

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Clyde W. Needham Elementary School
Address	420 S.Pleasant Ave. Lodi, CA 95240
County-District-School (CDS) Code	3968586042204
Principal	Sonja Renhult
District Name	Lodi Unified School District
SPSA Revision Date	10/28/2021
Schoolsite Council (SSC) Approval Date	10/28/2021
Local Board Approval Date	12/14/2021

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

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School Vision and Mission

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

Purpose and Description

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

Schoolwide Program

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

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

School Profile

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

The current school enrollment is 335 students. The ethnic make-up of the school is 78.5% Hispanic, 11 % Asian, 4.1% White, .30% African-American, and 0.6% American Indian or Alaska Native. Over 90% of students are considered to be socioeconomically disadvantaged, approximately 61.4% are English Learners and about 20.7% are identified as Special Education students. Of the school's 16 teachers, 14 are "fully qualified" and one is an internship through a local university. The school has one part-time psychologist, one part-time counselor, one speech therapist, one part-time P.E. teacher, and one part-time music teacher.

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

All key stakeholders were involved in the Annual Review and Update. Principal met with the School Leadership Team and staff to review previous goals and strategies and determine effectiveness of the plan. Leadership and staff provided feedback on strategies that worked well and those not effective and provided recommendations for improvement. Principal also met with School Site Council on 10/28/2021 to share findings and to provide an opportunity for feedback and suggestions.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

State & district BMKs assessment results will be used as a baseline for 2021-2022 goals. The percentage of 3-6 students meeting or exceeding the Reading Inventory assessments will increase by 10% over the Fall/Winter assessments by May 2021. The percentage of K-2 students meeting or exceeding the EOY SIPPS level goals will increase by 10% by May 2021 (Kinder: complete introduction level, 1st: complete the beginning level, 2nd: complete the extension level).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC	SBAC=29%	Goal Not Met SBAC=24%
EOY District Benchmarks	EOY BM=40.1%	EOY BM=Not available. Benchmarks were not given at the end of the year so that students could focus on taking CAASPP and returning to school after being out for the pandemic.
SIPPS/DIBELS	SIPPS = 68.1%	SIPPS = The end of year level goals is not a metric that is measured digitally and reportable in our system. Data was no longer available from teachers in the new school year when I attempted to collect it. The metric for this measurement in future goals will be changed to a metric that is readily available in our system, DIBELS composite score at or above benchmark.
Reading Inventory	RI=33.1%	Goal Met RI=41%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.1 - SBAC - Teachers will use Standards Plus ready-to-teach materials that target heavily weighted, high impact standards to provide students multiple opportunities beyond the core curriculum to master the standards and improve student learning and meet our goal stated goals.	Partially implemented during Q1-Q3 due to COVID-19, Fully implemented during Q4	Standards Based Digital lessons 5875 Technology Licenses Title I 25654	Standards Based Digital lessons 5875 Technology Licenses Title I 13,052.13

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1.2 - Teachers will meet every other week to identify essential standards, create lessons, identify common formative assessments to administer, and then analyze how well students are mastering the standards. In the analysis of the data, teachers will identify students who did not meet the standard and provide immediate intervention with the support of the paras and intervention teacher(s). The cycle repeats with new essential standards and common formative assessments. Intervention teacher & teachers will provide reading intervention to targeted students on essential standards to enable target students in meeting or exceeding the standard (during school and after school). Paras will provide additional support to small groups of students that require extra intervention in order to meet or exceed the standard.</p>	<p>Partially implemented during Q1-Q3 due to COVID-19, Fully implemented during Q4</p>	<p>Subs. 1150 Teacher Sub Title I 10,363</p>	<p>Subs. 1150 Teacher Sub Title I 10,363</p>
<p>1.3 Intervention teacher & teachers will provide support/tutoring to targeted students on essential standards to enable target students in meeting or exceeding the standard (during school and after school). Paras will provide additional support to small groups of students that require extra intervention in order to meet or exceed the standard.</p>	<p>Partially implemented during Q1-Q3 due to COVID-19, Fully implemented during Q4</p>	<p>Tutoring 1120 Teacher Temp Title I 10763</p>	<p>Standards Based Digital lessons 1120 Teacher Temp Title I 10,000</p>
		<p>Intervention Teacher 1100 Teacher Title I 34757</p>	<p>Intervention Teacher 1120 Teacher Temp Title I 33810</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.4. Materials and supplies Materials, supplies, books, duplicating, technology, and computer applications/programs to support instruction and increase student interaction and student engagement to improve student achievement.	Partially implemented during Q1-Q3 due to COVID-19, Fully implemented during Q4	Materials and Supplies 4300 Materials Title I 44,665	Materials and Supplies 4300 Materials Title I 27549
1.5 Virtual study trips aligned to the CCSS to enrich student's educational learning by promoting self confidence and support school wide PBIS plan & student engagement.	Partially implemented during Q1-Q3 due to COVID-19, Fully implemented during Q4	Student Activity 5800 Prof and Operating/Consultants Title I 7,000	Student Activity 5800 Prof and Operating/Consultants Title I 4,535

