



## 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	May 2, 2024	June 18, 2024

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 the 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

Identification of Stakeholders: The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) include:

Parents/guardians

School faculty and staff

Advisory committees (e.g., English Learner Advisory committee, student advisory groups,)

Communication Plan: A comprehensive communication plan developed to inform all stakeholders about the SPSA development and review process includes:

Communication channels (e.g., newsletters, emails, school website, social media)

Meeting schedules and agendas: [bit.ly/SSC137](https://bit.ly/SSC137)

Opportunities for feedback and input

Consultation Meetings: Consultation meetings scheduled to gather input from various stakeholder groups include:

Parent and community forums

SSC: [bit.ly/SSC137](https://bit.ly/SSC137)

1.25.2024, 2.22.2024, 4.4,.2024

Faculty and staff meetings  
Leadership: 3.11.2024, 4.1.2024, Staff: 4.3.2024  
Advisory committee meetings  
ELAC: [bit.ly/ELAC137](https://bit.ly/ELAC137)  
12.7.2023, 2.29.2024

Data Review and Analysis: Relevant data, including student achievement data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the SPSA.

Collaborative Planning Sessions: Collaborative planning sessions are held with representatives from different stakeholder groups to develop and review the SPSA involved:

- Brainstorming and idea generation
- Goal setting and action planning
- Reviewing progress toward goals from previous years

Feedback and Revision: Drafts of the SPSA are shared with stakeholders for feedback and revision. This feedback is carefully considered, and revisions are made as necessary to ensure the plan reflects the needs and priorities of the school community.

Approval Process: The finalized SPSA is presented to relevant stakeholders for approval. This includes:

- School site council
- District Administration
- Advisory committees

Annual Review and Update: The SPSA is reviewed and updated annually to reflect changes in student needs, school priorities, and external factors. This process involves:

- Data analysis
- Stakeholder consultation
- Revision of goals and action plans

Ongoing Communication: Throughout the year, ongoing communication and engagement with stakeholders ensure that they remain informed about the progress of the SPSA and have opportunities to provide input and feedback.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI only.

Based upon the California School Dashboard state indicators, Clyde W. Needham Elementary School has been identified for Additional Targeted Support and Improvement ATSI. The following subgroups, students with disabilities and Asian students entered ATSI due to not meeting the criteria based on the following indicators: ELA & Math as reported on the 2023 CA Dashboard release. Students with disabilities and Asian Students entered ATSI due to meeting the criteria based on ELA & Math as reported on the CA Dashboard 2023 release. In order to move the performance levels on each of the indicators for our qualifying students, it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed through tier 2 & tier 3 interventions and decreasing chronic absenteeism. Clyde W. Needham Elementary school professional development will be centered on three core areas to include instruction, community, and accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging and nurturing 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 needs assessment, we have identified the following areas in ELA, Math & Chronic Absenteeism that need significant improvement based on a review of the California School Dashboard and local data.

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.

Referring to the Dashboard we have identified (a) ELA overall performance was in the “Red” and Math overall performance area was in the “Orange” in the performance category AND (b) Asian sub- student group was two performance levels below the “all student” performance in chronic absenteeism.

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.

# 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.

#### English Language Arts

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Clyde W. Needham Elementary School aims to enhance academic and social-emotional 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:

K-2 DIBELS Assessment

2nd-6th Grade Reading Inventory (RI)

3rd-6th Grade ELA iReady Universal Screener

3rd-6th Grade CAASPP English Language Arts

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.

LUUSD 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.

Based on the needs assessment, we have identified the following areas in ELA that need improvement based on a review of the California School Dashboard and local data. The ELA indicators not met for the 2023-2024 school year are DIBELS K-2 MOY, Grades 2 -6 iReady ELA MOY, 2023-24 Reading Inventory MOY, 22-23 SBAC ELA. In addition, we have identified notable performance gaps among Hispanic/Latino students, English Learners, Socioeconomically Disadvantaged students, and students with disabilities on the CA Dashboard.

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 2022-2023 3rd - 6th CAASPP ELA Assessment

The 2023 California Dashboard: ELA

The 2023-2024 2nd-6th iReady MOY ELA Assessment

The 2023-2024 K-3 MOY DIBELS Assessment

The 2023-2024 2-6 MOY Reading Inventory (RI) 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
K-2 DIBELS Assessment	During the 2023-2024 school year, 28% 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, 33% of Kindergarten-3rd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.
2023 California Dashboard: ELA	All Students were red on the 2023 California Dashboard. This was 75.3 points below standard.	All Students will be orange on the 2024 California Dashboard.
2023-2024 2nd-6th iReady MOY ELA Assessment	During the 2023-2024 school year, 21% 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, 26% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	During the 2022-2023 school year, 24.12% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2023-2024 school year, 29.12% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.

