

The Single Plan for Student Achievement



School: Landau Elementary School
CDS Code: 33-67173-6107601
District: Palm Springs Unified School District
Principal: Wendy Meka
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X This certifies that updates to my SPSA are completed

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 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.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Landau Elementary School's Vision and Mission Statements

Mission and Vision for Landau School

The success of our school system depends on the collaboration and commitment of all staff, students, families, and community to high quality standards, expectations, and performances. Our mission at Landau is that students will master essential knowledge and skills, which will prepare them to become contributing members of society.

Our vision for Landau is that:

- Parents and community are actively involved in the education of children.
- Decision making for best practices is based on research and chosen by collaborative teams composed of teachers and administrators.
- Interventions and enrichment are provided to meet the changing needs of students.
- All students are mastering twenty-first century standards as measured by various assessments.

At Landau Elementary School, we are dedicated to maintaining a peaceful, cooperative, and safe environment. The Landau school community will interact in a positive and respectful manner. All children will develop and demonstrate lifelong problem-solving skills. With this vision in mind, we are determined to meet these goals each day!

School Profile

Landau Elementary School is located in Cathedral City, a community adjacent to Palm Springs. As one of 16 elementary schools in the Palm Springs Unified School District, Landau serves approximately 750 students in grades Transitional Kindergarten through five, in regular education and special education settings. Landau opened in September 1988, and operates on a traditional schedule. Landau School is recognized as a 2010 California Distinguished School based on two signature practices of "No Excuses University"/Professional Learning Communities and use of technology for instruction and learning.

The Single Plan for Student Achievement is updated annually by the Landau School Site Council. Our school evaluates the effectiveness of our Single Plan after SBAC Test scores are released at the beginning of each year, and our School Site Council and other leadership groups have had the opportunity to review and analyze all student achievement data. Monitoring comments will be added to our Single Plan throughout the year. Revisions to our Single Plan, and subsequent Board approval will occur if there are substantial budget and/or material changes during the school year.

Landau Elementary School, Palm Springs Unified School District, and the California Department of Education have a shared responsibility for the education of all students, that is supported by each entity through academic standards, accountability measures at the site, district, and state level, monitoring of programs for all students, including English Language Learners and those with special needs at all levels, funding support and established budget processes, and personnel support.

SPSA Highlights: Identify and briefly summarize the key features of this year's SPSA

Landau's priorities will be focused around best first instruction, support for students needing intervention, social-emotional support, enrichment opportunities, and integrating technology into daily lessons. The following are key components of this year's SPSA:

1. Additional time for teachers to collaborate and disseminate data
2. Bilingual aides to support Tier 2, intervention, and ELD blocks
3. Staff training to focus on engagement strategies and opportunities for attending conferences
4. Small group and individual counseling support for students
5. Staff to support attendance and behavior prevention
6. Supervision Aide support
7. After school enrichment classes and an art teacher once a week
8. Updated laptops for teachers to support technology integration

Needs Assessment – Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

*Dashboard Indicator - Suspension Rate

All Students - Green - Maintained progress (+.1%)
English Learner - Green - Maintained Progress (0%)
Socioeconomically Disadvantaged - Green - Maintained Progress (-.1%)
Students with Disabilities - Blue - Maintained Progress (0%)
White - Blue - Declined Significantly (-1.5%)

*Dashboard Indicator - English Learner Progress

English Learners - Blue - Increased Significantly (+11.2%)

Landau Elementary began utilizing a socio-emotional curriculum during the 17-18 school year. There was an increased focus on students learning what it looks like to be an attentive student, be a better friend, and show empathy towards others. Teachers teach these lessons once weekly with mini-support lessons throughout the rest of the week. An increase in the number of bilingual aides over the previous years have assisted in the growth of EL students' language development. Aides will meet with these students regularly to provide intervention when needed and targeted language support.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

*Dashboard Indicator - English Language Arts

All Students - Orange - Declined Significantly (-17 points)
English Learners - Orange - Declined Significantly (-15.1 points)
Socioeconomically Disadvantaged - Orange - Declined Significantly (-18.1 points)
Hispanic - Orange - Declined (-8.2 points)

*Dashboard Indicator - Math

All Students - Orange - Declined (-6.4 points)
English Learners - Orange - Declined (-8.4 points)
Socioeconomically Disadvantaged - Orange - Declined (-8 points)
Hispanic - Orange - declined (-6.1 points)

Landau will be focusing effort in two specific areas to increase student achievement. The first is to work on planning rigorous lessons with the adopted curriculum and deliver best first instruction. To assist with this, outside consultants provided by the district to focus teachers planning on rigor and concept building. Landau will also fund outside consultants to deliver training to our staff to incorporate highly engaging strategies with the adopted curriculum to keep the learning more interactive; our district provided Academic Coach will provide support to the teachers on a daily basis. The second is to better develop Professional Learning Communities (PLC) and establish better practices for using disseminating data and use it to inform instruction. Additional monies will be set aside for additional grade PLC planning time, and PLC meetings will be restructured to ensure data driven discussions are occurring frequently in both ELA and Math..

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Performance gaps are noted in the following areas:

ELA - When looking at significant subgroups (EL, Socioeconomically Disadvantaged, Hispanic), they are all hovering within 8 points of "All Students." The largest gap is with Students with Disabilities (not significant) which is averaging 60 points below the rest of the significant groups.

Math - Math is very similar to ELA where that all significant subgroups are within 5 points of "All Students." Again, the largest gap is with the Students with Disabilities which is approximately 45 points lower than the significant sub groups.

Performance Gaps

Including special education teachers in training with general education teachers is a must to help push this group of students. Additionally, including them in PLC meetings has been a practice that has been put in place, but we must ensure that those teachers are also holding their students accountable for grade level standards and include them in data discussions. Teachers must have their students participate in the same assessments as general education students in order to monitor their progress and provide better interventions to support them.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Student climate survey (300 students responded) – Student results indicate that 90% of students feel the school helps all students be successful in school. 89% of the students that teachers and other grown-ups at school treat students with respect. 50% of students feel they are treated fairly when they break school rules. 85% of students' state that teachers treat students fairly at school and 65% feel close to people at school. Results indicate that 83% of students feel safe at school. Only 53% of students responded that other kids spread mean rumors or lies.