Analysis

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

All proposed actions and services were partially implemented Q1-Q3 and fully implemented Q4. Covid-19 distance learning made it difficult to fully implement the plan during Q1-Q3. During that time, the entire school day consisted of online learning. Many variables, including increased absenteeism, affected the implementation. At the onset of Q4 students returned to campus and full implementation was achieved. Teachers adapted teaching Q1-Q3 to accommodate the limitations of Distance learning. Unfortunately, absenteeism was particularly high during this time so some students were not exposed to the strategies. Standards Plus was implemented by 90% of teachers Q1-Q4. Teachers met consistently every 2 weeks for PLC, reviewed data, and determined best next steps for students which included having Para-educators assigned to assist where needed. An intervention teacher assisted with a Read 180 group and some SIPPS groups. However, this was more difficult to implement during Q4 because we were attempting to keep the numbers down, we did not allow platooning for intervention and we wanted to increase social distancing as students began to return to campus. Finally, a number of Virtual study trips were attended by students including; Wild Ones, Academic Entertainment, and Resident Artist.

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

Overall, the strategies proved to be somewhat effective. Even with the COVID restrictions, the goal of 33% at or above proficiency on the reading inventory was exceeded at 41%. All other markers were not met, not recorded, or not valid as a measure. The goal was set for 29% of students taking the SBAC would score proficient or above. The actual percentage of students proficient or above standards on 2020-2021 SBAC is 24%. SIPPS level data was proposed as a metric, however, as a new principal it was not possible for me to gather the data for SIPPS as it was reflected here. Benchmark data for Q4 was not available for use as a metric because there was no Q4 benchmark data due to COVID 19. Although the original indicator proposed for SIPPS data could not be utilized, the Benchmark data for Q4 was not available, and the SBAC data did not meet expectations, goals did exceed expectations on the Reading Inventory. Reading inventory proficiency levels increased by 8%. The increase in proficiency levels for the Reading Inventory given the circumstances surrounding the COVID 19 is impressive.

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

At our site we determined material differences between variances is set at \$2000. Overall, the actual expenditures amounted to \$24,529 less than the expected expenditures. In part, this is due to students being on distance learning with an increased rate of absenteeism. \$12,600 less than was proposed was spent on Technology Licenses (5875) primarily because portions of that expenditure were paid for by Lodi Unified School District. Approximately \$17,000 less was spent on materials than expected in part because distance learning cut the cost of material supplies down significantly. Finally, approximately \$2500 less was spent on virtual field trips for students, however, as a new principal I cannot determine why this area fell short as there is not data.

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.

Last year the plan was not fully implemented due to restrictions faced because of the COVID pandemic. In some areas, funding will be re-distributed. There will be additions to the plan as outlined below:

Changes made to the 2021-2022 Goal:

Added PATHS Professional Development

Teachers will support Reading Counts, positive reinforcement, PBIS culture, and attendance incentive

Increase materials funding to provide additional books for library, teacher classrooms, and book vending machines

Metrics for measuring expected and actual outcomes were refined; DIBELS Composite scores.

Needham Elementary school will also focus on PBIS strategies to improve student motivation by rewarding student effort. Our school will also implement a Social Emotional Learning program which will help increase student grit when faced with rigor.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

State and district BMKs assessments results will be used as a baseline for 2021-2022 goals. 80% or more of all students will complete five DreamBox lessons weekly throughout school year.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC Math	SBAC=28% in May 2021	Not Met SBAC=18% in May 2021
District Math Benchmark	EOY BM=56.1%	EOY BMK= Benchmarks were not given at the end of the year because students had just returned to school after being out for the pandemic and we focused on getting them back to school and giving them CAASPP.
Dream Box	DreamBox = 80% of students will complete 5 or more dreambox lessons weekly	Not Met DreamBox 5+ lessons/week = 65% Aug - 83% April

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2.1 - SBAC - Teachers will use Standards Plus ready-to-teach materials that target heavily weighted, high impact standards to provide students multiple opportunities beyond the core curriculum to master the standards and improve student learning and meet our school goals.	Partially implemented during Q1-Q3 due to COVID-19, Fully implemented during Q4	Funded In ELA	Funded in ELA
2.2 - Teachers will meet every other week to identify essential standards, create lessons, identify common formative assessments to administer, and then analyze how well students are mastering the standards. In the analysis	Partially implemented during Q1-Q3 due to COVID-19, Fully implemented during Q4	Substitutes funded in ELA 1.2	Substitutes funded in ELA 1.2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
of the data, teachers will identify students who did not meet the standard and provide immediate intervention with the support of the paras and intervention teacher(s). The cycle repeats with new essential standards and common formative assessments. (Refer to ELA action for budget amount)			
2.3 Intervention teacher will provide support to targeted students on essential standards to enable target students to meet or exceed the standard. Paras will provide additional support to small groups of students that require extra intervention in order to meet or exceed the standard. (Refer to ELA action for budget amount)	Partially implemented during Q1-Q3 due to COVID-19, Fully implemented during Q4	Intervention teacher funded in ELA section Paraeducators LCFF	Intervention teacher funded in ELA section Paraeducators LCFF
2.4 Materials and supplies Materials, supplies, books, duplicating, technology, and computer applications/programs to support instruction and increase student interaction and student engagement to improve student achievement in math. (Refer to ELA action for budget amount)	Partially implemented during Q1-Q3 due to COVID-19, Fully implemented during Q4	(Refer to ELA action for budget amount) LCFF	(Refer to ELA action for budget amount) LCFF

