



## 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**

Landau Elementary School

**Address**

30310 Landau Blvd.  
Cathedral City, CA 92234-5200

<b>County-District-School (CDS) Code</b>	33-67173-6107601
<b>Principal</b>	Wendy Meka
<b>District Name</b>	Palm Springs Unified School District
<b>SPSA Revision Date</b>	7/1/2024 - 6/30/2025
<b>Schoolsite Council (SSC) Approval Date</b>	October 10, 2024
<b>Local Board Approval Date</b>	November 12, 2024

This certifies that updates to my SPSA are completed

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

It is Landau Elementary's mission to prepare our students for the rapidly changing world, while implementing innovative practices within a positive and engaging atmosphere.

The vision at Landau Elementary is to build a strong school community by developing partnerships with families. We provide rigorous academic learning and utilize progressive technology to promote critical thinking and problem solving skills. Our collaborative teaching practices are both reflective and responsive, while maintaining enthusiasm about the teaching and learning process. We have a personal commitment to each student to create and maintain a safe learning environment by fostering positive social-emotional growth to ensure that each student has the opportunity to pursue their life goals.

In order to achieve the shared vision of our school, Landau Elementary staff have made the following collective commitments:

We will engage in open, two-way communication with families by providing ongoing information about their children and offer specific ideas or resources to help families become full partners in their child's education.

We will plan and implement effective differentiated instruction and strategies to meet the unique needs of each student in small and whole group environments and make changes to keep students engaged and challenged.

We will commit to provide intervention and enrichment opportunities.

We will actively participate in positive and productive professional learning communities which focuses on student achievement.

We will collaborate with our team using evidence of student learning and common data to improve our instructional practice to meet the needs of each student.

We will commit to create and use results of ongoing common assessments to drive instruction.

We will continue to learn about new technology practices and incorporate these practices into our daily lessons to create 21st century learners.

We will agree to use the common language about behavioral expectations and consistently reinforce using our social-emotional curriculum.

We will agree to have a growth mindset and hold ourselves accountable to be a positive role model for all students.

We will contribute to a culture of celebration by acknowledging the efforts and achievements of our students and colleagues as we continually strive for even greater success.

# 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 600 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.

The School Plan for Student Achievement is updated annually by the Landau School Site Council. Our school evaluates the effectiveness of our School 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 School Plan throughout the year. Revisions to our School 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 Learners and those with special needs at all levels, funding support and established budget processes, and personnel support.

# 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.

Landau Elementary Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon results from a schoolwide comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the CA School Dashboard and CDE DataQuest. Other district and school data, including interim and common formative assessment results, are utilized to measure and monitor student progress throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input is solicited from educational partners, including school advisory committees such as the ELAC and School Leadership team. The Landau Elementary School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

## Educational Partner 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

SSC Election Dates and Results:

- Staff Classified and Certificated Nominations were solicited via email on August 24, 2023. Nominating themselves were Isabel Montez and Sandy Mason (certificated) and Cynthia Hosmer (classified). Voting occurred through a Google Form and was due by 9/7/23. Three new staff members were elected: Isabel Montez, Sandy Mason, and Cynthia Hosmer.
- Parent Nomination forms were posted via Parent Square as a Google Form on August 24, 2023 and due on August 31, 2023. The ballots were sent home in the same manner on 9/1/23 and due on 9/7/23. Two new parents were elected: Kama Kaina and Alicia Gaspar.

SSC Meeting Dates and Topics:

- September 20, 2023 – SSC Training
- October 10, 2023 - Review and approve bylaws, elect officers, 3-way compact, and Parent Engagement Policy, discuss SPSA updates
- February 27, 2024 – Discuss STAR Data, LCAP input discussion (district presentation), SPSA updates and expenditures
- April 9, 2024 - Review and discuss ELAC input, review and discuss 2023-24 SPSA, recommendations for 24-25 actions, prepare response to ELAC
- April 30, 2024 - Panorama Survey data, Review 24-25 SPSA updates, approve 24-25 plan

ELAC Meeting Dates and Topics:

- October 3, 2023 - Purpose of ELAC, representative voting, review of attendance information
- December 5 2023 - EL Needs Assessment, upcoming events on campus
- March 18, 2024 - Review of EL Needs Assessment data, determine feedback to be giving to SSC for the 24-25 SPSA and ELPAC testing
- May 13, 2024 - Review 23-24 School Year, feedback from SSC and event planning for 24-25 school year

Consideration of ELAC input was reviewed and discussed by SSC on April 9, 2024. ELAC gave three recommendations including additional support for newcomers during and after the school day, and beyond ELD time. The response from SSC was as follows: Landau will look into adding a second day weekly for newcomers to meet with teacher support - that will be based on staffing and need in 24-25; the district EL department provides numerous supports for families and students that are newcomers and the school will ensure follow-up to those families so they are aware of services, and as

part of the SPSA in Goal 1, activities 2 and 4, there is language written to support EL students outside the ELD.