Family Climate (235 responded) - 97% of parents stated the school provides high quality instruction and has high expectations for all students. 95% of parents feel discipline is fair. 96% of parents feel their child is safe on school grounds and 92% felt their child is safe in the neighborhood around the school. 95% of the parents felt a sense of belonging and that staff treats them with respect and takes their concerns seriously.

Staff survey (34 staff members responded) - 97% of staff indicated the school provides a climate of support for academic learning. 94% responded favorably in regards to knowledge and fairness of discipline, rules and norms; with 84% responded favorably to student discipline and behavioral problems. 96% of staff responded favorably in regards to safety on campus. 82% of staff responded favorably in regards to sense of belonging.

Student SEL results (298 students responded) – Self-management and grit had the highest positive responses. Growth mindset had the lowest positive responses. Of all the questions asked in the SEL survey the lowest score was regarding the question about intelligence not being able to be changed. 26% of the students felt this to be completely true as well as 26% believing it to be mostly true.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The District provides trend analysis of state assessments throughout the school year. Teachers are also trained in the use of School City, an online assessment and computer-based data analysis program. Locally developed common assessments and essential standards as well as curriculum-embedded benchmark assessments are used throughout the year to measure progress and plan instructional interventions as necessary. Teachers, while in grade level teams, analyze these assessments and associated data using School City data system, develop essential standards assessments and set goals for instruction, discuss and review teaching strategies, design and review common standards-based assessments, and set individual class goals.

Staffing and Professional Development

2. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Palm Springs Unified School District has strategically planned professional development courses to ensure teachers have access to results based instructional strategies in core curricular areas as well as Common Core State Standards. Teachers have access to training in results based strategies such as Direct Instruction and Process Writing. All teachers are trained and participate in data teams to analyze student performance data to inform further instruction. In addition to the above district professional development, the last few years Landau has provided training in Depth of Knowledge and student engagement. More intense work in this area has been planned for the years to come. Over the past three years, the school has had an increased focus on providing training and common planning time to align instruction to the Common Core State Standards. Further, vertical and grade level teams meet to analyze student performance and assessment data in order to develop staff development needs.

Administration is included in the staff development, either attending the same training or delivering the Professional Development. The administration also attends professional development for administrators that is provided by the District, ACSA, ASCD and outside consultants.

3. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Palm Springs Unified School District strategically planned professional development courses to ensure teachers have access to results-based instructional strategies in core curricular areas. Teachers have access to training in strategies such as Common Core implementation for both Math and ELA, Early Literacy, English Language Development, Close Reading, the use of instructional technology, development of priority standards assessments and newly adopted curriculum in both ELA and Math. The school district also funds an academic coach position to support teachers and students with the common core standards.

4. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

As part of district scheduling, all teachers at Landau Elementary have mandatory grade level collaboration each week. This is known as being on a 2-1-2 schedule. One day each week, the students are dismissed early and the teachers engage in professional development meeting and grade level PLC collaboration meetings. These two hours are focused on implementing newly adopted common core curriculum, high impact and common instructional strategies, data analysis, and teacher collaboration.

Teaching and Learning

5. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Palm Springs Unified School District has adopted State approved curriculum in Reading, Math, Social Studies and Science that focus on State adopted performance standards. In elementary schools, Wonders in grades TK through 5 will be used for English-Language Arts, Bridges is used for Math, Harcourt Brace is used for Social Studies, and Science supported by Mystery Science online curriculum. For the 2018-2019 school year the online programs Raz Kids and Lexia will be used by all grades K-5 students to improve reading comprehension; Dream Box will be used to support math number sense and specific skills.

6. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The District provides appropriate standards-based materials to all student groups. Educational Services works with the District Reprographics Department to furnish schools with copies of required benchmark assessments and decodable materials, and the warehouse stocks consumable materials. School funds are used to purchase those materials not provided by the District. Instructional materials adopted by PSUSD are standards-based and approved by the California Department of Education. Additionally, District funds pay for all consumable materials each year, including workbooks. For the 2018-2019 school year grades K-5 students will continue to utilize the online reading program from Raz Kids and Lexia, during school and at home. In addition all students in grades K-5 will use the Dream Box an online math program both at home and school.

Opportunity and Equal Educational Access

7. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

During instruction, teachers use specific collaborative engagement strategies, ELL strategies, and Thinking Maps to enhance vocabulary development and thinking skills, as well as English Language Development. In addition, teachers are continuously being trained in integrated and designated ELD instructional strategies which are designed to meet the needs of students. Teachers at Landau provide small group instruction in Mathematics and English Language Arts to students who may need reinforcement and practice of skills as a needed Tier 2 intervention. In addition the school will implement a period of differentiated core support in grades K-5 in order to support all students' instructional needs.

Parental Involvement

8. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The District provides support staff: Directors of Elementary Curriculum, State and Federal Programs, English Language Learners, and Special Education, Coordinators for Staff Development and Early Childhood, teachers on special assignment for English Language Development, Language Arts, GATE, Mathematics and Science, and consulting teachers for the Beginning Teacher Support and Assessment Program. District funds provide staff development and attendance incentives. Parenting classes are offered, district and site staff assist with attendance and health issues by using the SARB process, community aides, and the district nurses. The Salvation Army provides a free, after-school academic and social program for approximately 20 students in grades 1 and 2 who need academic support. The ASES program provides academic support and childcare free to approximately 100 Landau students. For the 2018-2019 school year, counseling will continue to be provided through LCFF funds and is contracted with Jewish Family Service.

Funding

9. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services are provided by both centralized and site-based categorical funds to help under-performing students meet standards. The district provides the site with an Academic Coach who also supports student interventions as well as teacher support. Centralized categorical funds are used to supplement professional development activities, services to English Language Learners, intervention classes, services to homeless students, childcare, and for testing services. Site-based categorical funds are used to provide bilingual aides for small group instruction in a tier 2 setting to support English Language Learners and to purchase teacher and student materials and technology for intervention programs. The "Raz Kids" online program will provide reading fluency and comprehension practice at a student's instructional level which is provided yearly through the district's ELL department.. Grades TK -K will have access to tablets and grades 1-5 will have access to laptops to practice reading fluency, reinforce vocabulary and writing skills, and student based projects.