Analysis

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

All proposed actions and services were partially implemented Q1-Q3 and fully implemented Q4. Covid-19 distance learning made it difficult to fully implement the plan during Q1-Q3. During that time, the entire school day consisted of online learning. Many variables, including increased absenteeism, affected the implementation. At the onset of Q4 students returned to campus and full implementation was achieved. Teachers adapted teaching Q1-Q3 to accommodate the limitations of Distance learning. Unfortunately, absenteeism was particularly high during this time so some students were not exposed to the strategies. Standards Plus was implemented by 90% of teachers Q1-Q4. Dream Box was also used by students throughout the school year, however, we did not meet the goal of having 80% of students completing 5

or more lessons for DreamBox throughout the school year. By the end of the school year, the proposed usage was met by 83% of students, however, that percentage was not maintained throughout the year with that usage being attained by only 65% at the beginning of the year.

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

Overall, the strategies proposed to achieve the articulated goal were not fully implemented so these strategies were not effective in meeting the goal. Due to COVID distance learning Q1- Q3 30% of students completed 5 or more Dreambox lessons weekly. When students returned to campus Q4 83% of students completed 5 or more Dreambox lessons per week showing a significant increase over the amount completed while at home. However, this increase in Dreambox usage was gathered after Q3 Math BMK data was generated and during the time that the SBAC Math data was generated. Therefore this goal not only was not met, but was also not fully implemented for this goal. The SBAC expected outcome was 28%. This goal was not met as the SBAC actual outcome was only 18%. EThe final indicator for this goal was the End of Year Math Benchmark expected outcome which was set at 56%. However, the Q4 Math Benchmark was not given due to COVID restrictions.

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

There weren't any actions that had material differences based on our threshold.

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

Last year the plan was not fully implemented due to restrictions faced because of the COVID pandemic. There will be changes to the plan as outlined below:

Changes made to the 2021-2022 Goal:

Metrics for measuring expected and actual outcomes were refined; included use of predictive insights from DreamBox. In addition, Needham Elementary school will focus on PBIS strategies to improve student motivation by rewarding student effort. Our school will also implement a Social Emotional Learning program which will help increase student grit when faced with rigor.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

ELPAC State assessments results will be used as a baseline for 2021-2022 goals. 5% of all students identified as English learners in the fall of 2020 will be Reclassified to Fluent English Proficient Status (R-FEP) by Fall 2021.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC/Redesignation Criteria	Reclassified Percentage 13.6% for 2020-2021	Goal was not met - 5.3% of EL students were reclassified Fluent English Proficient by June 2021.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>3.1. Interventions Teachers will deliver integrated and designated English language development and Implement supplemental ELD using iRead (K-3) and Rosetta Stone. Class size will continue to be kept at a maximum of 24:1 in primary classes (K-3) and ELD instruction will be delivered 4-6 during language arts blocks utilizing additional teacher to reduce class size. Interventions/tutoring by Certificated and Classified Staff to help English Learners students improve in ELA/Math and ELD skills. (Refer to ELA action for budget amount)</p>	<p>Partially implemented during Q1-Q3 due to COVID-19, Fully implemented during Q4</p>	<p>(Refer to Goal 1 action for budget amount)</p>	<p>(Refer to Goal 1 action for budget amount)</p>
<p>3.2. Assessments/Collaboration Administer ELD assessments, including district identified assessments and analyze results to provide</p>	<p>Partially implemented during Q1-Q3 due to COVID-19, Fully implemented during Q4</p>	<p>(Refer to Goal 1 action for budget amount)</p>	<p>(Refer to Goal 1 action for budget amount)</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>appropriate ELD instruction to support growth to develop English language proficiency. (Refer to ELA section for budget amount)</p>			
<p>3.3 Bilingual Paraeducators, Community Liaison Bilingual paraeducators will provide primary language support to students who are less than reasonably fluent in English (ELPAC levels 1-2) and support parent involvement by translating teacher-parent communications. Community Liaison will assist teachers in developing a relationship with parents of English learners to establish and maintain a home-school connection, encourage parental involvement, identify family challenges that may hinder attendance or school success, and provide resources to support families.</p>	<p>Partially implemented during Q1-Q3 due to COVID-19, Fully implemented during Q4</p>	<p>(Refer to Goal 1 action for budget amount)</p>	<p>Bilingual Para-educators, Community Liaison</p>

Analysis

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

Covid-19 distance learning made it difficult to fully implement the plan during Q1-Q3. During that time, the entire school day consisted of online learning. Many variables, including increased absenteeism, affected the implementation. At the onset of Q4 students returned to campus and full implementation was achieved. During the time that students were on distance learning, ELD instruction continued. However, due to the digital nature of the school day, eliciting language and conversation was hampered.

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

Overall, the strategies used to achieve this goal were not effective. The 2020-2021 school year was unusual and mostly online due to the COVID 19 pandemic, it is possible that COVID 19 had a detrimental effect on the ability of these students to RFEP. The goal of 13.6% or EL students reaching RFEP was not achieved. Instead the RFEP percentage remained stagnant.

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

There weren't any actions that had material differences based on our threshold.

