School Year: **2025-26**

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	April 24, 2025	

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.

Table of Contents

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

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: Self-Reflection
The process began with a self-reflection phase in January 2025, during which 19 members of the school's instructional team—including teachers, administrators, and support staff—participated in the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey. School leaders also completed a reflective self-assessment tool to evaluate practices aligned to the Four Domains for Rapid School Improvement. These tools captured internal perspectives on leadership, instruction, culture, and systems.

Phase Two: Quantitative Data and Artifact Review
In the second phase, the team analyzed Lodi Unified's accountability data—such as student attendance and achievement data found on the school's report card—alongside artifacts provided by the school. These artifacts included

examples of instructional practices, intervention supports, and systems for behavior and family engagement. This triangulation of perception data and hard evidence provided a well-rounded understanding of school performance.

Phase Three: Onsite Engagement
The third phase emphasized direct engagement with the school community through onsite interviews and focus groups. Stakeholders included 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 all utilized to gather input, validate findings, and build consensus around the school's strengths and areas for growth. These forums ensured that all voices were heard and valued in shaping the SPSA.

Ongoing Engagement and Continuous Improvement
Our school is committed to ongoing collaboration with educational partners throughout the year to monitor progress and make necessary adjustments to the SPSA. The SSC will continue to serve as a key structure for reviewing data, evaluating the implementation of strategies, and refining actions based on impact. ELAC and parent advisory groups will receive regular updates and provide feedback to ensure alignment with the needs of English learners and other subgroups. Staff meetings will include regular time for reviewing data, adjusting instructional strategies, and ensuring that actions remain relevant and targeted.

To maintain clear and consistent communication with all stakeholders, we will use multiple strategies, including monthly newsletters, school-wide messaging apps, dedicated SPSA updates during parent meetings, and translated communications to reach all families. Student voice will continue to be elevated through classroom circles, surveys, and student leadership forums.

This inclusive and collaborative approach ensures that the SPSA is not only a reflection of data but also of the shared vision and priorities of the entire school community. By continuing to involve educational partners throughout the year, we are committed to creating a dynamic plan that evolves with the needs of our students and school.

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 a review of the California School Dashboard and local data, the following areas have been identified as needing significant improvement:

English Language Arts – Red performance category
English Learner Progress – Orange performance category

These performance levels indicate a critical need to strengthen instructional strategies, ensure consistent support for English learners, and close achievement gaps across student groups.

Additional Areas of Need Identified Through Local Data and Review

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

Monitoring of Short- and Long-Term Goals
There is a need for a more consistent system for monitoring progress on instructional goals and initiatives. To address this, the site will establish a Guiding Coalition composed of school leaders.

This coalition will:
Develop and implement a goal monitoring plan
Create calendared checkpoints for PLC (Professional Learning Community) teams
Ensure accountability and alignment to school-wide academic priorities

2. Clarity in Performance Expectations and Protected Instructional Time
Staff feedback and instructional data highlight a lack of clarity around performance expectations and inconsistent protection of core instructional time.

To address this, the Guiding Coalition will:
Develop and communicate a monthly PLC meeting schedule
Create a daily bell and prep schedule that ensures protected time for:
English Language Development (ELD)
English Language Arts (ELA)
Mathematics

These steps aim to support improved student outcomes, particularly for English learners and students who are not meeting grade-level expectations in literacy and math.
Other Dashboard Indicators
Chronic Absenteeism – Yellow
Mathematics – Yellow
Suspension Rate – Green

While not identified as areas of highest need, chronic absenteeism and mathematics will continue to be monitored and addressed through ongoing Tier 1 and Tier 2 supports. The green performance in suspension rate reflects effective implementation of current behavioral support strategies.

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: Red
- Students with Disabilities: Orange
- Socioeconomically Disadvantaged: Orange
- English Learners: Orange
- Hispanic Students: Orange

Note: While all these student groups are within one performance level of All Students (Red), no group is two or more levels below in ELA, as Red is the lowest.

Mathematics
- All Students: Yellow
- Students with Disabilities: Orange

Note: This represents one performance level below, not two.
- Chronic Absenteeism
- All Students: Yellow
- Students with Disabilities: Orange
- Asian Students: Orange

Note: These are also just one level below All Students.

Suspension Rate
- All Students: Green
- English Learners: Blue
- Asian Students: Blue
- Students with Disabilities: Orange

Note: Students with Disabilities are performing two performance levels below All Students (Green ? Orange).

Identified Significant Performance Gap

Suspension Rate:
- Students with Disabilities are two performance levels below the All Students group (Green vs. Orange).