Description of Barriers and Related School Goals

The following barriers have been identified as hindering the academic progress of Landau students:

- Budget constraints
- Attendance issues, Landau has a particularly high number of tardy students
- Slow progress of at-risk students despite having interventions in place
- Time for teachers to: common plan, analyze assessment results, create comprehensive Units of Study, and understand and fully implement CCSS
- Teacher familiarity and implementation of new ELA and Math curriculum

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	115	105	129	114	104	128	113	104	128	99.1	97.2	99.2
Grade 4	93	120	104	93	119	103	93	119	103	100.0	99.2	99
Grade 5	127	92	121	123	92	120	122	92	120	96.9	98.9	99.2
All Grades	335	317	354	330	315	351	328	315	351	98.5	98.4	99.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2382.3	2403.1	2391.6	11	15	10.94	14	19	21.09	28	33	28.13	46	33	39.84
Grade 4	2425.3	2444.9	2433.1	11	15	13.59	20	15	18.45	22	36	26.21	47	34	41.75
Grade 5	2474.3	2494.3	2460.5	12	15	9.17	25	30	24.17	22	30	25.83	40	24	40.83
All Grades	N/A	N/A	N/A	12	15	11.11	20	21	21.37	24	33	26.78	44	30	40.74

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17			
Grade 3	12	16	10.94	40	41	45.31	48	42	43.75			
Grade 4	12	18	17.48	43	46	48.54	45	36	33.98			
Grade 5	15	20	11.67	42	52	45.00	43	28	43.33			
All Grades	13	18	13.11	41	46	46.15	45	36	40.74			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	13	10.16	45	48	47.66	46	39	42.19
Grade 4	11	12	9.71	46	55	37.86	43	34	52.43
Grade 5	12	20	14.17	48	47	45.00	39	34	40.83
All Grades	11	14	11.40	47	50	43.87	43	36	44.73

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	15	11.72	64	64	67.97	27	20	20.31
Grade 4	9	12	10.68	66	75	62.14	26	13	27.18
Grade 5	12	14	9.17	66	72	65.83	21	14	25.00
All Grades	10	14	10.54	65	70	65.53	24	16	23.93

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	19	15.63	48	55	55.47	41	26	28.91
Grade 4	8	18	19.42	38	53	54.37	35	29	26.21
Grade 5	30	27	20.00	46	55	45.00	25	17	35.00
All Grades	17	21	18.23	44	54	51.57	33	25	30.20

Conclusions based on this data:

1. Landau students need to comprehend grade level text with more success. Teachers need to focus more attention on targeting struggling students and make better instructional decisions as a grade level based on data.
2. Fourth grade writing instruction is weak. More emphasis needs to be placed on writing in response to text as part of the new Wonders curriculum.
3. The areas that are the most consistent for Landau students is the Listening and Research/Inquiry standards.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	115	105	129	114	104	128	114	104	128	99.1	97.2	99.2
Grade 4	93	120	104	93	119	103	93	119	103	100.0	99.2	99
Grade 5	127	92	121	123	92	120	123	92	120	96.9	98.9	99.2
All Grades	335	317	354	330	315	351	330	315	351	98.5	98.4	99.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2396.5	2408.1	2409.9	4	9	8.59	27	26	33.59	34	29	25.78	35	37	32.03
Grade 4	2434.8	2444.4	2445.0	3	8	7.77	20	18	22.33	38	45	34.95	39	29	34.95
Grade 5	2463.2	2475.1	2457.0	7	8	3.33	13	15	16.67	36	36	32.50	44	41	47.50
All Grades	N/A	N/A	N/A	5	8	6.55	20	20	24.50	36	37	30.77	39	35	38.18

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17			
Grade 3	16	22	26.56	37	36	39.06	47	42	34.38			
Grade 4	8	18	15.53	41	34	32.04	52	47	52.43			
Grade 5	12	12	9.17	28	34	28.33	59	54	62.50			
All Grades	12	18	17.38	35	35	33.33	53	48	49.29			

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	11	13.28	46	49	44.53	46	40	42.19
Grade 4	10	8	5.83	39	46	44.66	52	46	49.51
Grade 5	10	11	6.67	37	39	42.50	53	50	50.83
All Grades	9	10	8.83	41	45	43.87	50	45	47.29

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	13	14.84	65	63	59.38	28	25	25.78
Grade 4	8	13	14.56	49	51	45.63	43	36	39.81
Grade 5	9	10	6.67	46	48	40.83	45	42	52.50
All Grades	8	12	11.97	54	54	49.00	38	34	39.03

Conclusions based on this data:

1. Focus on grade 5 on building students conceptual math knowledge in order for them to apply it to procedural-type math problems and apply mathematical concepts and procedures.
2. Develop problem solving skills in all grades. Develop their understanding of the Standards of Mathematical Practices to solve real-world problems.
3. Focus on K-5 grade students to communicate arguments to support their answers through math journaling and collaborative discussions.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				40	25	17	40	33	42		33	8	20	8	33
1	6	12	4	18	32	32	41	29	40	20	12	18	14	15	7
2	4	2	5	25	22	35	50	45	37	13	23	9	8	8	14
3	9	4	15	21	30	34	42	28	26	19	21	10	9	17	15
4	28	12	20	33	37	37	21	37	29	9	4	12	9	10	2
5	25	23	11	31	45	53	36	18	21	3	8	6	6	8	9
Total	13	9	11	25	32	37	38	33	31	13	15	11	10	11	11

Conclusions based on this data:

1. There are a high number of beginners in kindergarten versus last year; rich language activities need to be a focus during core instruction in K (outside of designated ELD)
2. There are a high number of Intermediate and Early Advanced students across all grade levels and a focus needs to be placed on vocabulary and collaborative discussions.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		1		3	9	4	31	24	17	28	28	31	38	37	49
1	7	12	3	18	27	31	38	31	39	21	12	16	16	18	10
2	4	3	5	25	20	34	49	45	36	11	24	9	11	8	16
3	9	8	15	20	26	33	41	31	25	19	20	11	11	15	16
4	27	11	20	32	34	36	20	41	28	9	3	12	11	10	4
5	23	27	9	30	42	46	33	16	19	3	7	7	13	9	19
Total	10	9	8	20	25	29	36	32	27	16	17	15	17	17	20

Conclusions based on this data:

1. Based on the data results the majority of our students are intermediate and early advanced. There needs to be an increased focus on these students during ELD as well as integrating vocabulary on collaboration during homeroom.