Based on The evaluation of the implementation and effectiveness of the SPSA Actions and the review of the California School Dashboard, ELAC input, district benchmarks, and Panorama Survey Input, the SSC recommended the following in regards to the 24-25 SPSA:

- Maintain current positions and programs as in 23-24
- Add to the existing goal for Professional Development in Goal 1 to include additional curricular support for SPED teachers (per ATSI meetings)
- Add to Goal 3 to include SART meetings and recognition for improved attendance (per ATSI meetings)

2024-2025 School Year

SSC Election Dates and Results:

- Staff Classified and Certificated Nominations were solicited via email on August 9, 2024. Nominating themselves was Shelby Dean. Voting occurred through a Google Form and was due by 9/16/24. Three new staff member elected was Shelby Dean.
- Parent Nomination forms were posted via Parent Square as a Google Form on August 9, 2024 and due on August 16, 2024. The ballots were sent home in the same manner on 8/19/24 and due on 8/26/24. Four new parents were elected: Alicia Ford, Reanne Bowen-Velez, Crystal Quintana, and Rosario Davila.

SSC Meeting Dates and Topics:

- September 17, 2024 - Review purpose of SSC, review bylaws, and elect officers. Review and update Title I components (Parent Engagement Policy, Title I compact)
- September 25, 2024 – SSC Training
- October 10, 2024 - Reviewed SBAC, STAR, and ELPAC data for discussion, reviewed current SPSA actions, revised SPSA and allocated additional funds or reallocated funds.
- Upcoming 24-25 meetings agendas not set

ELAC Meeting Dates and Topics:

- September 25, 2024 - ELAC/SSC training
- October 15, 2024 - Elect officers and review the purpose of ELAC

## Resource Inequities

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

Through our needs assessment, we identified a resource inequity within our Students with Disabilities group as well as our English Learner Progress Indicator. Based on 2023 CA School Dashboard results, our SWD students are performing 64.7 points below our All Students group in ELA and 62.7 below are All Students group in math. STAR test results indicate a continuing differential for SWD students in both reading and mathematics as well. Actions and expenditures were specifically focused at this student group targeting teacher PD. Landau's English Learners who progressed at least one level as measured by the ELPI decreased by 11.3% from 2022 to 2023. In addition, the number of students who decreased a level from 2022 to 2023 went up by 5.8%. No specific actions or expenditures were specifically focused on improving these outcomes for EL progress in the 23-24 plan. In our 24-25 plan, we have addressed both these inequities through specific actions in English Language Arts goal.

- SWD - Goal 1 - Continue to support SWD by ensuring that Special Education teachers receive targeted professional development to ensure rigorous, best first instruction aligned to the state standards in math and ELA. This will continue to include release days for SPED teachers to discuss instructional strategies and curriculum and to work with district SPED Teachers on Special Assignment along with the site Academic Coach to ensure the integration of rigorous skills into the classroom.
- English Learner Progress - Goal 1: Our Academic Coach will support teachers during designated and integrated ELD in identifying opportunities to utilize appropriate strategies to increase reading, writing, and listening skills of our ELD students. Targeted PD during 2-1-2 days in addition to release days to support this work will be given.

## 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 student groups, including low-income students, English learners, and foster youth have led to improved performance for these students.

Suspension Rate Indicator - 2023-24 locally calculated data provided by the Student Services department indicates a rate of 0.0% at the time of plan writing.

ELA Indicator - 2023-24 STAR test results indicate improvement in reading throughout the year with 68.1% of all students showing typical growth on the Winter benchmark. Our ELL students are performing slightly below the all-students group by showing a growth rate of 66.7%. Data shows that 62.5% of our SWD are making typical reading growth this year which is an increase of 4.8% from last year's Winter benchmark. The STAR data shows that 33.1% of students projected to score at a level 3 or 4 on CAASPP compared to 24.9% in the 22-23 winter screening window; an increase of 8.2% (the SWD group are up 3%, ELs up 4.2%). STAR Early Literacy test results indicate 60.6% of the students are showing typical growth on the Winter assessment in comparison to 56.3% in the 22-23 school year; that is an improvement of 4.3%.