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

Last year the plan was not fully implemented due to restrictions faced because of the COVID pandemic. There will be changes to the plan as outlined below:

Changes made to the 2021-2022 Goal: Needham Elementary school will focus on PBIS strategies to improve student motivation by rewarding student effort. Our school will also implement a Social Emotional Learning program which will help increase student grit when faced with rigor.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

Increase parent participation by 1% over last year's 98.4% and increase ClassDojo communication to 80% by May 2021 from Fall 2020 79%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sign-in sheets for Back to School Night	Increase parent participation by 1% over last year	Not Met BTSN=90%
Sign In Sheets Parent Teacher Conference	Increase parent participation by 1% over last year	Not Met PTC=98%
Sign In Sheets Family Night	Increase parent participation by 1% over last year	As a new principal to Needham, this metric from 2020-2021 was not available to me.
Sign In Sheets Open House	Increase parent participation by 1% over last year	As a new principal to Needham, this metric from 2020-2021 was not available to me.
Class Dojo Participation	Increase Class Dojo communication to 80% by May 2021	Class Dojo=95% in May 2021

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
4.1 - Provide high interest informational events/materials related to how parents can support student academic success. Establish a highly effective parent outreach program to increase parent participation.	The COVID pandemic placed many restrictions on our school site including not allowing parents on campus. Materials for parents were not purchased and only one meeting during quarter 4 had an expenditure for snacks.	4200 Books Title I: Parent Involvement 222	4200 Books Title I: Parent Involvement 0
		light snacks 4325 Food For Meetings Title I: Parent Involvement 142	light snacks 4325 Food For Meetings Title I: Parent Involvement 29
4.2 Share quarterly reports with parents about student progress based on classroom assessments, district benchmarks and state exams, and develop plans for students in need of interventions. Conduct	Quarterly reports were still given to parents and SST meetings were held via zoom. The COVID pandemic cause the actions to not be carried out as robustly as we wanted.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
quarterly SST parent-staff meetings which bring parents and school staff together to discuss student academic, behavioral, or health related needs and interventions.			
4.3 Bilingual Paraeducators, Personnel for translating and interpreting Community Liaison. Utilize bilingual personnel to ensure communication with limited-English speaking families (written and oral). Utilize bilingual personnel to facilitate Parent English classes to improve parent involvement and limited English speaking parents' ability to communicate with teachers.	The COVID pandemic put many things on hold. While translation services were still utilized for parent teacher communication, the parent English class was not conducted.	Time cards 2920 Other Class Temp Title I: Parent Involvement 1859	time cards 2920 Other Class Temp Title I: Parent Involvement 1,090
		Translation services 2120 Para Temp Title I 1956	Translation services 2120 Para Temp Title I 475

Analysis

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

Restrictions due to the COVID-19 pandemic made it difficult to implement the strategies proposed to meet this goal. Providing Outreach to parents required altering programs to meet the needs of parents via a digital platform. Additionally, parents needed to learn how to navigate to the resources via a digital platform, a difficult task when one considers the age bracket and technology knowledge of most parents at our school. Materials that were originally slated to be purchased for parents were not purchased at all because of COVID. Quarterly reports were still shared with parents and paraeducators still assisted with translation services for parents.

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

Overall the strategies implemented to achieve this goal were partially effective. Although the increase in parent participation was not met on Back to School Night and Parent Teacher Conference Week, the overall percentage of parents signed on to Class Dojo increased to 95%. Metrics for the number of parents that attended Family Night or Open House were not available to this administrator.

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

Approximately \$1800 of the proposed overall budget amount for this goal was not spent. This is due to COVID restrictions and our inability to invite parents on campus. \$222 set aside to purchase books to promote parent involvement was not spent because parent involvement was on hold. Only \$29 of the \$142 set aside for light snacks was used because meetings on campus were no longer allowed. The allotted money was not spent on time cards and translation services because we did not conduct parent meetings due to the COVID pandemic.

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.

Last year the plan was not fully implemented due to restrictions faced because of the COVID pandemic. There will be changes to the plan as outlined below:

Changes made to the 2021-2022 Goal:

Metrics for measuring expected and actual outcomes were refined; included Thought Exchange participation rates. Parent involvement for each monthly newsletter. Increased recruitment of parents for Parent Cafe, Parenting Partners, and Jump into English.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 5

100% of staff will participate in professional development prioritized by the school leadership team that focuses on improving early literacy skills for K-3 grade students, use of digital tools/technology to improve overall student achievement and engagement.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Staff participation in AVID training.	AVID Training = 100%	AVID Training = 70%
Staff participation in PLC training.	PLC Training = 100%	PLC Training = N/A
Staff participation in Standards Plus	Standards Plus Training = 100%	Standards Plus Training = 100%
Staff participation in SIPPs training.	SIPPs Training = 100%	SIPPs Training = 100%

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
5.1 Grade 1-2 staff will participate in SIPPS Early Literacy Intervention training. (See Goal 1 Strategy 2 for budget amount)	100% of Grades K-2 teachers attended SIPPS Early Literacy Intervention training.	See Goal 1 Strategy 2 for budget amount	See Goal 1 Strategy 2 for budget amount
5.2 Professional Learning Communities (PLCs) Provide monthly professional development opportunities for teachers and administrator to review data, progress toward goals, and refine objectives to improve instruction with a focus on best practices in the planning and delivery of Common Core State Standards in ELA/ELD and Common Core State Math Standards. Conduct quarterly data analysis to inform instruction. (See Goal 1 Strategy 2 for budget amount)	100% of K-6 teachers participated in Professional Learning Communities.	AVID, PLC, and Standards Plus, SIPPS, DIBELS 5800 Prof and Operating/Consultants Title I 5000	AVID, PLC, and Standards Plus, SIPPS, DIBELS 5800 Prof and Operating/Consultants Title I 5819

Analysis

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

The overall implementation of selected strategies to achieve the articulated goal was successful. COVID-19 restrictions did not significantly impact the ability of teachers to attend professional development as transition of these supports to a digital platform occurred quickly. Teachers were already adept at the technology necessary to attend a PD digitally.