## 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	<p>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-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.</p> <p>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</p> <p>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.</p> <p>Assessment Support:            * Assist in DIBELS and SIPPS testing as needed.            * Progress monitor own intervention students every 3 to 6 weeks.</p>	All Students	Central Title I 1900 Other Cert Salaries District Funded ELA TOSA



	* Provide assistance to teachers with testing timelines.		
<b>1.2</b>	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <ul style="list-style-type: none"> <li>* Analyze universal screeners and state/local data to identify trends and areas for improvement.</li> <li>* Collaborate, plan, and respond with best practices.</li> <li>* Foster collaboration among teachers to develop targeted intervention strategies.</li> <li>* Tailor instructional practices based on data insights to address diverse student needs.</li> <li>* Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child.</li> <li>* Use Data Collection Sheets to track individual student progress.</li> <li>* Evaluate intervention effectiveness and instructional strategies for continuous improvement.</li> </ul> <p>Time Cards Subs: 3 days X 4 subs 12 subs x \$175</p>	All Students	<p>2100 Title I 1150 Teacher Sub Subs for MTSS Data Conferences 524 Title I 3000 Benefits Sub Benefits</p>
<b>1.3</b>	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>Ensure students have access to supplemental books, duplicating services, study trips, assemblies, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p> <p>Duplicating: print shop - backline master duplication from adopted curriculum (\$500)</p> <p>Software Licenses Include: Generation Genius (\$1795) Flocabulary (\$3750) PBIS Rewards (\$2692.50) ESGI (\$984) Heidi's Songs: TK, 3K, 5(1-2) (\$809.50) MyOn (\$5999) -e-books</p> <p>Materials: AVID Supplies (\$6000) Scholastic News Magazine Subscription (\$2986.83)</p> <p>Books: Language Power! student workbooks (225 students \$3825)</p>	All Students	<p>8987 Title I 4300 Materials Student AVID Supplies; planners, binders, paper, highlighters, pens, pencils, dividers Other materials to support instruction</p> <p>3825 Title I 4200 Books Language Power! student workbooks (225 students) 500 Title I 4328 Warehouse Supplies Supplemental Copy Paper 16030 Title I 5875 Technology Licenses Technology Licenses to support instruction 500 Title I 5715 Print Shop Print shop for reproduction of adopted curriculum</p>

	Warehouse Supplies: (\$500)		
1.4	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District ELA Initiative Professional Developments Include:  * Handwriting Without Tears  * iReady Math  * CORE SIPPS - foundational Reading  Site ELA Based Initiative Professional Developments Include:  *Language Power!  *Step Up to Writing  *PLC@ Work - Solution Tree</p>	All Students	Title I 5800 Prof and Operating/Consultants See PD 5.1 for Funding Allocation
1.5	<p>Grant Funded Literacy Teacher</p> <p>As a school literacy grant-funded teacher, the primary responsibility is to implement literacy programs and interventions funded by the grant within the school. This includes designing and delivering targeted instruction to improve reading and writing skills among students. They will collaborate with other teachers and literacy specialists to assess student needs, develop curriculum, and monitor progress. Additionally, they may be involved in organizing professional development opportunities for staff to enhance their literacy instruction skills. Their role also involves collecting data and reporting on the effectiveness of the literacy programs to ensure compliance with grant requirements and to inform future initiatives.</p>	All Students	1900 Other Cert Salaries Grant Funded Literacy Teacher

## Annual Review

SPSA Year Reviewed: 2023-24

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
DIBELS K-3	23-24 DIBELS K-2 MOY: 36% At or Above Proficiency	23-24 DIBELS K-2 MOY: 28% At or Above Proficiency
iReady ELA 3rd-6th	23-24 iReady ELA 3rd-6th MOY: 21% At or Above Proficiency	23-24 iReady ELA 3rd-6th MOY: 20% At or Above Proficiency
Reading Inventory 2nd-6th	23-24 Reading Inventory MOY: 24% At or Above Proficiency	23-24 Reading Inventory MOY: 19% At or Above Proficiency

Metric/Indicator	Expected Outcomes	Actual Outcomes
Smarter Balanced ELA Summative Assessment 3rd-6th	23-24 Smarter Balanced ELA Summative  ALL Grades: 28% met or exceeded the standard G3: 12% met or exceeded the standard G4: 28% met or exceeded the standard G5: 39% met or exceeded the standard G6: 37% met or exceeded the standard	23-24 Smarter Balanced ELA Summative  ALL Grades: 24% met or exceeded the standard G3: 19% met or exceeded the standard G4: 6% met or exceeded the standard G5: 45% met or exceeded the standard G6: 26% met or exceeded the standard

## Analysis

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

Overall, the effectiveness of the strategies related to growth in ELA proved to be ineffective at increasing students' proficiency in multiple measures. Throughout the school year, Title 1 funding has gone toward necessary AVID supplies and software licenses (such as Accelerated Reader), substitute codes to allow teachers to attend PD and meet as grade levels for PLCs.

Below is a breakdown of performance according to each goal area.