Math Indicator - Winter screening window STAR results showed improvement in mathematics with 58.9% of all students showing typical growth which is up 4.1% from last year. Our ELL students are showing 62.3% growth while non-ELs are at 53.4% growth. Also showing better typical growth is our SWD population with an increase from 35.8% last winter to 50.8% this winter. The winter STAR data shows that 25% of students are projected to score at a level 3 or 4 on CAASPP - this is an improvement from winter of 22-23 where only 18.5% were expected to be proficient. That is an increase of 6.5% from last school year. Our SWD group also improved in this projection matrix as well with a 9.5% increase in SBAC proficiency while our ELs improved 3.5%.

Supporting Actions:

To support students behaviorally the Administration, Behavior Para, Playworks Coach, School Counselor, and teachers work together to find alternate means of correction outside of suspension. This has resulted in zero suspensions this school year. There was an adjustment in the curriculum utilized by our Tier II intervention. The intervention teacher along with four bilingual aides delivered daily intervention to 192 students throughout in the Fall through the Spring in grades K-5 using Fountas and Pinnel along with supporting early literacy skills through the UFLI programs. They maintained progress monitoring throughout the school year and moved students in and out of the program as needed. Data shows that 76% of students in our pull-out intervention showed growth from the Fall to Winter Benchmarks. In addition, teachers are targeting their own students for after school intervention to remediate skills missing as diagnosed through classroom assessments - 106 students were invited to participate which was funded by the Expanded Learning Department. There was also a focus on increasing rigor through best first instruction with better alignment to SBAC claims and targets through professional development and monitoring by MTSS teams. Included with this was a targeted focus on tier 2 vocabulary in K-5 and integrating SBAC question stems into daily lessons in grades 3-5. The school received support days for all teachers to go through math lesson design with the Site Coach, administration, and PLCs to better diagnose and understand where their students are on the continuum of mathematical understanding in order to plan appropriate instruction to move students toward proficiency in the CCSS.

These supporting actions will continue for the 24-25 school year.

## Reflections: Success



Referring to the California School Dashboard, identify: (a) any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators AND (b) identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these areas of low performance and performance gaps?

ELA Indicator - Landau has three student groups that are in the Low Performance level (orange) as per the 2023 CA Dashboard (EL, Hispanic, and SED) and one in the Very Low level (SWD) in ELA. In addition to this, our STAR data shows that there are significant gaps between our ELL students and All Student groups. Only 19.2% of EL's are projected to be proficient on the CAASPP in comparison to 33.1% of All Students. There is also a significant gap between our SWD students and our All Students groups. Only 15.8% of SWD's are projected to be proficient on the CAASPP in comparison to 33.1% of All Students.

Math Indicator - Landau has three student groups that are in the Low Performance level as per the 2023 CA Dashboard (EL, Hispanic, and SED) and one in the Very Low level (SWD) in math. Additionally, our STAR data shows there are significant gaps between our ELL students and All Student groups. Only 17.4% of EL's are projected to be proficient on the CAASPP in math in comparison to 25% of All Students. There is also a significant gap between our SWD students and our All Students groups. Only 15.8% of SWD's are projected to be proficient on the CAASPP in math comparison to 25% of All Students.

Chronic Absenteeism Indicator - Landau has three student groups that are in the Very Low Performance level as per the 2023 CA Dashboard (EL, Hispanic, and SED) with three more in the Low Performance level (homeless, SWD, white). Overall Chronic Absenteeism is at 35.1%, indicating that this is an area of need for our school. This has affected all our groups, White 34.6%, ELL at 37.4%, and SWD at 38.9%. Even though chronic absenteeism has decreased in the past year, it is still significantly impacting those students' academic performance.

## Reflections: Identified Need

### Supporting Actions

Focus on thoughtful and targeted strategies for ELL students during PLCs on meeting the needs of these students. To support our academic groups, continue tier 2 vocabulary and alignment to the standards and continue monitoring the rigor of instruction occurring during pull-out RSP as well as self-contained SDC classes. Continue to give targeted professional development with SPED teachers to better align curriculum. Additional collaboration time with district SPED department to support more rigorous instruction in the classrooms. Landau will take a more targeted approach during PLC's to track and improve or modify instruction for SWD. Landau will also take a more targeted approach to literacy in the 24-25 school year to include more complete phonics and vocabulary instruction for all grades TK-5.

To support chronic absenteeism, Landau will create and track attendance groups and celebrate students coming to school regularly and anchoring it to higher academic achievement. This tracking will be done by teachers, office staff, and administration to monitor attendance and provide support when needed through our School Attendance Review Team as well as the district SARB process.

