curriculum and identify underused or redundant licenses and reallocate funds where needed.

1.5 Improve English Learners' language proficiency and academic achievement by strengthening designated ELD instruction and integrating supplemental resources to support differentiated instruction and access to grade-level content.

Supporting English Learners (ELs) with test preparation requires a strategy that balances skill development, language support, and familiarization with test formats to increase the number of students that are reclassified.

1.6 Study Trips Supplementing Grade-Level Core Curriculum:

N/A

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.

1.1: Include in the role of the TOSA assistance in modeling lessons, co teaching lessons, co planning lessons, with teachers.

1.2: Create and share a plan for each MTSS/PLC Meeting with goals and actionable outcomes.

1.3: Create a year long plan supported by professional development for teachers to build their capacity in Tier 1 instruction.

1.4: Review all technology licenses for alignment and underuse.

1.5: Provide ELPAC essentials test prep kits for each teacher and build lessons into designated ELD time.

1.6: Continue to ensure that study trips are purposeful, standards-aligned, and engaging while ensuring they support academic and social-emotional goals.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional Behavioral

Clyde W. Needham Elementary School will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

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

2.1 Positive Behavioral Intervention and Supports

PBIS Reward points for students caught following the school wide behavior expectations

PBIS Rewards store where students can purchase items with points they have earned

Fun Faire Friday: 2 Fridays a month that students are able to spend 45 minutes at the end of the day at a station of choice competing an engaging activity

CICO support for students that are struggling behaviorally or academically

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

2.1 Positive Behavioral Intervention and Supports

PBIS reward points are not used consistently between all staff members, so not all students are able to spend points at the store

The same students are being sent to the reflection room for not earning fun Faire Friday

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.

2.1 Positive Behavioral Intervention and Supports

Add funding to staff to support students outside of contract hours, purchase items for the student's store, add items to campus to increase school spirit (banners, signs, chain link fence art with our motto and logo, bulletin boards to celebrate student success in the cafeteria, etc.

Additional staff training on school wide expectations and set standards to follow for awarding points

Schedule meetings to discuss students that are in the reflection room on a consistent basis and determine solutions/interventions/strategies to assist them

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Involvement

Clyde W. Needham Elementary School will strengthen its partnership with families by increasing opportunities for meaningful engagement, communication, and collaboration. The school will create inclusive and accessible systems that encourage families to participate in decision-making processes, support student learning, and contribute to a positive school climate. All strategies and activities will focus on increasing parent participation in school events, advisory groups, and academic support initiatives.

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

3.1 School-Community Organized Events/Activities

Parent - Teacher conferences were very well attended

ELAC meetings were held 5 times this year

SSC meetings were held 5 times this year

Lunch on the lawn was held twice this year

Family STEAM/AVID Night was held this year

A finger printing event was held twice this year and a lot of parents are fingerprinted

3.2 Increase meaningful parent involvement of English Learner (EL) families by fostering relationships, reducing barriers, and providing culturally and linguistically inclusive opportunities.

Jump into English classes were present on campus this year

Parent Cafe was present on campus this year

ELAC meetings were held 5 times this year

3.3 Student-Led Family Engagement Events

N/A

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

3.1 School-Community Organized Events/Activities

Attendance at ELAC and SSC was low and inconsistent

Parents were fingerprinted, but not on campus as much as we would have liked

Only one family night was held this year

3.2 Increase meaningful parent involvement of English Learner (EL) families by fostering relationships, reducing barriers, and providing culturally and linguistically inclusive opportunities.

Attendance to Jump into English, Parent Cafe, and ELAC were low

3.3 Student-Led Family Engagement Events

Events were not led by students

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.

3.1 School-Community Organized Events/Activities

Increase attendance at ELAC and SSC by reaching out to parents early

Create Flexible Volunteering Opportunities by create accessible volunteer roles that accommodate different schedules, skill sets, and language abilities to encourage participation.

Only one family night was held this year, hold 2-3 family event nights next year (academic and engaging)

3.2 Increase meaningful parent involvement of English Learner (EL) families by fostering relationships, reducing barriers, and providing culturally and linguistically inclusive opportunities.

Increase attendance to Jump into English, Parent Cafe, and ELAC by reaching out to families earlier

3.3 Student-Led Family Engagement Events

Involve students in decision making around school wide events (such as student council)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Growth and Achievement

By Spring 2027, Clyde W. Needham Elementary School will improve student outcomes in English Language Arts, Mathematics, and English Learner Progress, as measured by the California Dashboard and district i-Ready assessments, through strengthening Tier 1 core instruction and providing targeted Tier 2 supports within the MTSS framework.