Planned Improvements in Student Performance

LCAP Aligned School Goal #1: Academic Achievement

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement																		
LCAP GOAL:																		
All students will graduate high school prepared with the academic and technical skills necessary for college and career readiness																		
LCAP ALIGNED SCHOOL GOAL #1:																		
All students at Landau Elementary School will increase grade level proficiency in standards in the core academic subjects: English language arts, math, social studies and science. EL students will also increase in their English proficiency.																		
Expected Annual Measurable Outcomes:																		
Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.																		
Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target
GOAL 1 – ACADEMIC ACHIEVEMENT																		
A – CA School Dashboard Academic Indicator ELA	Red (-37.6, -18.9)	20 or more points	-17.6	Red (-44.3, -16.3)	20 or more points	-24.3	Red (-40.9, -19.1)	20 or more points	-20.9	NA (37)	7 to 20 points	44.0	Red (-40.0, -20.5)	20 or more points	-20.0	Red (-122.8, -45.9)	20 or more points	-102.8
B – CA School Dashboard Academic Indicator Math	Orange (-45.5, -8.7)	5 to 15 points	-40.5	Red (-50.8, -10.7)	15 or more points	-35.8	Orange (-49.1, -8.8)	5 to 15 points	-44.1	NA (-10)	5 to 15 points	-5.0	Orange (-47.5, -10)	5 to 15 points	-42.5		15 or more points	
C – CA School Dashboard ELPI	Green (75.8%, -1.1%)	maintain Green	74.3% or higher															
D – EL Reclassification Rate	8.3%	1.5%	9.8%															
F – 3rd Grade ELA SBAC (% meeting/exceeding)	32.0%	increase 4%	36.0%	8.3%	increase 6%	14.3%	31.3%	increase 4%	35.3%	100% (n=1)	increase 6%	100.0%	33.0%	increase 4%	37.0%	0.0%	increase 4%	4.0%
G – 3rd Grade DIBELS Benchmark 3 Composite Score (% at benchmark)	63.6%	increase 4%	67.6%	53.2%	increase 4%	57.2%	63.1%	increase 4%	67.1%	50.0%	increase 4%	54.0%	64.6%	increase 4%	68.6%	9.1%	increase 4%	13.1%
J – Williams Textbook/Materials Compliance	1000%	maintain or increase	100%															
Data Used to Form this Goal:																		
Please see 16-17 results as noted in the matrix above.																		
Associate Research Based Data:																		
Kagan, Spencer and Kagan, Miguel. Kagan Cooperative Learning. Kagan Publishing 2015.																		
This book offers teachers a way to increase cooperative learning in a classroom by offering pedagogy and strategies. Teachers use researched-based strategies to increase academic achievement, close the achievement gap, improve student relations, promote thinking skills, and to build social-emotional awareness.																		

Gambrell, Linda B., Lesley Mandel Ed Morrow, and Michael Ed Pressley. Best practices in literacy instruction. Guilford Press, 2007.

This evidence-based book shares knowledge about literacy teaching and learning into strategies for helping children succeed. Within a conceptual framework, the contributors of this book provide recommendations to guide instructional decision making. The third edition has been fully updated with current research findings, policy issues, and program innovations. It offers revised coverage of assessment, motivation, approaches to integrating different kinds of texts and multimedia resources, and adolescent literacy. New chapters address working with English-language learners and supporting teachers' professional development. Best practice perspectives and applications for students are discussed. This book also provides evidence-based strategies for literacy learning and teaching, perspectives on special issues, and best practice achievement. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

How the School will Evaluate the Progress of this Goal:

Math Interim Tests, ELA Benchmarks, SBAC/CAASPP Results, ELPAC Results, Progress Advisor data, and DIBELS Benchmark Results.

Additional school tools used to evaluate the progress of this goal include site based formal assessments based on specific standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology for instruction. Provide the teachers a device to support instruction, 21st century skills, and the district's 1:1 device initiative. Provide online management for devices as well as intervention sites to improve reading skills.	7/1/2018-6/30/2019	Administration	Teacher laptops	4000-4999: Books And Supplies	Title I	30513
			Insurance for laptops	5000-5999: Services And Other Operating Expenditures	Title I	3780
			Licenses for laptops	5000-5999: Services And Other Operating Expenditures	Title I	970
			Teacher laptops	4000-4999: Books And Supplies	LCFF	8718
			Insurance for laptops	5000-5999: Services And Other Operating Expenditures	LCFF	1080
			Licenses for laptops	5000-5999: Services And Other Operating Expenditures	LCFF	277
			Site licenses for online programs	5000-5999: Services And Other Operating Expenditures	LCFF	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Faithful and consistent implementation of effective scientifically research-based instructional strategies, which include explicit skill strategies of: direct instruction, early literacy strategies, process writing, thinking maps, conceptual math, and EL instruction. Materials will be purchased to support the implementation of these strategies (which could include paper, ink, writing instruments, student novels (paperback and electronic).	7/1/2018-6/30/2019	Administration, teachers, Academic Coach	Materials and Supplies	4000-4999: Books And Supplies	LCFF	16702
			Materials and Supplies	4000-4999: Books And Supplies	Title I	7262
Professional Development for teachers. A Kagan consultant will train teachers three times this year on effective engagement and collaboration strategies. Teachers will have the opportunity to participate in local conferences as well as build capacity within their own grade level Professional Learning Communities outside the school setting and/or designated work hours. Teachers will be able to meet as a PLC two times a year (6-hour session).	7/1/2018-6/30/2019	Administration, teachers, Academic Coach	Conferences	5000-5999: Services And Other Operating Expenditures	LCFF	5000
			PLC Planning - Stipends	1000-1999: Certificated Personnel Salaries	LCFF	15000
			PLC planning - Benefits	3000-3999: Employee Benefits	LCFF	3410
			Substitutes	5000-5999: Services And Other Operating Expenditures	LCFF	3000
			Kagan training - 3 days	5000-5999: Services And Other Operating Expenditures	Title I	16000
			Kagan books to support training	4000-4999: Books And Supplies	Title I	1365
			Teacher stipends for attending Kagan	1000-1999: Certificated Personnel Salaries	Title I	14000
			Benefits	3000-3999: Employee Benefits	Title I	3183
Six bilingual aides will support student intervention during designated Tier 2 instruction time.	7/1/2018-6/30/2019	Administration, Academic Coach	Bilingual Aides - Salary	2000-2999: Classified Personnel Salaries	LCFF	81464