### DIBELS:

The goal of 36% proficiency by MOY for DIBELS was not met; students did show proficiency at 28% for MOY. The strategies were not entirely ineffective, however, as students showed increased growth from 2022-2023 to 2023-2024 in letter names, phonemic awareness, phonics, decoding, and accuracy sub-measures.

### iReady ELA Universal Screener:

The goal of 21% of students proficient or better at MOY was not met (students achieved 20% proficiency as of MOY results).

That being said, the goal was nearly met at only 1% shy of the goal. In addition, the number of students one grade level below increases from 33% in 22-23 to 37% in 23-24 and the number of students two or more grade levels below decreased from 52% in 22-23 to 43% in 23-24. Overall, this shows excellent growth in moving students closer to proficiency despite not meeting the proficiency goal.

### Reading Inventory:

Needham did not meet the goal of 24% of students showing grade level proficiency according to the Reading Inventory report. That being said, 19% of students showed proficiency which grew 7% from the BOY percentage of 12%.

### CAASPP:

In 2021-2022, 23% of students at Needham demonstrated that they met or exceeded standards on the CAASPP test in grades 3-6. In 2022-2023, 24% of students at Needham demonstrated that they met or exceeded standards on the CAASPP test in grades 3-6, the goal was NOT met. However, grades 3 & 5 did exceed their goals on ELA SBAC even though the school did not meet the goal overall.

As the 2023-2024 CAASPP has not occurred yet, this will be evaluated later in the year.

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

The major difference between the intended implementation and the school's plan related to ELA strategies was that Needham was not able to hire an intervention teacher for the 23-24 school year. This meant that the platooning of students in grades K-6 for ELA was negatively impacted.

The following adjustments were made for the 23-24 school year:

~SIPPS PD for teachers 4-6

~daily SIPPS instruction added grades 4-6

~small group intervention for students in grades 4-6 with phonics needs

~platooning in grades 1-3 was halted so that teachers could work with their own students in SIPPS

Additionally, the allocation of funds for the intervention teacher was re-allocated to provide additional Language Power! Materials used as a supplement to the ELA curriculum.

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.

Despite not meeting proficiency goals in each measure (DIBLES, the Reading Inventory, and iReady ELA Universal Screener) only small changes will be made to the goals, outcomes, metrics, or strategies/activities as students showed significant growth towards proficiency across multiple assessments.

Proposed Changes for 24-25:

~1.0 FTE ELA TOSA provided by the LCAP

~1.0 FTE ELA Intervention Teacher provide by LCRSET Grant

~Grades 1-3 Platoon for SIPPS, at least at their grade level

# 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.

#### Mathematics

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Clyde W. Needham Elementary School aims to enhance academic and social-emotional 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 Mathematics:

K-6th Grade Math iReady Universal Screener

3rd-6th Grade CAASPP Mathematics

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 #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.

Based on the needs assessment, we have identified the following areas in Math that need improvement based on a review of the California School Dashboard and local data. The Math indicators not met for the 2023-2024 school year are 22-23 SBAC Math and grades 3-6 iReady Math MOY. In addition, we have identified notable performance gaps among English Learners and Students with Disabilities on the CA Dashboard.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups. This goal is based on disaggregated data from the following sources:

The 2022-2023 3rd-6th CAASPP Math Assessment

The 2023 California Dashboard: Mathematics

The 2023-2024 K-6th grade iReady MOY Mathematics 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
3rd-6th Grade CAASPP Math	During the 2022-23 school year, 34.62% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 45.11% Grade 4- 40.8% Grade 5- 33.38% Grade 6- 33.19%	During the 2023-24 school year, 39.62% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 50.11% Grade 4- 45.8% Grade 5- 38.38% Grade 6- 38.19%
K-6th iReady MOY Math Assessment	During the 2023-24 school year, 17% of K-6th grade students performed at or	During the 2024-25 school year, 22% of K-6th grade students will perform at

	<p>above on the Middle of the Year (MOY) iReady Universal Screener in Math.</p> <p>Grade K- 17%</p> <p>Grade 1- 17%</p> <p>Grade 2- 10%</p> <p>Grade 3- 8%</p> <p>Grade 4- 17%</p> <p>Grade 5- 19%</p> <p>Grade 6- 36%</p>	<p>or above on the Middle of the Year (MOY) iReady Universal Screener in Math.</p> <p>Grade K-22%</p> <p>Grade 1- 22%</p> <p>Grade 2- 15%</p> <p>Grade 3- 13%</p> <p>Grade 4- 22%</p> <p>Grade 5- 24%</p> <p>Grade 6- 41%</p>
California Dashboard: Math	<p>The ALL student group as demonstrated on the 2023 CA Dashboard report scored 78.7 points below standard.</p> <p>The performance color for the ALL student group is yellow.</p>	<p>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)</p> <p>To remain in yellow we must be 75.7 or fewer points below standard.</p> <p>The performance color for the ALL student group will move from yellow to green or blue.</p> <p><a href="https://bit.ly/target137">bit.ly/target137</a></p>