Aligned with three-year California Dashboard trends, the school will reduce English Language Arts distance from standard by 6 points, reduce Mathematics distance from standard by 6 points, and increase the percentage of English Learners making annual progress by 3 percentage points, supporting continued growth in academic achievement. Locally, informed by four-year i-Ready middle-of-year trend data, the school will reduce Reading distance from standard by 10 points and reduce Math distance from standard by 8 points, as measured by the i-Ready diagnostic.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #1- All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The collaboration model used has not provided the structure and professional development for teachers to collaborate effectively to address Provide rigorous evidence-based instruction (Coherence through cognitive and content alignment amongst the standards, instruction, and assessment).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: English Language Arts (ELA) Distance from Standard	2025 CA Dashboard: 67.6 points below standard	2026 Dashboard: Reduce distance from standard to 61.6 points below standard.
CA Dashboard: Mathematics Distance from Standard	2025 CA Dashboard: 73.3 points below standard	2026 Dashboard: Reduce distance from standard to 67.3 points below standard.
CA Dashboard: English Learner Progress	2025 CA Dashboard: 48.4% making progress.	2026 Dashboard: Increase to 51.4% making progress.
i-Ready ELA MOY: Distance from Standard	(MOY 2026): 61.39 points below standard	(MOY 2027): Reduce distance from standard to 51.39 points below standard.
i-Ready Math MOY: Distance from Standard	(MOY 2026): 32.38 points below standard	(MOY 2027): Reduce distance from standard to 24.38 points below standard.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	District ELA TOSA will play a vital role in advancing initiatives for K-2 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-2 students. -Coaching/Modeling Lessons and Small Group Instruction -Collaboration/Scheduling/Planning -Assessment Support	K-2 Students	\$0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA
1.2	MTSS Data Conferences and Analysis of Data Provide release time for teachers to: -Strengthen Tier 1 instruction through collaboration. -Analyze universal screeners and state/local data to identify trends and areas for improvement. -Collaborate, plan, and respond with best practices. -Foster collaboration among teachers to develop targeted intervention strategies. -Tailor instructional practices based on data insights to address diverse student needs. -1 day per quarter for grades TK-6 (SDC included) (16 sub codes per quarter = 64 total) -Complete 1:1 assessments with students in K - In addition (BOY,MOY, EOY) 3 days X 2 subs to complete 1:1 assessments in K (6 sub codes)	All students	\$14,000 Title I 1150 Teacher Sub 70 certificated subs \$3,497 Title I 3000 Benefits Sub Benefits
1.3	Professional Development: Strengthening Instructional Practices Provide ongoing professional development, collaboration time, and instructional planning opportunities focused on strengthening instructional practices through Visible Learning, data cycles, AVID strategies, SIPPS early literacy practices, and evidence-based math instructional practices.	All students	\$15,000 Title I 5220 Conference Conferences \$6,000 Title I 1150 Teacher Sub 30 certificated subs \$1,499 Title I 3000 Benefits Sub Benefits
1.4	Supplemental Supplies, Copies, and Technology Licenses to Support Core Instruction and Visible Learning Purchase supplemental supplies (e.g., chart paper, markers, folders, anchor chart tools), make instructional copies (e.g., student work samples,	All students	\$3,000 Title I 5715 Print Shop Duplicating \$10,000 Title I 5875 Technology Licenses

	success criteria reference sheets, graphic organizers), and provide technology licenses (e.g., digital platforms that support formative assessment, student feedback, and instructional clarity) to reinforce the core curriculum and support Visible Learning practices. Resources will be used to help teachers make learning intentions and success criteria clear, promote student ownership of learning, and support differentiated instruction.		Software to supplement curriculum \$10,000 Title I 4300 Materials Supplemental Materials \$500 Title I 4328 Warehouse Supplies Supplemental Copy Paper
1.5	Provide professional development for teachers on how to effectively implement Language Power and ELPAC Essentials. Improve English Learners' language proficiency and academic achievement by strengthening designated ELD instruction and integrating supplemental resources to support differentiated instruction and access to grade-level content. Teachers will incorporate Language Power as a supplemental ELD resource alongside the district adopted curriculum to enhance vocabulary development, structured language practice, and oral/written academic language. PD Consultant Costs: -3 days Language Power! and ELPAC Essentials PD by Teacher Created Materials -Purchase Language Power! workbooks and materials for identified EL students as part of their designated ELD instruction. Language Power Student Practice Books	All students	\$16,500 Title I 5800 Prof and Operating/Consultants Language Power and ELPAC Essentials PD \$4,000 Title I 4200 Books Student Practice Books Supplemental \$2,400 Title I 1150 Teacher Sub 12 certificated subs \$599 Title I 3000 Benefits Sub benefits
1.6	Study Trips Supplementing Grade-Level Core Curriculum: Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips: Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards. Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level. Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning. Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and	All students	\$23,000 Title I 5872 Field Trips Science Camp/TK-6 Study Trips \$1,000 Title I 5712 Transportation School busses