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Bilingual Aides - Benefits	3000-3999: Employee Benefits	LCFF	14473
Provide art enrichment to all students; contracting a local artist one day each week.	7/1/2018-6/30/2019	Administration	Art Enrichment Teacher	5000-5999: Services And Other Operating Expenditures	LCFF	6000
Offer after school enrichment classes to all students. Classes will provide students positive experiences at school delivered by staff members - possible classes could consist of music, dance, art, technology, health, or science, to name a few.	7/1/2018-6/30/2019	Administration, Teachers, Academic Coach	Teacher stipends for teaching a class	1000-1999: Certificated Personnel Salaries	LCFF	7000
			Benefits	3000-3999: Employee Benefits	LCFF	1364
			Supplies for enrichment classes	4000-4999: Books And Supplies	LCFF	500

Planned Improvements in Student Performance

LCAP Aligned School Goal #2: Parent and Community Partnerships

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent and Community Partnerships																		
LCAP GOAL:																		
Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school and community.																		
LCAP ALIGNED SCHOOL GOAL #2:																		
Landau's objective is for parents, staff, and community members to participate in the school learning community. We will encourage parent involvement in school activities such as ELAC, School Site Council and P.T.G. We will also continue to involve parents, staff and community in our family nights such as Back to School Night, Parent Education Nights ,Science Night, Movie Nights, and Oktoberfest. As part of this goal, we will also make efforts to educate students and parents of the effects of absenteeism on education.																		
Expected Annual Measurable Outcomes:																		
Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.																		
Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target
PARTNERSHIPS																		
GOAL 2 - PARENT & COMMUNITY PARTNERSHIPS																		
C - Student Attendance Rates	95.5%	increase 1%	96.5%	95.7%	increase 1%	96.7%	95.4%	increase 1%	96.4%	95.5%	increase 2%	97.50%	95.5%	increase 1%	96.5%	94.5%	increase 2%	96.5%
D - CA School Dashboard Chronic Absenteeism Indicator	baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017		
Local Calculation - Chronic Absentee Rate (2016-2017)	12.4%	X	X	12.0%	X	X	12.7%	X	X	20.0%	X	X	12.5%	X	X	16.3%	X	X
Data Used to Form this Goal:																		
Please see 16-17 results as noted in the matrix above.																		
Associate Research Based Data:																		
Gonzalez-DeHass, Alyssa R., Patricia P. Willems, and Marie F. Doan Holbein. "Examining the relationship between parental involvement and student motivation." Educational psychology review 17.2 (2005): 99-123.																		
Parent involvement has a sound research base attesting to the many potential benefits it can offer in education. However, student motivation as an academic outcome of parental involvement has only recently been investigated. The purpose of this article is to show how parent involvement is related to students' motivation. Studies of students from the elementary school to high school show a beneficial relationship between parental involvement and the following motivational constructs: school engagement, intrinsic/extrinsic motivation, perceived competence, perceived control, self-regulation, mastery goal orientation, and motivation to read.																		

How the School will Evaluate the Progress of this Goal:

Parent attendance rates for school events/trainings, student attendance rates, chronic absenteeism rates, parent conference attendance, Panorama Survey response rate.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer the mandated state and district parent outreach meetings as well as Parent Education Nights. All meetings are designed to provide parents with tools to support their child's education. The school will offer translators and child care when needed.	7/1/2018-6/30/2019	Administration, teachers	Classified Extra Duty including translating	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1057
			Classified Extra Duty - fringes	3000-3999: Employee Benefits	Title I Part A: Parent Involvement	287
Fund 50% of a Community Liaison to support academic achievement by monitoring student attendance and supporting families. The Attendance Committee will meet on a regular basis to discuss improving attendance and continue SART meetings and effectively use the SARB process. Daily phone contact will be made to clear absences.	7/1/2018-6/30/2019	Administration, Community Liaison, Teachers	50% Community Liaison	2000-2999: Classified Personnel Salaries	Title I	18730
			Benefits	3000-3999: Employee Benefits	Title I	13164
Informational flyers will be sent home monthly to educate parents on reading and math strategies they can use at home with their children.	7/1/2018-6/30/2019	Administration	Parent Connect Flyers	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1628
Parent Education Nights will occur during the year to involve parents in student achievement. Trimester Awards Assemblies will be conducted to highlight student achievement. Individual student goals will be	7/1/2018-6/30/2019	Principal Teachers Secretary				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
created during parent/teacher conferences and throughout the year in each class.						