Planned Actions to Address the Gap
To address this significant performance gap, the following actions will be included in the plan:

- Implement targeted behavioral supports and Positive Behavioral Interventions and Supports (PBIS) for students with disabilities.
- Provide professional development for staff on trauma-informed practices and disability awareness to reduce disproportionate discipline.
- Increase collaboration between general education teachers, special education teams, and support staff to ensure consistent implementation of individualized behavior intervention plans.
- Monitor suspension data by subgroup monthly through the site leadership team and revise support strategies accordingly.

These actions aim to reduce suspensions among students with disabilities and ensure equitable behavior expectations and interventions across all student groups.

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
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.

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.
LUSD LCAP Differentiated Assistance Goal: Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

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.

Needs Assessment Summary:
Based on a comprehensive review of the California School Dashboard indicators and local assessment data, the following areas of academic performance have been identified as needing significant improvement:

English Language Arts (ELA):
* The California School Dashboard shows that All Students are in the Red performance level for ELA, indicating the lowest level of performance.
* English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students are in the Orange category, reflecting only a slightly higher but still low performance level.
* iReady MOY (2024–2025) data shows:
* Only 18% of 2nd–6th grade students performed at or above grade level in ELA.
* DIBELS MOY (2024–2025) results indicate:
* 32% of K–3 students performed at or above grade level.
* Only 27% of K–3 English Learners met or exceeded grade-level expectations.
* CAASPP ELA (2024): No performance color assigned, but students scored 22.8 points below standard, and English Learners scored 24 points below standard.

Mathematics:
* The Dashboard places All Students in the Yellow performance band for math.
* Students with Disabilities are in the Orange category, indicating a significant achievement gap.
* 2023–2024 CAASPP SBAC Math results:
* 20% of 3rd–6th grade students met/exceeded standards.
* Only 10.91% of English Learners met/exceeded standards.
* iReady MOY (2024–2025):
* 18% of 2nd–6th grade students performed at or above grade level.

Science:
* 2023–2024 CAST data:
* 14.29% of 5th grade students met or exceeded standards.
* Only 12.9% of English Learners met or exceeded standards.

English Learner Progress:
* Dashboard indicator shows Orange performance level for English Learners.
* Only 44.3% of English Learners made progress toward English language proficiency on the 2024 CA Dashboard.

Performance Gaps Identified:
* A significant achievement gap exists between All Students and Students with Disabilities in Suspension Rate (Green vs. Orange), and in Math (Yellow vs. Orange).
* English Learners consistently perform below the "All Students" group in all measured areas: ELA, Math, Science, and Language Proficiency.
* Dashboard indicators and local assessments confirm that foundational literacy and numeracy skills are underdeveloped across multiple grade levels, with critical urgency in early grades (K–3) for literacy and in grades 3–6 for math proficiency.

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented. as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

This goal is based on disaggregated data from the following sources:
The 2023-2024 3rd - 6th CAASPP ELA Assessment
The 2024 California Dashboard: ELA
The 2024-2025 2nd-6th iReady MOY ELA Assessment
The 2024-2025 K-2 MOY DIBELS Assessment
The 2024-2025 2-6 MOY Reading Inventory (RI) Assessment
The 2023-2024 3rd-6th CAASPP Math Assessment
The 2024 California Dashboard: Mathematics
The 2024-2025 K-6th grade iReady MOY Mathematics Assessment
The 2023-2024 California Science Test (CAST)
The 2024 California Dashboard: Science
The 2024 California Dashboard: English Learner Progress Indicator (ELPI)

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
K-3 DIBELS Assessment	During the 2024-2025 school year, 32% of Kindergarten-3rd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment. During the 2024-2025 school year, 27% of English Learner Kindergarten-3rd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	During the 2025-2026 school year, 37% of Kindergarten-3rd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment. During the 2025-2026 school year, 32% of Kindergarten-3rd grade English Learner students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.
California Dashboard: ELA	All Students were RED on the 2024 California Dashboard. This was 72.7 points below standard. English Learners were ORANGE on the 2024 California Dashboard. This was 74 points below standard.	All Students will be ORANGE on the 2025 California Dashboard. This will be 70 points below standard. English Learners will be YELLOW on the 2025 California Dashboard. This will be 70 points below standard.
3rd-6th Grade CAASPP English Language Arts	During the 2023-2024 school year, 23.16% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA. During the 2023-2024 school year, 15.46% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2024-2025 school year, 28.16% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in ELA. During the 2024-2025 school year, 20.46% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.
2nd-6th iReady MOY ELA Assessment	During the 2024-2025 school year, 18% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. During the 2024-2025 school year, 5% of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2025-2026 school year, 23% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. During the 2025-2026 school year, 10% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP Mathematics	During the 2023-2024 school year, 20% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics. During the 2023-2024 school year, 10.91% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.	During the 2024-2025 school year, 25% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics. During the 2024-2025 school year, 15.91% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.