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

Overall, the strategies used to achieve the articulated goal were very effective. 100% of teachers attended professional development in the following areas; DreamBox, SIPPS, Dibels K-2, Amplify K-2, MyOn, Standards Plus, Zoom, Blocks, ELD. 70% - 80% of teachers attended professional development in the following areas; Flipgrid, AVID, PearDeck, Google Meet, Math Reflex, and Amplify Science. Less than 60% of teachers attended professional development in the following areas; Google Classroom, Screencastify, GATE, and SeeSaw.

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

There weren't any actions that had material differences based on our threshold.

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

Last year the plan was not fully implemented due to restrictions faced because of the COVID pandemic. There will be changes to the plan as outlined below:

Changes made to the 2021-2022 Goal:

Added PATHS Professional Development. Added one district offered Professional Development. Including classified staff in PBIS training.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

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

LCAP Goal

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

Basis for this Goal

2021 CAASPP SBAC ELA; 2021 EOY DIBELS, 2021 EYO Reading Inventory

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2021-2022 CAASPP ELA Scores (%proficient and above)	2020-2021 CAASPP ELA Scores: 23.5% proficient and above	2021-2022 CAASPP ELA Scores: 27.5% proficient and above
2021-2022 End of Year DIBELS Composite Score (%proficient and above)	2020-2021 End of Year DIBELS Composite Score: 26% proficient and above	2021-2022 End of Year DIBELS Composite Score: 30% proficient and above
2021-2022 End of Year Scholastic Reading Inventory (%proficient and above)	2020-2021 End of Year Scholastic Reading Inventory: 41% proficient and above	2021-2022 End of Year Scholastic Reading Inventory: 45% proficient and above

Planned Strategies/Activities

Strategy/Activity 1

1.1 Pay teachers and certificated or classified staff to provide after school intervention, provide additional adult support for English Language Development K-6, additional adult support for grades K-2, organize and run programs for PBIS and Social Emotional Learning, and support communication between teachers and parents with translations for grades K-6.

Students to be Served by this Strategy/Activity

All students. K-2 students who are not proficient in ELA or math standards. K-6 students in need of emotional support.

Timeline

August 2021-May 2022

Person(s) Responsible

Teachers, Classified staff, Administrator

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	2120 Para Temp
Description	Additional Para time over contracted time
Amount	0
Source	Title I
Budget Reference	2120 Para Temp
Description	Refer to goal 5.1 for expenditures

Strategy/Activity 2

1.2 Professional Learning Communities

Teachers will meet every other week to identify essential standards, create lessons, identify common formative assessments to administer, and then analyze how well students are mastering the standards. In the analysis of the data, teachers will identify students who did not meet the standard and provide immediate intervention with the support of the paras and intervention teacher(s). The cycle repeats with new essential standards and common formative assessments. Intervention teacher & teachers will provide reading intervention to targeted students on essential standards to enable target students in meeting or exceeding the standard (during school and after school). Paras will provide additional support to small groups of students that require extra intervention in order to meet or exceed the standard.

Students to be Served by this Strategy/Activity

K-6 Targeted Students

Timeline

August 2021-2022

Person(s) Responsible

Teachers, Administrator

Proposed Expenditures for this Strategy/Activity

Amount	22,717
Source	Title I
Budget Reference	1100 Teacher
Description	Intervention Teacher 0.5 FTE
Amount	0
Source	LCFF
Budget Reference	1100 Teacher

Description	Intervention Teacher 0.5 FTE
Amount	10,266
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for Intervention Teacher 0.5 FTE
Amount	0
Source	LCFF
Budget Reference	3000 Benefits
Description	Benefits for Intervention Teacher 0.5 FTE
Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Refer to goal 5.1 for expenditures

Strategy/Activity 3

1.3 Materials and supplies
 Materials, supplies, duplicating, technology, and computer applications/programs to support AVID implementation for ELA and Math:
 Planners, binders, folders, notebooks, paper, other student supplies, ink and risos for copies to support AVID lessons, promotion of a college going culture

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-May 2022

Person(s) Responsible

Teachers, administrator

Proposed Expenditures for this Strategy/Activity

Amount	4464
Source	Title I
Budget Reference	4300 Materials
Description	Student AVID supplies; planners, binders, paper, highlighters, pens, pencils, dividers
Amount	7000
Source	Title I

Budget Reference	4328 Warehouse Supplies
Description	Purchase copy paper and other supplies to support AVID implementation

Strategy/Activity 4

1.4 Purchase leveled readers, chapter books to support differentiated reading practice, motivation, attendance, and Reading Counts. Purchase supplemental reading programs to support vocabulary, comprehension, decoding fluency, and the integration of fictional reading (science) for all learners.