## 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	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <p>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. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p>	All Students	<p>Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See ELA Goal 1.2</p> <p>Title I 3000 Benefits Sub Benefits- See ELA Goal 1.2</p>
1.2	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p>	All Students	<p>Title I 4300 Materials AVID Supplies- See ELA Goal 1.3</p>

	AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.		
1.3	<p>District Math TOSA will play a pivotal role in advancing initiatives for grades K-6 Mathematics instruction, 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 mathematics instructional strategies &amp; intervention support. Serving as an intervention teacher and resource, the Math TOSA will enhance mathematics instruction to improve mathematics outcomes for K-6 students with an emphasis in grades 3-6.</p> <p>Modeling Lessons and Small Group Instruction: Available to model or co-teach i-Ready Ready Math 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, iReady consultant visits, and data conferences. Maintain consistent communication and interaction with administrators. Assessment Support: Assist in iReady assessment BOY/MOY/EOY assessments as needed. Progress monitor own intervention students every 3 to 6 weeks. Provide assistance to teachers with testing timelines.</p>	All Students	<p>Central Title I 1900 Other Cert Salaries District Math TOSA</p> <p>Central Title I 3000 Benefits District Math TOSA Benefits</p>
1.4	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>Site Math Based Initiative Professional Developments Include: *iReady Coplan/CoTeach x 2 days</p>	All Students	<p>Title I 5800 Prof and Operating/Consultants See PD 5.1 for Funding Allocation</p>

## Annual Review

## SPSA Year Reviewed: 2023-24

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
Smarter Balanced Math Summative Assessment 3rd - 6th	23-24 Smarter Balanced Summative All grades: 24% met or exceeded the standard	23-24 Smarter Balanced Summative All grades: 20.5% met or exceeded the standard
iReady Math 3rd - 6th	23-24 iReady Math 3rd - 6th MOY: 24% at or above proficiency	23-24 iReady Math 3rd - 6th MOY: 17% at or above proficiency

### Analysis

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

Overall, the effectiveness of the strategies related to growth in ELA proved to be ineffective at increasing students' proficiency in multiple measures. Throughout the school year, Title 1 funding has gone toward necessary AVID supplies and software licenses, substitute codes to allow teachers to attend PD and meet as grade levels for PLCs. In addition, a 1.0 FTE Math Teacher on Special Assignment was assigned to Needham to work with grades 3-6.

iReady Math Universal Screener (grades K-6):

The goal of 24% proficiency by MOY for the iReady Math Universal Screener was not met; students did show proficiency at 17% for MOY. The strategies were not entirely ineffective, however, as students showed better than "Typical" growth with the average student at Needham having already achieved 78% of their projected growth for the year by the MOY benchmark (with the average mean growth being at 50% for the middle of the year). Additionally, the number of students who were 2 or more grade levels below dropped from 48% in the BOY diagnostic test to just 27% in the MOY for all grade levels. This means that despite not meeting the proficiency goal of the school plan, Needham students showed more overall math preparedness at an accelerated rate of growth.

CAASPP:

In 2021-2022, 18.75% of students at Needham Elementary demonstrated that they met or exceeded standards on the CAASPP test in grades 3-6. In 2022-2023, 20.5% of students at Needham Elementary demonstrated that they met or exceeded standards on the CAASPP test in grades 3-6. While this indicator did not meet the goal of 24%, some growth was achieved.

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

Title 1 funding was spent as indicated in the school plan.

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.

Despite not meeting proficiency goals in the iReady Math Universal Screener, no changes will be made to the goals, outcomes, metrics, or strategies/activities as students showed significant growth towards proficiency.



# 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.

#### English Learners

By December 2024, with an implementation of Multi-Tiered System of Support (MTSS), Clyde W. Needham Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the following by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Based on a comprehensive review of the needs assessments and state and local data, English Learner growth and achievement emerged as an area for improvement. Specifically, we have identified students with disabilities have lower rates of progress toward EL proficiency. To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes for English Learners.

### 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
English Learner Progress Indicator reported by the California Dashboard	48.1% making progress towards English language proficiency as demonstrated by the 2023 CA Dashboard.	53.1% making progress towards English language proficiency as demonstrated by the 2024 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	ELD 3.1 - Designated ELD All K-6 students who are designated English Language Learners will receive 30 minutes of designated English Language Development daily using Journey's ELD component or other Leadership Team approved research based curriculum. Progress will be monitored by using the ELA assessments referenced in the ELA SPSA Goal above.	All K-6 ELL Students	LCFF