	encouraging students to make observations and ask questions. Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings. Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum. Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings. Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.		
1.7	After School Intervention Program: Provide targeted after school intervention led by credentialed teachers for students needing additional academic support. Instruction will focus on reinforcing essential standards in reading, writing, and mathematics through small-group, data-informed instruction aligned with classroom learning. This extended learning opportunity provides additional instructional time to address skill gaps, strengthen core understanding, and support improved student achievement. 2-3 teachers per quarter 2 days a week	All students	\$8,000 Title I 1120 Teacher Temp Certificated Time Cards \$1,999 Title I 3000 Benefits 2,000

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional and Behavioral Interventions and Supports

Clyde W. Needham Elementary School will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of the California School Dashboard and local data indicates that while Clyde W. Needham Elementary has established foundational systems, significant improvement is needed to ensure a more responsive and equitable framework for social-emotional and behavioral support.

Reinforce Tier 1 PBIS practices and ensure consistency across classrooms to improve attendance and reduce behavioral referrals.

Enhance Tier 2 and Tier 3 supports, focusing on improving intervention fidelity and access for students most at risk, particularly Students with Disabilities and chronically absent students.

Use attendance data proactively, implementing regular monitoring and early family outreach to reduce chronic absenteeism rates.

Strengthen staff capacity through training on trauma-informed practices and behavior intervention strategies tailored to diverse learner needs.

Monitor implementation and impact through TFI scoring, student attendance trends, Panorama SEL data, and feedback from site-based teams.

These actions are designed to create a more integrated, equitable, and proactive system of support aligned with MTSS and PBIS best practices

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	Chronic Absenteeism 2025-2026 School Year * 29.4% of all students were chronically absent (+ 0.6%) RED * 30.3% of Hispanic students were chronically absent (+2.3%) RED * 29% of Socioeconomically Disadvantaged were chronically absent (-0.3%) RED All other groups were in the ORANGE indicator	Decrease chronic absenteeism and move from RED to ORANGE in all categories.
CA Dashboard - Suspension Rate	Suspension Rate for 2025-2026 School Year * All students - maintained 0.1% - GREEN * Socioeconomically Disadvantaged - 1.1% - YELLOW	Maintain current suspension rate for all students to sustain green.
PBIS Implementation Fidelity	TFI 1: 73% TFI 2: 0% TFI 3: 0%	TFI 1: increase by 5% TFI 2: 70% TFI 3: 70%
Panorama Survey	Grades 3-6 -Positive Feelings: 56% -Sense of Belonging: 58% -Social Awareness: 52% -Challenging Feelings: 48% -Self-efficacy: 38% -Emotional Regulation: 42%	Grades 3-6 -Positive Feelings: 61% -Sense of Belonging: 63% -Social Awareness: 57% -Challenging Feelings: 53% -Self-efficacy: 43% -Emotional Regulation: 47%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Positive Behavioral Intervention and Supports (PBIS) -Provide professional development for staff on PBIS, SEL strategies, and trauma-informed practices -Establish and teach clear school-wide behavioral expectations -Implement consistent acknowledgment systems to reinforce positive behavior -Utilize data (behavior referrals, attendance, SEL screeners) to identify students in need of additional support -Provide small group interventions (e.g., social skills groups, check-in/check-out)	All students	\$2,400 Title I 1120 Teacher Temp CICO Mentor Time Card \$600 Title I 3000 Benefits CICO Mentor Benefits \$2,000 Title I 5875 Technology Licenses PBIS Rewards Software/App