Planned Improvements in Student Performance

LCAP Aligned School Goal #3: Safe Learning Environment

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safe Learning Environment																		
LCAP GOAL:																		
Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environment.																		
LCAP ALIGNED SCHOOL GOAL #3:																		
Educate Landau students in character education, support mental health, and encourage students to be safe, responsible, and respectful.																		
Expected Annual Measurable Outcomes:																		
Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.																		
Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target
GOAL 3 – SAFE LEARNING ENVIRONMENT																		
A - CA School Dashboard Suspension Rate Indicator	Green (0.6%, 0.1%)	maintain Green	0.8% or lower															
C - Student Perception of School Connectedness (Spring Panorama Survey)	Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018		
D - Student Perception of School Safety (Spring Panorama Survey)	Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018		
Data Used to Form this Goal:																		
Please see 16-17 results as noted in the matrix above.																		
Associate Research Based Data:																		
Orpinas, Pamela, and Arthur Horne. "Creating a positive school climate and developing social competence." Handbook of bullying in schools: An international perspective (2009): 49-59.																		
This chapter outlines the importance of creating a positive school climate between the school and students to prevent and reduce bullying. It calls attention to eight characteristics that the school can do to help promote a positive school climate. They include: excellence in teaching, school values, awareness of strengths and problems, policies and accountability, caring and respect, positive expectations, teacher support, and physical environment. The chapter also outlines the student component as being crucial as well. These are outlines as the following: awareness, emotions, cognition, character, social skills, and mental health and learning abilities.																		
How the School will Evaluate the Progress of this Goal:																		
Suspension rates, expulsion rates, discipline referral rates, Panorama SEL survey results, Panorama Climate Survey Results.																		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental counseling services for students that require additional emotional support outside the classroom.	7/1/2018-6/30/2019	Administration, teachers, paraprofessionals and licensed counselor	Jewish Family Services Counseling Fees	5000-5999: Services And Other Operating Expenditures	LCFF	10000
Utilize a Social / Emotional curriculum TK-5 where students learn and understand such topics as empathy and conflict resolution.	7/1/2018-6/30/2019	Certificated Staff, Classified Staff and administrator				
Provide students with Common Sense media lessons to educate them about appropriate social networking in the digital age.	7/1/2018-6/30/2019	Certificated Staff, Classified Staff and administrator				
Put into practice character education through John Wooden's Pyramid of Success program that teaches specific character traits to encourage students to do their personal best.	7/1/2018-6/30/2019	All Staff				
Provide adequate supervision for students during the morning and lunch to ensure safety and welfare.	7/1/2018-6/30/2019	Administration	Supervision aides salary	2000-2999: Classified Personnel Salaries	LCFF	31178
			Benefits	3000-3999: Employee Benefits	LCFF	4673
Provide additional academic and social-emotional support through a 5.75 hour Behavior Paraprofessional (positions still being created by HR). This person will continue the work with our social emotional curriculum by providing individual and group support, and give in class behavior support so students do not miss instruction, and work with students to prevent behaviors so again, instruction is not missed.	7/1/2018-6/30/19	Administration	Estimated Salary	2000-2999: Classified Personnel Salaries	Title I	34301
			Estimated Benefits	3000-3999: Employee Benefits	Title I	10625
Provide positive behavior incentives for students. Incentives are given for for positive behavior, attendance,	7/1/2018-6/30-19	Administration, teachers, support staff	Materials and Supplies	4000-4999: Books And Supplies	LCFF	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and academic and personal achievement (to list a few).						

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	153,893	0.00
Title I Part A: Parent Involvement	2,972	0.00
LCFF	215,839	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	215,839.00
Title I	153,893.00
Title I Part A: Parent Involvement	2,972.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	36,000.00
2000-2999: Classified Personnel Salaries	166,730.00
3000-3999: Employee Benefits	51,179.00
4000-4999: Books And Supplies	67,688.00
5000-5999: Services And Other Operating Expenditures	51,107.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF	22,000.00
2000-2999: Classified Personnel Salaries	LCFF	112,642.00
3000-3999: Employee Benefits	LCFF	23,920.00
4000-4999: Books And Supplies	LCFF	26,920.00
5000-5999: Services And Other Operating	LCFF	30,357.00
1000-1999: Certificated Personnel Salaries	Title I	14,000.00
2000-2999: Classified Personnel Salaries	Title I	53,031.00
3000-3999: Employee Benefits	Title I	26,972.00
4000-4999: Books And Supplies	Title I	39,140.00
5000-5999: Services And Other Operating	Title I	20,750.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,057.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	287.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,628.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal #	Total Expenditures
Academic Achievement – Rigor and Standards	246,061.00
Parent and Community Partnerships	34,866.00
Safe Learning Environment	91,777.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Wendy Meka	X				
Shelby Dean		X			
Christina Andrade-Romo				X	
Amberlea Martínez				X	
Christina Alaniz		X			
Mabel Garcia				X	
Rick Teran				X	
Melissa Maciel			X		
Erika Salinas Metzgar				X	
Michelle Patton		X			
Numbers of members of each category:	1	3	1	5	

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.

School Site Council Meeting Minutes

Evaluation of Planned Improvements in Student Performance

LCAP Aligned School Goal #1: Academic Achievement

SUBJECT: Academic Achievement																		
LCAP GOAL:																		
All students will graduate high school prepared with the academic and technical skills necessary for college and career readiness																		
LCAP ALIGNED SCHOOL GOAL #1:																		
All students at Landau Elementary School will increase grade level proficiency in standards in the core academic subjects: English language arts, math, social studies and science. EL students will also increase in their English proficiency.																		
Expected Annual Measurable Outcomes																		
Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.																		
Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target
GOAL 1 – ACADEMIC ACHIEVEMENT																		
A – CA School Dashboard Academic Indicator ELA	Red (-37.6, -18.9)	20 or more points	-17.6	Red (-44.3, -16.3)	20 or more points	-24.3	Red (-40.9, -19.1)	20 or more points	-20.9	NA (37)	7 to 20 points	44.0	Red (-40.0, -20.5)	20 or more points	-20.0	Red (-122.8, -45.9)	20 or more points	-102.8
B – CA School Dashboard Academic Indicator Math	Orange (-45.5, -8.7)	5 to 15 points	-40.5	Red (-50.8, -10.7)	15 or more points	-35.8	Orange (-49.1, -8.8)	5 to 15 points	-44.1	NA (-10)	5 to 15 points	-5.0	Orange (-47.5, -10)	5 to 15 points	-42.5		15 or more points	
C – CA School Dashboard ELPI	Green (75.8%, -1.1%)	maintain Green	74.3% or higher															
D – EL Reclassification Rate	8.3%	1.5%	9.8%															
F – 3rd Grade ELA SBAC (% meeting/exceeding)	32.0%	increase 4%	36.0%	8.3%	increase 6%	14.3%	31.3%	increase 4%	35.3%	100% (n=1)	increase 6%	100.0%	33.0%	increase 4%	37.0%	0.0%	increase 4%	4.0%
G – 3rd Grade DIBELS Benchmark 3 Composite Score (% at benchmark)	63.6%	increase 4%	67.6%	53.2%	increase 4%	57.2%	63.1%	increase 4%	67.1%	50.0%	increase 4%	54.0%	64.6%	increase 4%	68.6%	9.1%	increase 4%	13.1%
J – Williams Textbook/Materials Compliance	1000%	maintain or increase	100%															
How will the school evaluate the progress?																		
Math Interim Tests, ELA Benchmarks, SBAC/CAASPP Results, ELPAC Results, Progress Advisor data, and DIBELS Benchmark Results.																		
Additional school tools used to evaluate the progress of this goal include site based formal assessments based on specific standards.																		