Students to be Served by this Strategy/Activity

All students.

Timeline

August 2021-May 2022

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	25000
Source	Title I
Budget Reference	4200 Books
Description	Purchase leveled readers and chapter books for library and classrooms
Amount	3000
Source	Title I
Budget Reference	4300 Materials
Description	Purchase Scholastic Newspapers with Science Spin

Strategy/Activity 5

1.5 Virtual study trips/school wide assemblies aligned to the CCSS to enrich student's educational learning by promoting self confidence and support school wide PBIS plan & student engagement.
 Provide Positive Behavior Intervention
 Continue positive student acknowledgements
 Continue consistent positive behavior management
 Assemblies for Social emotional health, literacy, math, and anti-bullying
 School wide positive environment and safety

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021- May 2022

Person(s) Responsible

Teachers, support staff, principal

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Budget Reference	5800 Prof and Operating/Consultants
Description	Academic assemblies and study trips promoting social emotional learning, literacy, math, and science.
Amount	3000
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	Academic assemblies and study trips promoting social emotional learning, literacy, math, and science.

Strategy/Activity 6

1.6
Technology for ELA, ELD & Math
Purchase technology equipment to support delivery of ELA, ELD and Math curriculum (ear buds, headphones with mic, extension cords, charging stations, laptops, Promethean Board mounts)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-May 2022

Person(s) Responsible

Teachers, Staff, Administrator

Proposed Expenditures for this Strategy/Activity

Amount	6000
Source	Title I
Budget Reference	4375 Technology (under \$500)
Description	Purchase ancillary support items to optimize technology use and support students in academic software programs.
Amount	3800
Source	Title I
Budget Reference	4475 Technology (\$500-\$9,999)
Description	Purchase technology devices to support student learning

Strategy/Activity 7

1.7

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

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-May 2022

Person(s) Responsible

Teachers, Administrator

Proposed Expenditures for this Strategy/Activity

Amount	10,800
Source	Title I
Budget Reference	5875 Technology Licenses
Description	Standards Plus Digital Licences

Strategy/Activity 8

1.8
Needham staff will participate in the following professional development:
K-3 - Early Literacy SIPPS - CORE Consultant
3-6 - AVID PD - refresher
K-6 - Social and Emotional PATHs curriculum
K-6 - PBIS refreshers
K-6 - Step Up to Writing - refresher

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-May 2022

Person(s) Responsible

Tecaher, Classified Staff, Administrator

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Refer to goal 5.1 for expenditures

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

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

LCAP Goal

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

Basis for this Goal

CAASPP SBAC Math, DreamBox Predictive Insights

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2021-2022 CAASPP Math Scores (%proficient and above)	2020-2021 CAASPP Math Scores 18% proficient and above	2021-2022 CAASPP Math Scores 22% proficient and above
2021-2022 April DreamBox Predictive Insights aggregated percent on track plus percent potentially on track	2020-2021 April DreamBox Predictive Insights aggregated percent on track plus percent potentially on track = 18.25%	2021-2022 April DreamBox Predictive Insights aggregated percent on track plus percent potentially on track = 22.25%
2021 - 2022 May DreamBox school average lessons per week.	May 2021 overall average number of lessons completed per week = 5.4	May 2022 overall average number of lessons completed per week = 7

Planned Strategies/Activities

Strategy/Activity 1

2.1
Teachers will use an evidence based instructional material, Standards Plus ready-to-teach, that target heavily weighted, high impact standards to provide students multiple opportunities beyond the core curriculum to master the standards and improve student learning and meet our school goals.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-May 2022

Person(s) Responsible

Teachers, Paraeducators

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	5875 Technology Licenses
Description	Refer to goal 1.7 for expenditures

Strategy/Activity 2

2.2 - Teachers will meet every other week to identify essential standards, create lessons, identify common formative assessments to administer, and then analyze how well students are mastering the standards. In the analysis of the data, teachers will identify students who did not meet the standard and provide immediate intervention with the support of the paras and intervention teacher(s). The cycle repeats with new essential standards and common formative assessments. (Refer to ELA action for budget amount)

Students to be Served by this Strategy/Activity

All students in K-6

Timeline

August 2019 - June 2020

Person(s) Responsible

Teachers, Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Refer to goal 1.2 for expenditures

Strategy/Activity 3

2.3 Intervention teacher will provide support to targeted students on essential standards to enable target students to meet or exceed the standard. Paras will provide additional support to small groups of students that require extra intervention in order to meet or exceed the standard. (Refer to ELA action 1.2 for budget amount)

Students to be Served by this Strategy/Activity

Target K-6 students

Timeline

August 2019-May 2020

Person(s) Responsible

Teachers, Paraeducators, Principal

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1120 Teacher Temp
Description	Intervention Teacher - Refer to goal 1.2 for expenditures
Source	Title I
Budget Reference	3000 Benefits
Description	Intervention Teacher - Refer to goal 1.2 for expenditures

Strategy/Activity 4

2.4 Materials and supplies
Materials, supplies, books, duplicating, technology, and computer applications/programs to support instruction and increase student interaction and student engagement to improve student achievement in math. (Refer to ELA action 1.4 for budget amount)