2024-2025 Reflections as per October 10, 2024 SSC meeting:

Based on the 24-25 SBAC data, SWD continue to perform well below peers. Additional allocated funds will go to support SWD teachers to ensure they have the instructional materials to scaffold instruction to better service those students. As discussed in the meeting, there is also a need for teachers to better support literacy instruction due to the high number of students not proficient on the SBAC; allocations for teacher PD through conferences and teacher planning with instructional coaches will be made. In addition, to better track EL students, a new action will be created to better monitor achievement data.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.16%	0.16%	0.17%	1	1	1
African American	2.23%	2.47%	2.08%	14	15	12
Asian	1.28%	1.97%	1.90%	8	12	11
Filipino	3.51%	4.28%	4.84%	22	26	28
Hispanic/Latino	83.57%	81.91%	82.01%	524	498	474
Pacific Islander	0.16%	0%	0.35%	1	0	2
White	7.50%	8.22%	7.27%	47	50	42
Multiple/No Response	1.59%	0.99%	1.38%	10	6	8
<b>Total Enrollment</b>				627	608	578

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	117	100	73
Grade 1	106	97	83
Grade 2	103	105	96
Grade 3	89	105	101
Grade 4	106	96	106
Grade 5	106	105	97
<b>Total Enrollment</b>	627	608	578

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	246	240	208	32.60%	39.2%	36.0%
Fluent English Proficient (FEP)	62	51	58	11.80%	9.9%	10.0%
Reclassified Fluent English Proficient (RFEP)				15.3%		

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>608</b>	<b>98.2</b>	<b>39.5</b>	<b>0.8</b>
Total Number of Students enrolled in Landau Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	240	39.5
Foster Youth	5	0.8
Homeless	102	16.8
Socioeconomically Disadvantaged	597	98.2
Students with Disabilities	85	14

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	2.5
American Indian	1	0.2
Asian	12	2
Filipino	26	4.3
Hispanic	498	81.9
Two or More Races	6	1
White	50	8.2

### Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Red		

#### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Performance English Language Arts

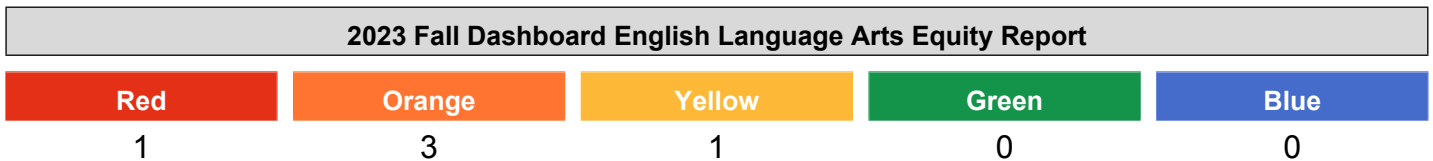
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>43.1 points below standard Decreased Significantly -16.8 points</p> <p>300 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>62.4 points below standard Decreased Significantly -20.7 points</p> <p>138 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>3 Students</p>
<p><b>Homeless</b></p> <p>Yellow</p> <p>40.7 points below standard Increased +6.2 points</p> <p>55 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>43 points below standard Decreased Significantly -16.4 points</p> <p>298 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>107.8 points below standard Decreased Significantly -21 points</p> <p>50 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  8 Students	 No Performance Color 0 Students	Less than 11 Students  5 Students	9.8 points above standard  12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 49.6 points below standard Decreased Significantly - 19.2 points 249 Students	Less than 11 Students  6 Students	 No Performance Color 0 Students	30.7 points below standard Decreased Significantly - 21.8 points 20 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
83.4 points below standard Decreased -13.1 points 113 Students	32.5 points above standard Decreased -11.8 points 25 Students	35.8 points below standard Decreased Significantly -21 points 143 Students

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Performance Mathematics

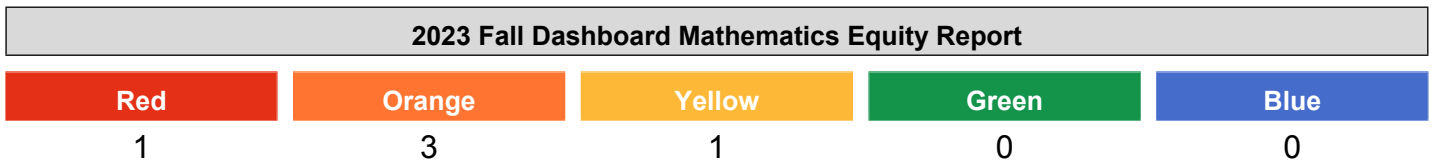
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.