<p><b>1.2</b></p>	<p>ELD 3.2 - Data Conferences &amp; PLC (refer to ELA 1.2)</p> <p>Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected at BOY and MOY. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi-Tiered Systems of Support Data Conferences to strategically plan and respond to data.</p> <p>MTSS Data Conferences: provide release time for teachers and admin:</p> <ol style="list-style-type: none"> <li>1. Analyze the DIBELS, Reading Inventory, and CAASPP data.</li> <li>2. Collaborate, plan and respond with best practice</li> <li>3. Specialists such as speech therapists, Resource Specialists, Special Education Teachers, Intervention Teachers, counselors, nurses will participate in the meeting to use a multidisciplinary approach while looking at the whole child</li> </ol> <p>DATA Analysis</p> <p>Data analysis will be facilitated with the use of an extra large, curved monitor and HP desktop. When looking at data, drafting reports, and analyzing best next steps, Special Education teachers as well as some others would benefit from these larger devices. A purchase of 6 curved monitors and HP desktops will fulfill this function</p> <p>PLC - Professional Learning Communities</p> <p>PLCs will act in conjunction with data conferences but on a bimonthly basis. Teachers will analyze student data to determine needs for instruction.</p>	<p>All K-6th ELL Students</p>	<p>Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See ELA Goal 1.2</p>
<p><b>1.3</b></p>	<p>ELD 3.3 Language Power!</p> <p>Language Power will be used as a supplemental curriculum for the 30 minutes of designated ELD time.</p> <p>EL students will platoon to classrooms based on EL level. Teachers will use Language Paower! to develop English language skills in our EL students. Student consumable materials as well as books and materials associated with the curriculum will be provided.</p>	<p>All K-6th ELL Students</p>	<p>Title I 4200 Books Materials to support instruction of Language Power! See ELA Goal 1.3</p>
<p><b>1.4</b></p>	<p>ELD 3.4 SIPPS (refer to ELA 1.3)</p> <p>Kinder through 3rd-grade teachers and 4-6 Intervention teachers will use the LCFF-funded program Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) as a supplement for the core curriculum for all students as a Tier One best practice.</p>	<p>All Kinder through 3rd-grade Students Identified students in 4th through 6th-grade who would benefit from Tier Two intervention via SIPPS.</p>	

	<p>SIPPS instruction will be given at the specific grade level  Kinder: Beginning Lesson 40  First Grade: Extension  Second Grade: Finish Extension  Third Grade: Challenge</p> <p>Students will be identified and placed in appropriate groups during MTSS Data Conferences (ELA 1.5). Grouping will remain flexible as students progress through SIPPS levels and Soliday Systems.</p> <p>All K-3 teachers, 4-6 Intervention teachers and Bilingual and General Education paras will participate and implement evidence-based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers</p>		
1.5	<p>ELD 3.5 Bilingual para-educators</p> <p>Bilingual para-educators, some proficient in Spanish, and one proficient in Urdu will assist ELD students in the classroom during core curriculum instruction. Priority will be given to Level 1 and Level 2 students. The schedule for push-in of bilingual para-educators will be created based on curricular needs, ELD levels, and teacher requests.</p> <p>Bilingual para-educators will also facilitate communication between teachers and parents/guardians via translation of the primary language. Time cards will be utilized for meetings and phone calls after contract hours.</p>	All K-6 ELD students	<p>3000 Title I  2120 Para Temp  Time cards for para-educators for communicating with parents in primary language.  1198 Title I  3000 Benefits  Bilingual time card benefits</p>

## Annual Review

### SPSA Year Reviewed: 2023-24

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
California School Dashboard - Academic performance: English Learner Progress	2022 Dashboard Academic performance: English Learner Progress - 52.7% making progress towards English Language Proficiency	Increase the proficiency levels by 5%  2023 Dashboard Academic performance: English Learner Progress - 48.1% making progress towards English Language Proficiency

## Analysis

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

Overall, the effectiveness of the strategies related to growth in ELD showed to be ineffective at moving students to the targeted goal of 52.7% of English Learner students showing growth according to the CA Dashboard results. That being said, 48.1% of English Learners at Needham showed increased growth (in the green category on the CA Dashboard) in the 2023 measurement (an increase of less than 1% from the baseline data of 47.7% in the SPSA). This means that 52.7% of students increased at least one ELPI level (up from 47.7% in 2022). That being said, the ELPI data for 2024 ELPAC is not yet available for analysis. Needham adopted Language Power! as a supplement to the ELA curriculum for ELD instruction and began utilizing this supplement at the beginning of the 2023-24 school year as a part of the SPSA. The ELPI data for 2024 will reveal the effectiveness of that addition.

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 in implementation or expenditures as it relates to this goal or its strategies and activities to meet 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 students are showing increased rates of both growth and performance, there will be no changes to this goal, its outcomes, metrics, or strategies/activities.