K-6 iReady MOY Mathematics Assessment	During the 2024-2025 school year, 18% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. During the 2024-2025 school year, 13% of K-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.	During the 2025-2026 school year, 23% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. During the 2025-2026 school year, 18% of K-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.
California Dashboard: Mathematics	All Students were YELLOW on the 2024 California Dashboard for Mathematics. This was 73.8 points below standard. English Learners were YELLOW on the 2024 California Dashboard for Mathematics. This was 72.8 points below standard.	All Students will be GREEN on the 2025 California Dashboard for Mathematics. This will be 48.8 points below standard. English Learners will be GREEN on the 2025 California Dashboard for Mathematics. This will be 47.8 points below standard.
5th Grade California Science Test CAST	During the 2023-2024 school year, 14.29% of 5th grade students met or exceeded standards on CAST Assessment in Science. During the 2023-2024 school year, 12.9% of 5th grade English Learner students met or exceeded standards on CAST Assessment in Science.	During the 2024-2025 school year, 19.29% of 5th grade students will meet/exceed standards on the CAST Assessment in Science. During the 2024-2025 school year, 17.9% of 5th grade English Learner students will meet/exceed standards on the CAST Assessment in Science.
California Dashboard: Science	All Students: No Performance Color in 2024. This was 22.8 points below standard. English Learners: No Performance Color in 2024. This was 24 points below standard.	The All Students Group and English Learners will perform 18 points below standard on the 2025 CA Dashboard in Science
California Dashboard: English Learner Progress Indicator	44.3% (ORANGE) made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	45% (YELLOW) will be making progress towards English language proficiency as demonstrated by the 2025 CA Dashboard.

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 pivotal role in advancing initiatives for K-3 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-	All Students	$0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA

	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-3 students. Modeling Lessons and Small Group Instruction: * Available to model or co-teach SIPPS or Amplify lessons. * Support teachers in delivering effective lessons. * Provide flexible, short-term small group instruction Collaboration/Scheduling/Planning: * Work with site administrators to give input on professional development based on needs. * Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. * Maintain consistent communication and interaction with administrators. Assessment Support: * Assist in DIBELS and SIPPS testing as needed. * Progress monitors own intervention students every 3 to 6 weeks. * Provide assistance to teachers with testing timelines.		
1.2	MTSS Data Conferences and Analysis Provide release time for teachers to: * 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. * 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	$8,400 Title I 1150 Teacher Sub Subs for MTSS Data Conferences & Assessment $2,098 Title I 3000 Benefits Sub Benefits for MTSS Data Conferences
1.3	Professional Development: Strengthening Instructional Practices through Visible Learning and PLCs Implement ongoing professional development focused on Visible Learning to strengthen classroom instruction across all content areas. Teachers will engage in collaborative planning and lesson design that emphasizes clear learning intentions, success criteria, and formative assessment practices. This work will build teacher clarity, promote student ownership of learning, and improve overall instructional effectiveness. Professional development will also incorporate the PLC model to	All Students	$31,960 Title I 5800 Prof and Operating/Consultants PLC@Work/Visible Learning PLC+ PD $8,200 Title I 1150 Teacher Sub Sub Codes for PD $2,049 Title I 3000 Benefits Benefits for Subs for PD $2,000 Title I

	support data-driven collaboration, alignment of instructional practices, and continuous improvement through shared inquiry. Per Observations: A coverage schedule will be developed to allow staff to observe peers across grade levels and discipline 4 days Visible Learning Pd by CORWIN ($31,960.00) Sub Codes for PD: PLC@Work/Visible Learning PLC+ Language Power! Guiding Coalition RoadMap Planning Day, July 2025: 10 teachers X 1 day = $2500 time cards 1120: ($2000) 3000: ($500) Teachers will meet 2-3 times monthly as a PLC to review data, plan/analyze instructional practices, and work towards increasing student academic success. PLCs will: * Follow the roadmap designed by the Guiding Coalition that includes PLC Meeting dates/goals, and due dates * Include specialists such as speech therapists, resource specialists, intervention teachers, counselors- tiered approach while considering the whole child. * Use Data Collection Sheets or the district MTSS Data Wall to track individual student progress. * Evaluate intervention effectiveness and instructional strategies for continuous improvement.			1120 Teacher Temp Teacher Time Cards $500 Title I 3000 Benefits Benefits for Teacher Time Cards
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, 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. Duplicating: Print shop for backline masters ($500) Software Licenses:	All Students		$500 Title I 5715 Print Shop Duplicating for blackline masters to support the curriculum $17,830 Title I 5875 Technology Licenses Software to supplement curriculum $11,374 Title I 4300 Materials AVID and VL Supplemental Resources $500 Title I 4328 Warehouse Supplies supplemental copy paper