Please report progress in actions implemented:

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
1.1 Technology for instruction. Provide the				

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
teachers a device to support instruction, 21st century skills, and the district's 1:1 device initiative. Provide online management for devices as well as intervention sites to improve reading skills.				
1.2 Faithful and consistent implementation of effective scientifically research-based instructional strategies, which include explicit skill strategies of: direct instruction, early literacy strategies, process writing, thinking maps, conceptual math, and EL instruction. Materials will be purchased to support the implementation of these strategies (which could include paper, ink, writing instruments, student novels (paperback and electronic).				
1.3 Professional Development for teachers. A Kagan consultant will train teachers three times this year on effective engagement and collaboration strategies. Teachers will have the opportunity to participate in local conferences as well as build capacity within their own grade level Professional Learning Communities outside the school setting and/or designated work hours. Teachers will be able to meet as a PLC two times a year (6-hour session).				
1.4 Six bilingual aides will support student intervention during designated Tier 2 instruction time.				
1.5 Provide art enrichment to all students; contracting a local artist one day each week.				
1.6 Offer after school enrichment classes to all students. Classes will provide students positive experiences at school delivered by staff members - possible classes could consist of music, dance, art, technology, health, or science, to name a few.				

Budget By Expenditures

Landau Elementary School

Funding Source: LCFF

\$215,839.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Conferences	5000-5999: Services And Other Operating Expenditures	\$5,000.00		Professional Development for teachers. A Kagan consultant will train teachers three times this year on effective engagement and collaboration strategies. Teachers will have the opportunity to participate in local conferences as well as build capacity within their own grade level Professional Learning Communities outside the school setting and/or designated work hours. Teachers will be able to meet as a PLC two times a year (6-hour session).
PLC Planning - Stipends	1000-1999: Certificated Personnel Salaries	\$15,000.00		Professional Development for teachers. A Kagan consultant will train teachers three times this year on effective engagement and collaboration strategies. Teachers will have the opportunity to participate in local conferences as well as build capacity within their own grade level Professional Learning Communities outside the school setting and/or designated work hours. Teachers will be able to meet as a PLC two times a year (6-hour session).
PLC planning - Benefits	3000-3999: Employee Benefits	\$3,410.00		Professional Development for teachers. A Kagan consultant will train teachers three times this year on effective engagement and collaboration strategies. Teachers will have the opportunity to participate in local conferences as well as build capacity within their own grade level Professional Learning Communities outside the school setting and/or designated work hours. Teachers will be able to meet as a PLC two times a year (6-hour session).
Substitutes	5000-5999: Services And Other Operating Expenditures	\$3,000.00		Professional Development for teachers. A Kagan consultant will train teachers three times this year on effective engagement and collaboration strategies. Teachers will have the opportunity to participate in local conferences as well as build capacity within their own grade level Professional Learning Communities outside the school setting and/or designated work hours. Teachers will be able to meet as a PLC two times a year (6-hour session).
Bilingual Aides - Salary	2000-2999: Classified Personnel Salaries	\$81,464.00		Six bilingual aides will support student intervention during designated Tier 2 instruction time.

Landau Elementary School

Bilingual Aides - Benefits	3000-3999: Employee Benefits	\$14,473.00	Six bilingual aides will support student intervention during designated Tier 2 instruction time.
Art Enrichment Teacher	5000-5999: Services And Other Operating Expenditures	\$6,000.00	Provide art enrichment to all students; contracting a local artist one day each week.
Teacher stipends for teaching a class	1000-1999: Certificated Personnel Salaries	\$7,000.00	Offer after school enrichment classes to all students. Classes will provide students positive experiences at school delivered by staff members - possible classes could consist of music, dance, art, technology, health, or science, to name a few.
Benefits	3000-3999: Employee Benefits	\$1,364.00	Offer after school enrichment classes to all students. Classes will provide students positive experiences at school delivered by staff members - possible classes could consist of music, dance, art, technology, health, or science, to name a few.
Supplies for enrichment classes	4000-4999: Books And Supplies	\$500.00	Offer after school enrichment classes to all students. Classes will provide students positive experiences at school delivered by staff members - possible classes could consist of music, dance, art, technology, health, or science, to name a few.
Teacher laptops	4000-4999: Books And Supplies	\$8,718.00	Technology for instruction. Provide the teachers a device to support instruction, 21st century skills, and the district's 1:1 device initiative. Provide online management for devices as well as intervention sites to improve reading skills.
Insurance for laptops	5000-5999: Services And Other Operating Expenditures	\$1,080.00	Technology for instruction. Provide the teachers a device to support instruction, 21st century skills, and the district's 1:1 device initiative. Provide online management for devices as well as intervention sites to improve reading skills.
Licenses for laptops	5000-5999: Services And Other Operating Expenditures	\$277.00	Technology for instruction. Provide the teachers a device to support instruction, 21st century skills, and the district's 1:1 device initiative. Provide online management for devices as well as intervention sites to improve reading skills.
Site licenses for online programs	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Technology for instruction. Provide the teachers a device to support instruction, 21st century skills, and the district's 1:1 device initiative. Provide online management for devices as well as intervention sites to improve reading skills.
Materials and Supplies	4000-4999: Books And Supplies	\$16,702.00	Faithful and consistent implementation of effective scientifically research-based instructional strategies, which include explicit skill strategies of: direct instruction, early literacy strategies, process writing, thinking maps, conceptual math, and EL instruction. Materials will be purchased to support the implementation of these strategies (which could include paper, ink, writing instruments, student novels (paperback and electronic).