# 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.

#### Parent Involvement

Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

### 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.

Current levels of parent involvement are inconsistent and often limited to occasional events or meetings, resulting in missed opportunities for sustained collaboration between parents and educators. This gap hinders the holistic support of students' educational journey and the establishment of a strong school community

### 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
ELAC	3 parents/guardians participated in ELAC during the 2023-2024 school year	8+ parents/guardians will participate in ELAC during the 2024-2025 school year
Back to School Night	46% of parents/guardians participated in BTSN for the 2023-2024 school year	51% of parents/guardians will participate in BTSN for the 2024-2025 school year
Parent Cafe	3 parents/guardians participated in Parent Cafe during the 2022-2023 school year	8+ parents/guardians participated in Parent Cafe during the 2022-2023 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
1.1	School-Community Organized Events/Activities Throughout the school year, there will be organized activities such as parent-teacher conferences,	All Students	500 Title I: Parent Involvement 4325 Food For Meetings

	workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.  Food for Meetings/Events/Activities - (\$500) Parent Fingerprinting		Food Meetings/Events/Activities for  Title I: Parent Involvement 5800 Prof and Operating/Consultants Fingerprinting services for parent volunteers
1.2	Communication  Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.  Time cards for translators	All Students	1596 Title I: Parent Involvement 2120 Para Temp Translation for parents @ events/meetings 637 Title I: Parent Involvement 3000 Benefits Benefits for translators

## Annual Review

SPSA Year Reviewed: 2023-24

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
Parent participation for Back to School Night	2023-2024 Back to School Night Attendance = 75%	2023-2024 Back to School Night Attendance = 46%
Parent Cafe Attendance	2023-2024: Parent Cafe Attendance = 8+ parents per week	2023-2024 Parent Cafe Attendance = not implemented
Parent completion of the agreement to participate in school events (% of parents that returned the agreement filled out with dates)	Baseline established 2023-2024	2023-2024 Parent agreement to participate in school events = not implemented
Parent fulfillment of the agreement to participate in school events (% of parents that fulfilled the agreement, participated in the school activities they said they would participate in)	Baseline established 2023-2024	2023-2024 Parent agreement to participate in school events = not implemented

## Analysis

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

Overall, Clyde W Needham continues to struggle with the parent involvement metric. We did not meet the goals established for this goal.

The plan was not fully implemented in the following 2 areas:

~Parent Cafe - Needham was informed that Parent Cafe would not be participating on our campus for the 23-24 school year too late in the year to establish it at a later date. Parent Cafe implementation has been secured for the 24-25 school year already.

~Needham did not fulfill the plan of creating a 'menu' of activities parents could participate in for the 23-24 school year. This lack of implementation was due to an oversight by the principal.

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

The intended implementation for parent involvement was not achieved. First, there was a logistical error with Parent Cafe causing that resource to be absent for the 23-24 school year. Second, the plan to create a 'menu' of activities parents could participate never came to fruition. The plan was not implemented due to an oversight by the principal.

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.

For the 24-25 SPSA, the following changes will be implemented:

Metrics: back-to-school night percentages, Parent cafe attendance, ELAC attendance, SSC Attendance

Additional 'FUN' parent involvement meetings will be added to the school calendar to encourage participation: bingo, movie night...etc.

Reach out to community partners to provide a raffle prize for all parent events

Parent Outreach performed by teachers to train parents to become reading tutors

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

#### Professional & Educational Development

To increase student success metrics for academic proficiency levels, behavior incidents, and social-emotional well-being assessments by 5% compared to baseline data from the previous academic year, Clyde W Nedham will provide comprehensive training and professional development opportunities for all staff members, including the school community, to ensure they are equipped with the knowledge and skills necessary to effectively implement and support the MTSS framework. In addition, provide students with educational and academic, behavioral, and social-emotional development opportunities to increase metrics rates.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standards.

#### LUSD LCAP GOALS:

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

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.

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.

Based on a comprehensive review of the needs assessments and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified [name specific areas of low performance] and notable performance gaps among student groups on Dashboard indicators such as [name specific indicators]. To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes across all student groups.

### 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
Attendance for Professional Development to further the skills of teachers and other staff	2023-2024 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 - new K-2: Handwriting Without Tears - new K-6: PLC @ Work with Solution Tree - new Special Ed Teachers: SONDAY - new	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%

## 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	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District Initiative Professional Developments Include: * CORE SIPPS - Foundational Reading * Handwriting W/O Tears K-1 *MTSS tiered Support Components</p> <p>Site ELA Based Initiative Professional Developments Include: *Language Power! (\$11000/2 days) *Step Up to Writing (\$4400/1 day) *PLC @ Work with Solution Tree (\$26,000/ 4 days)</p> <p>Sub Codes - Daily: 18 sub codes x \$175</p> <p>Timecards: \$1251</p>	All	<p>41400 Title I 5800 Prof and Operating/Consultants Site Based PD to support district and school goals 3150 Title I 1150 Teacher Substitutes for teachers to attend PD 788 Title I 3000 Benefits Benefits for Substitutes for teachers to attend PD 1000 Title I 1120 Teacher Temp Timecards to attend PD outside of contract hours 251 Title I 3000 Benefits Benefits for timecards to attend PD</p>
1.2	<p>MTSS (Multi-Tiered System of Supports) Collaboration/Timecards</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include:</p>	All	<p>1730 Title I 1120 Teacher Temp Certificated Teacher Time Cards 431 Title I 3000 Benefits</p>