	Generation Genius ($1795) Flocabulary ($3976.50) PBIS Rewards ($2000.50) - See Goal 2, strategy 1.1 Heidi's Songs (K only) ($199.98) MyOn Digital Books ($6108.20) newsELA+newsELA Writing ($3750.00) Materials: AVID Supplies & Scholastic News Magazine 4300:($8240) + ($3133.96) Warehouse - copy paper: 4328: ($500)			
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. English Learners will receive 30 minutes of designated ELD instruction daily, consistently delivered by classroom teachers to support the development of academic language aligned with the California ELD Standards. To strengthen instructional quality and implementation: District ELD Coaches will provide ongoing professional development, modeling, and instructional support for classroom teachers. Bilingual Para-educators, certificated staff, and classified support staff will collaborate to provide differentiated, targeted instructional support within core content areas. 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. Funds will be used for: Provide professional development for teachers on how to effectively implement Language Power! PD Consultant Costs: 2 days Language Power! PD by Teacher Created Materials: ($13,000) Purchase Language Power! workbooks and materials for identified EL students as part of their designated ELD instruction. Language Power Student Practice Books ($3789.01)	English Learners	$13,000 Title I 5800 Prof and Operating/Consultants Language Power! PD $3,800 Title I 4200 Books Language Power Student Practice Books	
1.6	Study Trips Supplementing Grade-Level Core Curriculum:	All Students	$10,320.00 Title I 5872 Field Trips	

	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 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. 6th Grade SKy Mountain Science Camp 5872: ($10,320.00) Travel for Sky Mountain Science Camp 5872: ($5500) TK-6 Study Trips: 5872: ($9631)		Science Camp $9,631 Title I 5872 Field Trips TK-6 Study Trips

Annual Review

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-2 DIBELS Assessment	During the 2024-2025 school year, 33% of Kindergarten-3rd grade students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	During the 2024-2025 school year, 32% of Kindergarten-3rd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment. NOT met
California Dashboard: ELA	All students will be ORANGE for ELA on the 2024 California Dashboard.	All Students performed RED for ELA on the 2024 California Dashboard. NOT met
2nd-6th iReady MOY ELA Assessment	During the 2024-2025 school year, 26% of 3rd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2024-2025 school year, 19% of 3rd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. NOT met
3rd-6th Grade CAASPP English Language Arts	During the 2023-2024 school year, 29.12% of 3rd-6th grade students met or exceed standards on CAASPP/SBAC Assessments in ELA.	During the 2023-2024 school year, 23.16% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in ELA. NOT met
CA Dashboard: Mathematics	The ALL student group as demonstrated on the 2024 CA Dashboard report will increase by 53.7 or more points toward the standard. (to achieve GREEN or BLUE)To remain in YELLOW we must be 75.7 or fewer points below standard. The performance color for the ALL student group will move from YELLOW to GREEN or BLUE.	All Students performed YELLOW on the 2024 California Dashboard. Maintained
K-6th iReady MOY Mathematics Assessment	During the 2024-2025 school year, 22% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. Grade K-22% Grade 1- 22% Grade 2- 15% Grade 3- 13% Grade 4- 22% Grade 5- 24% Grade 6- 41%	During the 2024-2025 school year, % of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. Grade K-18% Grade 1- 25% Grade 2- 7% Grade 3- 16% Grade 4- 22% Grade 5- 24% Grade 6- 41% mostly NOT met (MET: grades 1&3)

Metric/Indicator	Expected Outcomes	Actual Outcomes
3rd- 6th Grade CAASPP Mathematics	During the 2023-2024 school year, 25.5% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in Mathematics. Grade 3- 30% Grade 4- 11.38% Grade 5- 40.55% Grade 6- 21.07%	MUST ADD DATA BELOW: During the 2023-2024 school year, 20% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in Mathematics. Grade 3- % Grade 4- % Grade 5- % Grade 6- %
Attendance for Professional Development to further the skills of teachers and other staff	2024-2025 PD attendance: K-6 MTSS Framework(in staff meetings) - 100% K-3 & 4-6 intervention teachers: The Consortium On Reading Excellence CORE-100% K-6: iReady - Math - 100% K-6: Power Language -100% K-6: Step Up To Writing - 100% K-2: Handwriting Without Tears - 100% K-6: PLC @ Work with Solution Tree - 100% Special Ed Teachers: SONDAY - 100%	2024-2025 PD attendance: K-6 MTSS Framework(in staff meetings) - 100% K-3 & 4-6 intervention teachers: The Consortium On Reading Excellence CORE-100% K-6: iReady - Math - 100% K-6: Power Language -100% K-6: Step Up To Writing - 100% K-2: Handwriting Without Tears - 100% K-6: PLC @ Work with Solution Tree - 100% Special Ed Teachers: SONDAY - 100% MET
CA Dashboard: English Learner Progress Indicator	41% will make progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	44.3% made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard. MET

Analysis

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

During the 2024–2025 school year, all planned professional development, and instructional strategies were fully implemented with high staff participation (100% attendance across targeted PDs). This included MTSS framework development, CORE literacy training, iReady Math, Power Language, Step Up to Writing, and PLC support.