Students to be Served by this Strategy/Activity

All K-6 students

Timeline

August 2019- May 2020

Person(s) Responsible

Teachers, Principal

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	4200 Books
Description	Refer to goal 1.4 for expenditures
Source	Title I
Budget Reference	4300 Materials
Description	Refer to goal 1.3 for expenditures

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

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

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

Total EL students: 212 (+3 RFEP)

LCAP Goal

A. All English Learners will demonstrate proficiency in English in order to meet the Annual Measurable Achievement Objectives targets. (Title III Plan) B. All English Learners will meet benchmarks toward Reclassification. (LCAP Goal 2)

Basis for this Goal

2021-2022 EL Reclassification Data, ELPAC DATA

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Reclassification Data	2020-2021 Reclassified Percentage: 6%	2021-2022 Reclassified Percentage: 8%
ELPAC Data	Total number of EL students: 215 Level 4/BOY RFEP = 4% Level 3 = 21% Level 2 = 35% Level 1 = 27% K students do not have a summative ELPAC level yet	2021-2022 Total number of EL students = 207 RFEP = 4% Level 4 = 10% Level 3 =21% Level 2 =45% Level 1 =20% Level 1 & 2 will be inflated because K students will have a summative ELPAC level.

Planned Strategies/Activities

Strategy/Activity 1

3.1. Interventions

Teachers will deliver integrated and designated English language development and Implement supplemental ELD using iRead (K-3) and Rosetta Stone. Class size will continue to be kept at a maximum of 24:1 in primary classes (K-3) and ELD instruction will be delivered 4-6 during language arts blocks utilizing additional teacher to reduce class size. Interventions/tutoring by Certificated and Classified Staff to help English Learners students improve in ELA/Math and ELD skills.

Students to be Served by this Strategy/Activity

EL Students

Timeline

August 2021-May 2022

Person(s) Responsible

Teachers, Bilingual Para educators

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1120 Teacher Temp
Description	Refer to goal 1.2 for expenditures-Intervention Teacher
Source	Title I
Budget Reference	3000 Benefits
Description	Refer to goal 1.2 for expenditures-Intervention Teacher

Strategy/Activity 2

3.2. Assessments/Collaboration

Administer ELD assessments, including district identified assessments and analyze results during PLCs to provide appropriate ELD instruction to support growth to develop English language proficiency.

Students to be Served by this Strategy/Activity

EL Students

Timeline

August 2021-May 2022

Person(s) Responsible

Teachers, Principal

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1120 Teacher Temp
Description	Refer to goal 5.1 for expenditures-PLC

Strategy/Activity 3

3.3 Bilingual Paraeducators, Community Liaison

Bilingual paraeducators will provide primary language support to students who are less than reasonably fluent in English (ELPAC levels 1-2) and support parent involvement by translating teacher-parent communications. Community Liaison will assist teachers in developing a relationship with parents of English learners to establish and maintain a home-school connection, encourage parental involvement, identify family challenges that may hinder attendance or school success, and provide resources to support families.

Students to be Served by this Strategy/Activity

EL Students

Timeline

August 2021-May 2022

Person(s) Responsible

Bilingual Paraeducators, Principal, District Personnel

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	2120 Para Temp
Description	Refer to goal 5.1 for expenditures-translations

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent/Family Engagement

Goal Statement

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

LCAP Goal

Improve the engagement of parents/guardians as partners in their children's education. (LEAP Goal B)

Basis for this Goal

Needham Elementary Parent Survey; Sign-in Sheets from School Events, Thought Exchange Parent Participation

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Teacher Conferences Completed	2019:PTC 98.4%	Increase parent participation by 1% over 2019
Thought Exchange Participation	2020-2021: not implemented	Needham will create 5 or more opportunities to participate in a 'Thought Exchange' 40 or more parents will participate in each of the Thought Exchange Opportunities
'Parent Post' - Needham School Newsletter	2020-2021: not implemented	100% of Needham School Newsletters will have a 'Parent Post'

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-May 2022

Person(s) Responsible

Admin, Teachers, Para educators, Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount	1300
Source	Title I: Parent Involvement
Budget Reference	2120 Para Temp
Description	Time cards for translation and meeting assistance
Amount	430
Source	Title I: Parent Involvement
Budget Reference	3000 Benefits
Description	benefits for Time cards for translation and meeting assistance
Amount	300
Source	Title I: Parent Involvement
Budget Reference	4325 Food For Meetings
Description	light snacks
Amount	99
Source	Title I: Parent Involvement
Budget Reference	5715 Print Shop
Description	Print materials for parent involvement

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-May 2022

Person(s) Responsible

Teachers, paraeducators, community Liaison, principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	2120 Para Temp
Description	Refer to goal 5.1 for expenditures-translations

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-May 2022

Person(s) Responsible

Teachers, principal, paraeducators, clerical staff. Community liaison

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I
Budget Reference	2920 Other Class Temp
Description	Time cards for other classified staff

Amount	164
Source	Title I
Budget Reference	3000 Benefits
Description	benefits for time cards for other classified staff

Source	Title I
Budget Reference	2120 Para Temp
Description	Refer to goal 5.1 for expenditures-translations