	<p>Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions.</p> <p>Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth.</p> <p>Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success.</p> <p>Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support.</p> <p>Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework.</p> <p>Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts.</p> <p>Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation.</p> <p>Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.</p> <p>Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework.</p> <p>Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.</p> <p>(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.)</p> <p>Timecards</p>		<p>Certificated Teacher Time Card Benefits</p> <p>Title I 1920 Other Cert Temp Certificated TOSA Time Cards</p>
<p><b>1.3</b></p>	<p>Educational Assemblies to support the school's curriculum and culture.</p>	<p>All</p>	<p>6000 Title I</p>

	<p>The assemblies should include one or more of the following components;</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p> <p>Assemblies: (\$6000)</p>		5800 Prof and Operating/Consultants Educational Assemblies to Support Inst. and Student Development
1.4	<p>Study Trips Supplementing Grade-Level Core Curriculum:</p> <p>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:</p> <p>Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards.</p> <p>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.</p>	ALL	<p>37350 Title I 5872 Field Trips Study Trips to Support Instruction and Ed. Development Charter Busses for Study Trips</p> <p>1000 Title I 5712 Transportation District Transportation</p>

	<p>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.</p> <p>Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Study Trips:  Science Camp (\$20,000)  Valley Days (\$450)  Pumpkin Patch (\$900)  Other (\$6000)</p> <p>Transportation for Study Trips:  Transportation (\$11000)</p>		
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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
<p>Staff participation in the following PDs:  K-6: MTSS Framework PD as presented at staff meetings and in PLCs  K-3 &amp; 4-6 intervention teachers: The Consortium On Reading Excellence CORE  K-6: iReady - Math  K-6: Power Language  K-6 Step Up To Writing</p>	<p>2023-2024 PD attendance:  K-6 MTSS Framework - 100%  K-3 &amp; 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%</p>	<p>2023-2024 PD attendance:  K-6 MTSS Framework - 100%  K-3 &amp; 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 - 0% (not implemented)</p>

# Analysis

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

Throughout the 2023-2024 school year, teachers have participated in PD and training in academic, behavioral, and SEL supports at staff meetings, after contract hours, and on CP days as teachers have requested. Throughout these times, professional development has been given through the lens of MTSS and focused on how teachers can support their students at a Tier 1 and Tier 2 level.

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

The plan included PD for Step Up to Writing but this PD was not implemented due to time restrictions for PD imposed by the district. Needham was not able to schedule Step Up to Writing PD for the 23-24 school year.

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 this goal was met by including all of our certificated teachers, there will be no changes to this goal, its outcomes, metrics, or strategies/activities.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### 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.

LUUSD 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.

Based on a comprehensive review of the needs assessments (chronic absenteeism and suspension rate) and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified notable performance gaps among the Asian and Students with Disabilities Student Groups on the CA Dashboard. To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

### 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	ALL Student Group: Yellow 36.3% of students are chronically absent which is a decrease of 6.9%.	Yellow 18.7% of students are chronically absent which is a decrease of 8.8
CA Dashboard - Suspension Rate	ALL Student Group Yellow 0.8% of students were suspended for at least one day which is an increase of 0.3%	Green 0.8% No change in the indicator.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2023-2024 Local Data: Tier 1 TFI Score 66.7% Tier 2 TIF Score: none-establish baseline Tier 3 TIF Score: none-establish baseline	2024-2025 Local Data: Tier 1 TFI Score 80% Tier 2 TIF Baseline Score ____% Tier 3 TIF Baseline Score ____%
PBIS Recognition	Unrecognized for the 2023-2024 School Year	Bronze for the 2024-2025 School Year
Panorama Survey	Winter 2024 Self-Efficacy 2023-2024 Grades 3 - 5: 53% favorable Grades 6-12: 41% favorable	Winter 2025 Self-Efficacy Grades 3 - 5: 53% favorable Grades 6-12: 41% favorable

## 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	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.	All	Title I 5800 Prof and Operating/Consultants See PD 5.1 for Allocation Amount
1.2	<p>Positive Behavioral Intervention and Supports Collaboration</p> <p>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:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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. Collaborate with outside experts and resources to improve staff training.</p> <p>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.</p> <p>Family and Community Engagement: Involve families in PBIS activities and initiatives.</p>	All	Title I 1120 Teacher Temp See PD 5.2 for Certificated Timecard Allocation Amount

	<p>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.</p> <p>(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.)</p>		
<p><b>1.3</b></p>	<p>Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components; Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams. Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students. Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills. Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel. Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>	<p>All</p>	<p>Title I 5800 Prof and Operating/Consultants See PD 1.2 for Allotted Funding Allocation</p>



# Annual Review

SPSA Year Reviewed: 2023-24

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**

## Analysis

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

New Metric for 24-25

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

New Metric for 24-25

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.

New Metric for 24-25

# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### 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)

The educational outcome of the Asian Student Group will mirror that of the general student population on the California Dashboard.