Despite strong implementation, most academic performance targets were not met:

* ELA outcomes (DIBELS, iReady, CAASPP) fell short of expected growth.
* Math outcomes were mixed, with only grades 1 and 3 meeting iReady targets.
* ELA and Math Dashboard colors remained Red and Yellow, respectively.
* One area of success: 44.3% of English Learners made progress on the ELP indicator, exceeding the 41% goal.

Overall, while implementation was strong, the impact on student achievement was limited. Future efforts will focus on strengthening data-driven instruction, refining PLC practices, and improving Tier 1 and Tier 2 supports.

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

There were no major differences between the intended implementation and the budgeted expenditures to meet the articulated goals in ELA, Math, and English Learner Progress.

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.

As a result of the analysis, changes will be made to strengthen instructional practices and deepen the impact of current strategies. Moving forward, the focus will shift to:

* Embedding Visible Learning practices, particularly around teacher clarity, success criteria, and formative assessment, to ensure students know what they are learning, why it matters, and how to measure their progress.
* Strengthening PLC structures to focus more intentionally on collective efficacy, goal setting, and adjusting instruction based on real-time student evidence.
* Providing additional support to improve Tier 1 instruction in ELA and Math, ensuring that core teaching is accessible and rigorous for all learners.
* Reinforcing the use of protected instructional time for ELD, ELA, and Math, with school leadership supporting consistency and accountability.

These changes are reflected in the Strategies/Activities section of Goal 1 and supported through professional development outlined in the Expenditure Table.

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 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.

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:

Chronic Absenteeism
* 2024 Dashboard Indicator: Yellow
* 28.7% of students were chronically absent, despite a decrease of 7.5% from the prior year.
* This remains an area of concern, particularly for student groups such as English Learners and Students with Disabilities, who experience higher rates of chronic absenteeism. Strengthening early identification and intervention systems is critical.

Suspension Rate
* 2024 Dashboard Indicator: Green
* 0.8% of students were suspended at least once, with no change from the previous year.
* While the overall suspension rate remains low, subgroup data from the Dashboard reveals that Students with Disabilities are in the Orange performance level, representing a two-level gap compared to All Students. This highlights the need for more inclusive and differentiated behavioral interventions.

PBIS Implementation Fidelity
* Local 2024–2025 TFI Data:
* Tier 1: 100%
* Tier 2: 88%
* Tier 3: 82%
* These scores show a strong Tier 1 foundation, but a need to strengthen fidelity and impact at Tiers 2 and 3 to better support students requiring targeted or intensive behavioral and SEL interventions.

To strengthen tiered supports and ensure more effective social-emotional and behavioral systems, Clyde W. Needham Elementary will:
* 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	2024 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group is YELLOW, 28.7% Chronically Absent, which is a decrease of 7.5%.	2025 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group will be GREEN, which is a decrease of 18.7 points.
CA Dashboard - Suspension Rate	2024 CA Dashboard Suspension Indicator: ALL Student Group is GREEN, o.8% suspended at least one day, which maintained the rate of suspensions.	2025 CA Dashboard Suspension Indicator: ALL Student Group will be BLUE, which is an increase/decrease of .3 points.

Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2024-2025Local Data: Tier 1 TFI Score 100% Tier 2 TIF Score 88% Tier 3 TIF Score 82%	2025-2026 Local Data: Tier 1 TFI Score 100% (maintain) Tier 2 TIF Score 90% (+2%) Tier 2 TIF Score 84% (+2%)
PBIS Recognition	Applying for BRONZE for the 2024-2025 School Year	Silver for the 2025-2026 School Year
Panorama Survey	2024-2025 MOY Panorama Data: 3-5: 39% Self Efficacy 6: 41% Self Efficacy	2025-2026 MOY Panorama Data: 3-5: 39% + 5% = 44%Self Efficacy 6: 41% + 5% = 46% Self Efficacy

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 Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include: Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives. Guiding coalition to plan for school-wide SEL focus and strategies for each quarter. Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time. Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors. Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment.	All Students	$0 Title I 1120 Teacher Temp See Goal 1

| | Collaborate with outside experts and resources to improve staff training.