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Professional Development

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Sheets from PD, PLCs and staff meetings. Increase scores on CAASPP, DIBELS, and Reading Lexiles. Staff participation in: Staff Meetings AVID, PLC, PATHS, Step Up to Writing, PBIS, SIPPs training, & Select and attend 1 district provided PD	Baseline 2020-2021: AVID 50% participation, PLC Training 100%, PATHS - new for 2021-2022, 0% SUTW 100%, PBIS - 20% SIPPS 100% of K-3 teachers	Baseline 2020-2021: AVID 100%, PLC Training 100%, PATHS 100% SUTW 100%, PBIS 100% SIPPS 100% of K-3 teachers

Planned Strategies/Activities

Strategy/Activity 1

5.1
Needham staff will participate in the following professional development:
K-3 - Early Literacy SIPPS - CORE Consultant
3-6 - AVID PD - refresher

K-6 - Social and Emotional PATHs curriculum
 K-6 - PBIS refreshers
 K-6 - Step Up to Writing - refresher

Students to be Served by this Strategy/Activity

All students will benefit

Timeline

August 2021-May 2022

Person(s) Responsible

Teachers, Bilingual Paraeducators, principal

Proposed Expenditures for this Strategy/Activity

Amount	16,960
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Due to lack of Subs- we will pay teacher after school
Amount	3527
Source	Title I
Budget Reference	3000 Benefits
Description	Certificated benefits
Amount	5000
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	Step up to Writing
Amount	5000
Source	Title I
Budget Reference	2120 Para Temp
Description	Time card for trainings and translation
Amount	1651
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for Para temp

Source	LCFF
Budget Reference	5800 Prof and Operating/Consultants
Description	Core Consultants, AVID, PBIS, and Paths

Strategy/Activity 2

5.2 Professional Learning Communities (PLCs)
 Provide monthly professional development opportunities for teachers and administrator to review data, progress toward goals, and refine objectives to improve instruction with a focus on best practices in the planning and delivery of Common Core State Standards in ELA/ELD and Common Core State Math Standards. Conduct quarterly data analysis to inform instruction. Refer to Goal 1.2

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-May 2022

Person(s) Responsible

Teachers & Admin

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Subs for PLC- Academic Conferences
Amount	2080
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for subs for PLC-Academic Conferences

Strategy/Activity 3

Attend District offered professional development - each teacher will choose one professional development to attend per school year

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-May 2022

Person(s) Responsible

Teachers, Administrator

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	1120 Teacher Temp
Description	Attend District Offered Professional Development

Form C: Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	143,058.00




Allocations by Funding Source

Funding Source	Amount	Balance
Title I	140,929	0.00
Title I: Parent Involvement	2,129	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	0.00
Title I	140,929.00
Title I: Parent Involvement	2,129.00

Preliminary Plan


 10/21/2021
Principal *Date*

 10/21/2021
SSC Chairperson *Date*

 11/02/2021 04:30 pm
Program Manager *Date*

Final Plan

Principal *Date*

SSC Chairperson *Date*

Program Manager *Date*

Expenditures by Budget Reference and Funding Source

FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
1100 Teacher	LCFF	0.00
1120 Teacher Temp	LCFF	0.00
2120 Para Temp	LCFF	0.00
3000 Benefits	LCFF	0.00
1100 Teacher	Title I	22,717.00
1120 Teacher Temp	Title I	16,960.00
1150 Teacher Sub	Title I	10,000.00
2120 Para Temp	Title I	5,000.00
2920 Other Class Temp	Title I	500.00
3000 Benefits	Title I	17,688.00
4200 Books	Title I	25,000.00
4300 Materials	Title I	7,464.00
4328 Warehouse Supplies	Title I	7,000.00
4375 Technology (under \$500)	Title I	6,000.00
4475 Technology (\$500-\$9,999)	Title I	3,800.00
5800 Prof and Operating/Consultants	Title I	8,000.00
5875 Technology Licenses	Title I	10,800.00
2120 Para Temp	Title I: Parent Involvement	1,300.00
3000 Benefits	Title I: Parent Involvement	430.00
4325 Food For Meetings	Title I: Parent Involvement	300.00
5715 Print Shop	Title I: Parent Involvement	99.00

FORM D: School Site Council Membership

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

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

Name of Members	Role
Salvador Lara	Parent or Community Member
Cecilia Cruz	Parent or Community Member
Martha Amador	Parent or Community Member
Christine Welk	Parent or Community Member
Mayra Dimas	Parent or Community Member
Simone Dodson	Other School Staff
Martina Ruiz	Classroom Teacher
Iffat Zia	Classroom Teacher
Maria Neal	Classroom Teacher
Sonja Renhult	Principal

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


FORM E: Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/28/2021 06:00 pm.

Attested:

Preliminary Plan		Final Plan	
	10/21/2021 06:00 pm	<i>Principal</i>	<i>Date</i>
<i>Principal</i>	<i>Date</i>	<i>Principal</i>	<i>Date</i>
	10/21/2021 06:00 pm	<i>SSC Chairperson</i>	<i>Date</i>
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	11/02/2021 04:30 pm	<i>Program Manager</i>	<i>Date</i>
<i>Program Manager</i>	<i>Date</i>	<i>Program Manager</i>	<i>Date</i>