### 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 indicates that Needham Elementary School is 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
CA Dashboard: Chronic Absenteeism for Asian Student Group	According to the 2023 Dashboard, 45.2% chronically absent (Red)	According to the 2024 Dashboard, 44.7% or less chronically absent (Orange)

### 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	<p>To support Asian Student Group experiencing chronic absenteeism, educators can utilize Positive Behavioral Intervention and Supports (PBIS) strategies through a comprehensive and coordinated approach.</p> <p>Key activities during PBIS collaboration time include:</p> <p>Data Collection and Analysis:</p> <p>Collect and analyze behavior data to identify trends and areas of concern, specifically focusing on absenteeism among Asian subgroup.</p>	Asian Student Group	<p>Title I</p> <p>See PD for Funding Allocation</p>

	<p>Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time.</p> <p>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, with a focus on addressing chronic absenteeism.</p> <p>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. Collaborate with outside experts and resources to improve staff training.</p> <p>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.</p> <p>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 to enhance support for students.</p> <p>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.</p> <p>By integrating these activities, educators can create a supportive environment that addresses the specific needs of Asian subgroups, helping to reduce chronic absenteeism and improve overall student outcomes.</p>		
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## Annual Review

**SPSA Year Reviewed: 2023-24**

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
CAASPP Results; ELA & Math for students with disabilities and Asian students	2022-2023 SBAC Baseline Asian Students Math: 30% meet or exceed the standard Asian Students ELA: 30% meet or exceed the standard Students with Disabilities Math:5% meet or exceed the standard Students with Disabilities ELA:5% meet or exceed the standard	2022-2023 SBAC Baseline Asian Students Math: 23.53% meet or exceed the standard (not met) Asian Students ELA: 41.18% meet or exceed the standard (met) Students with Disabilities Math:2.27% meet or exceed the standard (not met) Students with Disabilities ELA:6.82% meet or exceed the standard (met)

**Analysis**

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

Overall, Needham implemented all the strategies outlined in the 23-24 SPSA for the ATSI goal. Sunday was implemented by the RSP teacher and her para-educator but only 1 out of 3 Special Day Classes implemented it for their students. Chronic absenteeism continues to be addressed with very little improvement.

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

Two of the three special day class teachers prefer to complete PD only during contract hours and this has proved difficult for training these employees on Sunday. Therefore, the only difference between the intended implementation and the actual implementation is the use of Sunday in all Special Ed classes. Sunday is currently being used by the RSP teacher and one out of three of the special education teachers.

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 students are showing increased rates of both growth and performance, there will be no changes to this goal, its outcomes, metrics, or strategies/activities.

# 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	\$132,497.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$132,497.00
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	\$129,764.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$129,764.00

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 (\$)
Title I: Parent Involvement	\$2,733.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$2,733.00

Total of federal, state, and/or local funds for this school: \$132,497.00

# 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
Title I	129,764.00
Title I: Parent Involvement	2,733.00

### Expenditures by Budget Reference

Budget Reference	Amount
1120 Teacher Temp	2,730.00
1150 Teacher Sub	5,250.00
2120 Para Temp	4,596.00
3000 Benefits	3,829.00
4200 Books	3,825.00
4300 Materials	8,987.00
4325 Food For Meetings	500.00
4328 Warehouse Supplies	500.00
5712 Transportation	1,000.00
5715 Print Shop	500.00
5800 Prof and Operating/Consultants	47,400.00
5872 Field Trips	37,350.00
5875 Technology Licenses	16,030.00

### Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

1120 Teacher Temp	Title I	2,730.00
1150 Teacher Sub	Title I	5,250.00
2120 Para Temp	Title I	3,000.00
3000 Benefits	Title I	3,192.00
4200 Books	Title I	3,825.00
4300 Materials	Title I	8,987.00
4328 Warehouse Supplies	Title I	500.00
5712 Transportation	Title I	1,000.00
5715 Print Shop	Title I	500.00
5800 Prof and Operating/Consultants	Title I	47,400.00
5872 Field Trips	Title I	37,350.00
5875 Technology Licenses	Title I	16,030.00
2120 Para Temp	Title I: Parent Involvement	1,596.00
3000 Benefits	Title I: Parent Involvement	637.00
4325 Food For Meetings	Title I: Parent Involvement	500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	32,466.00
Goal 3	4,198.00
Goal 4	2,733.00
Goal 5	93,100.00

# 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
Lurdes Ordinola	Classroom Teacher
Jason Rotondo	Classroom Teacher
Iffat Zia	Classroom Teacher
Sommer HAury	Other School Staff
Nichole Brotherton	Parent or Community Member
Valerie Esquivel	Parent or Community Member
Claudia Nunez	Parent or Community Member
Fatima Ortega	Parent or Community Member
Andrea Rillon	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 5/2/2024.

Attested:



Principal, Sonja Renhult on 5/7/2024



SSC Chairperson, Jason Rotondo on 5/7/2024