Supporting Staff and Students:
Offer guidance and resources to teachers and staff for implementing behavior interventions.
Provide direct support and guidance to students who require additional behavioral support.
Foster a positive and inclusive school culture through PBIS initiatives.
Use PBIS REWARDS to reward positive behavior and provide reports for data analyzation.

Family and Community Engagement:
Involve families in PBIS activities and initiatives.
Communicate PBIS principles and expectations to families and gather their input and support.
Collaborate with community organizations
Evaluation and Continuous Improvement:
Regularly evaluate the effectiveness of PBIS practices and interventions.
Use evaluation findings to make data-driven decisions and improvements to the PBIS framework.
Ensure ongoing fidelity and sustainability of PBIS implementation.

(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.) | | |

Annual Review

SPSA Year Reviewed: 2024-25

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard - Chronic Absenteeism	Yellow 18.7% of students are chronically absent which is a decrease of 8.8	2024 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group is YELLOW, 28.7% Chronically Absent, which is a decrease of 7.5%.
CA Dashboard - Suspension Rate	2024 CA Dashboard Suspension Indicator: Green 0.8% No change in the indicator.	2025 CA Dashboard Suspension Indicator: ALL Student Group will be BLUE, which is an increase/decrease of .3 points.

Metric/Indicator	Expected Outcomes	Actual Outcomes
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2024-2025Local Data: Tier 1 TFI Score 80%	2024-2025Local Data: Tier 1 TFI Score 100% Tier 2 TIF Score 88% Tier 3 TIF Score 82%
Panorama Survey	Winter 2025 Self-Efficacy Grades 3 - 5: 58% favorable Grades 6-12: 46% favorable	2024-2025 MOY Panorama Data: 3-5: 39% Self Efficacy 6: 41% Self Efficacy

Analysis

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

Implementation Highlights:
* PBIS Implementation Fidelity was strong, with Tier 1 reaching 100%, Tier 2 at 88%, and Tier 3 at 82% based on local TFI data, indicating that the school successfully implemented foundational and targeted support systems.
* Panorama self-efficacy survey data was collected to monitor students' perceptions of their confidence and ability to succeed in school.
* Attendance and discipline systems were monitored using Dashboard indicators to assess effectiveness of Tier 1 interventions.

Effectiveness Outcomes:
* Chronic Absenteeism improved slightly but remained high, with 28.7% of students chronically absent (a 7.5% decrease), maintaining the Yellow performance level. While movement toward improvement occurred, chronic absenteeism remains a significant area of concern.
* Suspension Rate improved to the Blue performance level, showing a positive shift in schoolwide behavior systems, particularly at the universal (Tier 1) level.
* Panorama Survey Results showed low levels of student self-efficacy:
* Grades 3–5: 39% favorable (target was 58%)
* Grade 6: 41% favorable (target was 46%)
These results suggest a need to improve student connection, confidence, and ownership of learning through explicit SEL instruction and adult-student relationships.

While implementation of systems and activities was strong, particularly in PBIS fidelity and behavior, overall student perception data and chronic absenteeism highlight areas where further support and focus are needed. Future efforts will include expanding SEL instruction, increasing student voice in goal setting, and enhancing Tier 2 attendance and self-efficacy interventions.

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

There were no major differences between the intended implementation and the budgeted expenditures to support the strategies and activities aligned to this goal. All planned actions were carried out as designed and funded accordingly.

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.

As a result of the analysis of implementation and outcome data, changes will be made to strengthen both the strategies and supports under this goal:
* Strategies and activities will be refined to include more targeted Tier 2 supports for attendance and self-efficacy, with a focus on early identification and student engagement.
* SEL instruction and student connection efforts will be expanded to address low Panorama self-efficacy results, particularly in Grades 3–5.
* Attendance interventions will be adjusted to include increased family engagement, incentive programs, and progress monitoring by the student support team.
These updates are reflected in the revised Strategies/Activities and Annual Measurable Outcomes sections of the SPSA. Adjustments to implementation timelines, responsible staff, and related expenditures can also be found in the corresponding Action Steps and Budget Summary sections.

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.

Despite these strengths, the Annual Measurable Outcomes for key family engagement activities show mixed results:
* ELAC participation fell short of the goal, with only 2 parents consistently participating, below the target of 8 or more.
* Back to School Night participation reached 49%, just under the 51% target.
* Parent Café involvement included 6 parents, slightly below the goal of 8 or more.

These results suggest a need to enhance outreach efforts, explore more flexible meeting formats, and improve communication strategies to ensure higher and more consistent family participation.