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Jewish Family Services Counseling Fees	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Supplemental counseling services for students that require additional emotional support outside the classroom.
Supervision aides salary	2000-2999: Classified Personnel Salaries	\$31,178.00	Provide adequate supervision for students during the morning and lunch to ensure safety and welfare.
Benefits	3000-3999: Employee Benefits	\$4,673.00	Provide adequate supervision for students during the morning and lunch to ensure safety and welfare.
Materials and Supplies	4000-4999: Books And Supplies	\$1,000.00	Provide positive behavior incentives for students. Incentives are given for for positive behavior, attendance, and academic and personal achievement (to list a few).
LCFF Total Expenditures:		\$215,839.00	
LCFF Allocation Balance:		\$0.00	

Funding Source: Title I

\$153,893.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Estimated Salary	2000-2999: Classified Personnel Salaries	\$34,301.00		Provide additional academic and social-emotional support through a 5.75 hour Behavior Paraprofessional (positions still being created by HR). This person will continue the work with our social emotional curriculum by providing individual and group support, and give in class behavior support so students do not miss instruction, and work with students to prevent behaviors so again, instruction is not missed.
Estimated Benefits	3000-3999: Employee Benefits	\$10,625.00		Provide additional academic and social-emotional support through a 5.75 hour Behavior Paraprofessional (positions still being created by HR). This person will continue the work with our social emotional curriculum by providing individual and group support, and give in class behavior support so students do not miss instruction, and work with students to prevent behaviors so again, instruction is not missed.

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Materials and Supplies	4000-4999: Books And Supplies	\$7,262.00	Faithful and consistent implementation of effective scientifically research-based instructional strategies, which include explicit skill strategies of: direct instruction, early literacy strategies, process writing, thinking maps, conceptual math, and EL instruction. Materials will be purchased to support the implementation of these strategies (which could include paper, ink, writing instruments, student novels (paperback and electronic).
Teacher laptops	4000-4999: Books And Supplies	\$30,513.00	Technology for instruction. Provide the teachers a device to support instruction, 21st century skills, and the district's 1:1 device initiative. Provide online management for devices as well as intervention sites to improve reading skills.
Insurance for laptops	5000-5999: Services And Other Operating Expenditures	\$3,780.00	Technology for instruction. Provide the teachers a device to support instruction, 21st century skills, and the district's 1:1 device initiative. Provide online management for devices as well as intervention sites to improve reading skills.
Licenses for laptops	5000-5999: Services And Other Operating Expenditures	\$970.00	Technology for instruction. Provide the teachers a device to support instruction, 21st century skills, and the district's 1:1 device initiative. Provide online management for devices as well as intervention sites to improve reading skills.
50% Community Liaison	2000-2999: Classified Personnel Salaries	\$18,730.00	Fund 50% of a Community Liaison to support academic achievement by monitoring student attendance and supporting families. The Attendance Committee will meet on a regular basis to discuss improving attendance and continue SART meetings and effectively use the SARB process. Daily phone contact will be made to clear absences.
Benefits	3000-3999: Employee Benefits	\$13,164.00	Fund 50% of a Community Liaison to support academic achievement by monitoring student attendance and supporting families. The Attendance Committee will meet on a regular basis to discuss improving attendance and continue SART meetings and effectively use the SARB process. Daily phone contact will be made to clear absences.
Kagan training - 3 days	5000-5999: Services And Other Operating Expenditures	\$16,000.00	Professional Development for teachers. A Kagan consultant will train teachers three times this year on effective engagement and collaboration strategies. Teachers will have the opportunity to participate in local conferences as well as build capacity within their own grade level Professional Learning Communities outside the school setting and/or designated work hours. Teachers will be able to meet as a PLC two times a year (6-hour session).

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Kagan books to support training	4000-4999: Books And Supplies	\$1,365.00	Professional Development for teachers. A Kagan consultant will train teachers three times this year on effective engagement and collaboration strategies. Teachers will have the opportunity to participate in local conferences as well as build capacity within their own grade level Professional Learning Communities outside the school setting and/or designated work hours. Teachers will be able to meet as a PLC two times a year (6-hour session).
Teacher stipends for attending Kagan	1000-1999: Certificated Personnel Salaries	\$14,000.00	Professional Development for teachers. A Kagan consultant will train teachers three times this year on effective engagement and collaboration strategies. Teachers will have the opportunity to participate in local conferences as well as build capacity within their own grade level Professional Learning Communities outside the school setting and/or designated work hours. Teachers will be able to meet as a PLC two times a year (6-hour session).
Benefits	3000-3999: Employee Benefits	\$3,183.00	Professional Development for teachers. A Kagan consultant will train teachers three times this year on effective engagement and collaboration strategies. Teachers will have the opportunity to participate in local conferences as well as build capacity within their own grade level Professional Learning Communities outside the school setting and/or designated work hours. Teachers will be able to meet as a PLC two times a year (6-hour session).

Title I Total Expenditures: \$153,893.00

Title I Allocation Balance: \$0.00

Funding Source: Title I Part A: Parent Involvement \$2,972.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Classified Extra Duty including translating	2000-2999: Classified Personnel Salaries	\$1,057.00		Offer the mandated state and district parent outreach meetings as well as Parent Education Nights. All meetings are designed to provide parents with tools to support their child's education. The school will offer translators and child care when needed.

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Classified Extra Duty - fringes	3000-3999: Employee Benefits	\$287.00	Offer the mandated state and district parent outreach meetings as well as Parent Education Nights. All meetings are designed to provide parents with tools to support their child's education. The school will offer translators and child care when needed.
Parent Connect Flyers	4000-4999: Books And Supplies	\$1,628.00	Informational flyers will be sent home monthly to educate parents on reading and math strategies they can use at home with their children.
Title I Part A: Parent Involvement Total Expenditures:		\$2,972.00	
Title I Part A: Parent Involvement Allocation Balance:		\$0.00	
Landau Elementary School Total Expenditures:		\$372,704.00	