	-Coordinate individualized behavior intervention plans for Tier 3 students -Conduct regular MTSS/behavior team meetings to monitor progress and adjust supports -Time card teachers before and after contract time to act as CICO mentors		
2.2	PBIS visual supports in school wide expectations materials Provide PBIS visual supports, duplicated posters, signage, and school wide expectation materials to reinforce positive behavior expectations and strengthen consistency across campus environments.	All students	\$4,000 Title I 5715 Print Shop Print shop materials
2.3	School Climate and Student Engagement Assemblies Provide schoolwide assemblies, student engagement activities, and social emotional learning opportunities designed to strengthen positive school culture, increase student connectedness, reinforce behavioral expectations, and support student wellness. Activities may include motivational assemblies, kindness and character education events, student recognition programs, wellness activities, cultural celebrations, leadership events, and other school climate initiatives aligned to Tier 1 behavioral and social emotional supports.	All students	\$6,716 Title I 5800 Prof and Operating/Consultants School wide assemblies

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Involvement

Clyde W. Needham Elementary School will strengthen its partnership with families by increasing opportunities for meaningful engagement, communication, and collaboration. The school will create inclusive and accessible systems that encourage families to participate in decision-making processes, support student learning, and contribute to a positive school climate. All strategies and activities will focus on increasing parent participation in school events, advisory groups, and academic support initiatives.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The WestEd Comprehensive Needs Assessment identified parent engagement as an area of strength at Clyde W. Needham Elementary School. Parent focus groups highlighted appreciation for communication platforms such as Class Dojo, as well as a strong selection of extracurricular programs like band and running club, which help strengthen school-home partnerships.

Results from the Four Domains CALL survey show the school scored above the national average in the area of engaging families in pursuing educational goals, indicating a solid foundation in this area. However, the data also revealed variability in engagement across staff roles, pointing to opportunities to increase consistency and deepen family involvement in academic planning and improvement processes.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Family Events	3 family events for the 2025-2026 school year	5 family events for the 2026-2027 school year
Number of parents/guardians who participate in School-Community Organized Events/Activities.	Parent/Teacher Conferences = 311 Back to School Night = 200 families Open House = 210	Increase each event by 5% for the 2026-2027 school year

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	School-Community Organized Events/Activities	All students	\$478 Title I: Parent Involvement 4325 Food For Meetings

	Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.		Food for Parent Meetings & Events \$1,950 Title I: Parent Involvement 2120 Para Temp Translation time cards \$759 Title I: Parent Involvement 3000 Benefits benefits for translation time cards
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$139,897.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$139,897.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$136,710.00
Title I: Parent Involvement	\$3,187.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$139,897.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Central Title I	\$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$139,897.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Central Title I	0.00
Title I	136,710.00
Title I: Parent Involvement	3,187.00

Expenditures by Budget Reference

Budget Reference	Amount
1120 Teacher Temp	10,400.00
1150 Teacher Sub	22,400.00
1900 Other Cert Salaries	0.00
2120 Para Temp	1,950.00
3000 Benefits	8,953.00
4200 Books	4,000.00
4300 Materials	10,000.00
4325 Food For Meetings	478.00
4328 Warehouse Supplies	500.00
5220 Conference	15,000.00
5712 Transportation	1,000.00
5715 Print Shop	7,000.00
5800 Prof and Operating/Consultants	23,216.00
5872 Field Trips	23,000.00
5875 Technology Licenses	12,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1900 Other Cert Salaries	Central Title I	0.00
1120 Teacher Temp	Title I	10,400.00
1150 Teacher Sub	Title I	22,400.00
3000 Benefits	Title I	8,194.00
4200 Books	Title I	4,000.00
4300 Materials	Title I	10,000.00
4328 Warehouse Supplies	Title I	500.00
5220 Conference	Title I	15,000.00
5712 Transportation	Title I	1,000.00
5715 Print Shop	Title I	7,000.00
5800 Prof and Operating/Consultants	Title I	23,216.00
5872 Field Trips	Title I	23,000.00
5875 Technology Licenses	Title I	12,000.00
2120 Para Temp	Title I: Parent Involvement	1,950.00
3000 Benefits	Title I: Parent Involvement	759.00
4325 Food For Meetings	Title I: Parent Involvement	478.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	120,994.00
Goal 2	15,716.00
Goal 3	3,187.00

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

Name of Members	Role
Charalee Cunningham	Principal
Lurdes Ordinola	Classroom Teacher
Iffat Zia	Classroom Teacher
Martina Ruiz	Classroom Teacher
Sommer Haury	Other School Staff
Nichole Brotherton	Parent or Community Member
Alexia Martinez Rojas	Parent or Community Member
Nesha Newton-Brunner	Parent or Community Member
Fatima Ortega	Parent or Community Member
Claudia Nunez	Parent or Community Member

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.

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 5/21/2026.

Attested:



Principal, Charalee Cunningham on 5/21/2026

SSC Chairperson, Martina Ruiz on 5/21/2026