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
Parent Feedback Participation Rate Percentage of families who complete school climate or parent engagement surveys (e.g., Panorama, Title I feedback forms).	New Metric	At least 50% of families will complete a school climate or parent engagement survey during the 2025–2026 school year, providing input on school programs, communication, and support.
Family Participation in Academic Support Activities Number of parents/guardians who participate in academic-focused events (e.g., family literacy/math nights, workshops on helping with homework or understanding standards).	New Metric	At least 30 families will participate in one or more academic-focused events (e.g., family literacy night, math night, or standards-based workshops) during the 2025–2026 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 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 4325: ($500) Print Shop for advertising events and creating blackline masters 5715: ($277)		$500 Title I: Parent Involvement 4325 Food For Meetings Food for Parent Meetings & Events $277 Title I: Parent Involvement 5715 Print Shop Advertising and copies
3.2	Increase meaningful parent involvement of English Learner (EL) families by fostering relationships, reducing barriers, and providing culturally and linguistically inclusive opportunities. Culturally Inclusive Family Workshops – Host interactive workshops on navigating the school system, supporting student learning at home, and understanding EL programs. Offer sessions at convenient times with childcare and food provided. "Parent Cafés" & Listening Circles – Organize informal gatherings where EL parents can share their experiences, voice concerns, and collaborate on school initiatives in a welcoming, culturally affirming space.		$1,260 Title I: Parent Involvement 2120 Para Temp translation time cards $497 Title I: Parent Involvement 3000 Benefits benefits for translation time cards

	Parent Leadership & Advocacy – Offer leadership training and opportunities for EL parents to serve on advisory committees (e.g., ELAC/DELAC) to amplify their voices in school decision-making. Flexible Volunteering Opportunities – Create accessible volunteer roles that accommodate different schedules, skill sets, and language abilities to encourage participation. bilingual para timecards for translation: 39 hours for additional Parent Teacher Conference time 2 hours X 6 para/community liaison X 2 days (translation for Open House and BTSN) = 24 hours 24hrs + 39hrs = 63hrs X$20 = $1260 benefits for timecards $497 2120: ($1260) 3000: ($497)			
3.3	Student-Led Family Engagement Events – Encourage student-led events, such as multilingual literacy nights or cultural celebrations, to create a comfortable and engaging atmosphere that fosters parental participation. Home-School Partnerships – Develop a system where teachers and staff make personal outreach efforts (phone calls, home visits, etc.) to build relationships and provide guidance on how parents can support their child's education. Translation Timecards for student led Family Engagement events & Home-School Partnerships: 20 hrs 2120: ($400) 3000: ($159)			$400 Title I: Parent Involvement 2120 Para Temp Translation Time cards for events $159 Title I: Parent Involvement 3000 Benefits Benefits for translation time cards

Annual Review

SPSA Year Reviewed: 2024-25

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELAC	8+ parents/guardians will participate in ELAC during the 2024-2025 schoolyear	2 parents consistently participated in ELAC during the 2024-2025 school year.
Back to School Night	51% of parents/guardians will participate in BTSN for the 2024-2025 school year	49% of parents/guardians participated in BTSN 2024-2025

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Cafe	8+ parents/guardians will participate in Parent Cafe during the 2024-2025 schoolyear	6 parents/guardians participated in Parent Cafe participated in Parent Cafe 2024-25

Analysis

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

During the 2024–2025 school year, Clyde W. Needham Elementary implemented a variety of strategies to increase family engagement, including offering ELAC meetings, hosting a Back to School Night event, and facilitating Parent Café sessions. Communication tools such as Class Dojo were used to inform families of opportunities to participate, and outreach was conducted to encourage involvement from all families.

Effectiveness Outcomes:
* Back to School Night had a strong turnout, with 49% of families participating, just shy of the 51% target.
* Parent Café sessions saw 6 families participate, slightly under the goal of 8 or more.
* ELAC participation remained low, with only 2 parents consistently participating, falling well below the engagement goal.

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

There were no major differences between the intended implementation and the budgeted expenditures for 2024-2025.

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.

As a result of data review and input from the School Site Council, several adjustments will be made to strengthen the parent engagement goal for the 2025–2026 school year.

* The Annual Measurable Outcome metric previously based on Back-to-School Night participation will be replaced with Parent-Teacher Conference attendance data, which the School Site Council believes is a more accurate reflection of meaningful parent engagement and better aligned with academic goals.
* Two new strategies will be implemented:
1. General education teachers will be provided with up to three additional paid hours to schedule extra Parent-Teacher Conference meetings for families of
Tier 3 students to support deeper academic collaboration.
2. An easy-to-read yearlong event calendar will be included in the school's weekly SMORE newsletter to provide families with advance notice and improve
participation across all engagement opportunities.
* In alignment with the school's identified needs, two new metrics have been added:
* Parent Feedback Participation Rate
* Family Participation in Academic Support Activities
These changes are reflected in the updated Metrics/Indicators, Expected Outcomes, and Strategies/Activities sections of the SPSA for 2025–2026.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Additional Targeted Support and Improvement (ATSI) for 2024-2025
The educational outcome of the Asian Student Group and the Students with Disabilities Group will mirror that of the general student population on the California Dashboard.

Exited for the 2025-2026 School Year - See Analysis Below

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.

CDE CA Dashboard Data for 2023 indicated that Needham Elementary School was in the Red for two years in a row for the Student Group: Asian, for Chronic Absenteeism.

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

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

Annual Review

SPSA Year Reviewed: 2024-25

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard: Chronic Absenteeism for Asian Student Group	According to the 2024 Dashboard, 44.7% or less chronically absent (Orange)	Asian Decreased by -8.0 to 37.3% (19/51) achieving a Performance Level Color of Orange

Analysis

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

During the 2024 school year, Clyde W. Needham Elementary implemented targeted attendance strategies to address chronic absenteeism among student groups, with a particular focus on the Asian student group, which was previously identified for Additional Targeted Support and Improvement (ATSI) due to high rates of chronic absence.

Effectiveness and Impact:
* The chronic absenteeism rate for Asian students decreased by 8 percentage points, from 45.3% to 37.3%, successfully meeting the performance target and achieving a Performance Level Color of Orange.
* This improvement met the state's exit criteria for ATSI status, resulting in Needham Elementary no longer being identified for additional targeted support for this student group.

These results demonstrate the effectiveness of intentional, data-driven attendance strategies and culturally responsive family engagement in addressing disproportionate outcomes and improving schoolwide equity.

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

There were no major differences between the intended implementation and the budgeted expenditures to implement the strategies/activities which met the articulated goal.

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.

As a result of the analysis, Clyde W. Needham Elementary will make the following adjustments to ensure continued progress in reducing chronic absenteeism:
* Although the Asian student group is no longer identified for Additional Targeted Support and Improvement (ATSI), the school will continue to monitor this group closely to sustain improvement and further reduce absenteeism rates.
* The school will also expand its focus to student groups that are nearing high rates of chronic absence, using early warning indicators to implement timely, tiered interventions.
* Strategies will be refined to include more proactive communication with families, targeted outreach by support staff, and the use of incentives and attendance contracts for students showing early signs of disengagement.

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	$125,255.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$125,255.00
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	$122,162.00
Title I: Parent Involvement	$3,093.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $125,255.00

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: $125,255.00

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

Expenditures by Funding Source

Funding Source	Amount
Central Title I	0.00
Title I	122,162.00
Title I: Parent Involvement	3,093.00

Expenditures by Budget Reference

Budget Reference	Amount
1120 Teacher Temp	2,000.00
1150 Teacher Sub	16,600.00
1900 Other Cert Salaries	0.00
2120 Para Temp	1,660.00
3000 Benefits	5,303.00
4200 Books	3,800.00
4300 Materials	11,374.00
4325 Food For Meetings	500.00
4328 Warehouse Supplies	500.00
5715 Print Shop	777.00
5800 Prof and Operating/Consultants	44,960.00
5872 Field Trips	19,951.00
5875 Technology Licenses	17,830.00

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	2,000.00
1150 Teacher Sub	Title I	16,600.00
3000 Benefits	Title I	4,647.00
4200 Books	Title I	3,800.00
4300 Materials	Title I	11,374.00
4328 Warehouse Supplies	Title I	500.00
5715 Print Shop	Title I	500.00
5800 Prof and Operating/Consultants	Title I	44,960.00
5872 Field Trips	Title I	19,951.00
5875 Technology Licenses	Title I	17,830.00
2120 Para Temp	Title I: Parent Involvement	1,660.00
3000 Benefits	Title I: Parent Involvement	656.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5715 Print Shop	Title I: Parent Involvement	277.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	122,162.00
Goal 2	0.00
Goal 3	3,093.00

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
Sonja Renhult	Principal
Sommer Haury	Other School Staff
Lurdes Ordinola	Classroom Teacher
Martina Ruiz	Classroom Teacher
Iffat Zia	Classroom Teacher
Nichole Brotherton	Parent or Community Member
Sonia Santibanez	Parent or Community Member
Claudia Nunez	Parent or Community Member
Fatima Ortega	Parent or Community Member
Nesha Newton-Brunner	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**

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 April 24, 2025.

Attested:

[signature]	Principal, Sonja Renhult on April 25, 2025
[signature]	SSC Chairperson, Martina Ruiz on April 25, 2025