This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>51.9 points below standard Decreased -5.4 points</p> <p>300 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>60.9 points below standard Maintained +0.8 points</p> <p>138 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>3 Students</p>
<p><b>Homeless</b></p> <p>Yellow</p> <p>64 points below standard Increased +4.7 points</p> <p>55 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>51.7 points below standard Decreased -4.8 points</p> <p>298 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>114.6 points below standard Decreased Significantly -16.7 points</p> <p>50 Students</p>



**2023 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  10 Students	 No Performance Color 0 Students	Less than 11 Students  5 Students	10.2 points above standard 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 58.6 points below standard Decreased -5.7 points  249 Students	Less than 11 Students  6 Students	Less than 11 Students  0 Students	17.6 points below standard Maintained -0.1 points  20 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

**2023 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
70.8 points below standard Increased +7.1 points  113 Students	16.2 points below standard Decreased -3 points  25 Students	51.3 points below standard Decreased Significantly -16.8 points  143 Students

**Conclusions based on this data:**

1.

# School and Student Performance Data

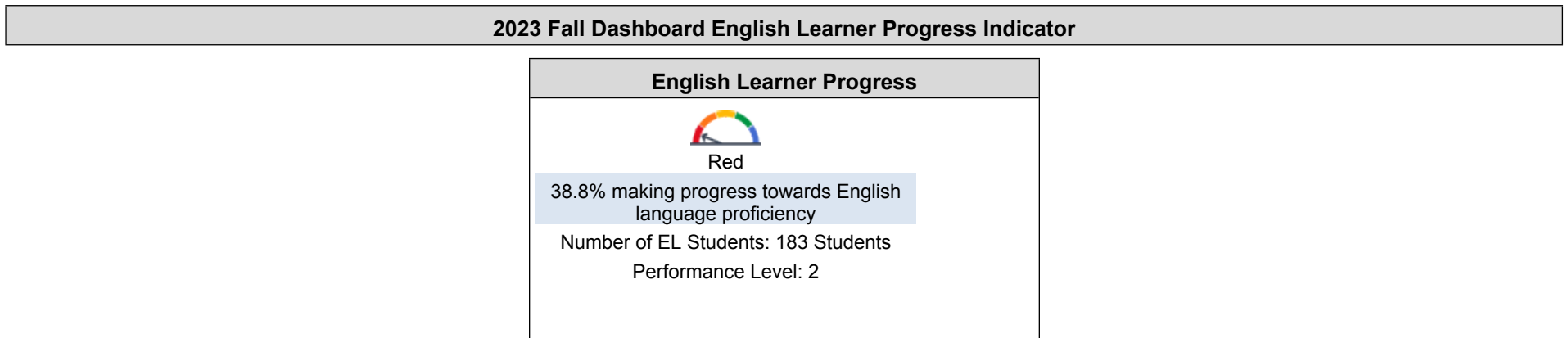
## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
40	72	2	69

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

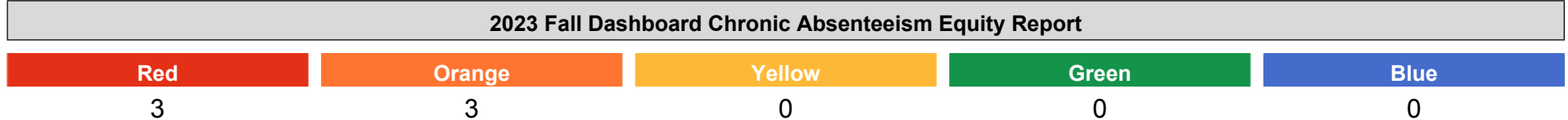
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.





This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group**

All Students	English Learners	Foster Youth
 Red 33.5% Chronically Absent Increased 2.7 641 Students	 Red 32.8% Chronically Absent Increased 1.7 253 Students	14.3% Chronically Absent 0 14 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 37.9% Chronically Absent Declined -1.5 124 Students	 Red 33.5% Chronically Absent Increased 2.7 630 Students	 Orange 36.9% Chronically Absent Declined -2.1 111 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p>42.3% Chronically Absent</p> <p>Increased 9</p> <p>26 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>16.7% Chronically Absent</p> <p>0</p> <p>12 Students</p>	<p>15.4% Chronically Absent</p> <p>Increased 2.3</p> <p>26 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
<p> Red</p> <p>34.9% Chronically Absent</p> <p>Increased Significantly 3.1</p> <p>516 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p> Orange</p> <p>31.4% Chronically Absent</p> <p>Declined -0.5</p> <p>51 Students</p>

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

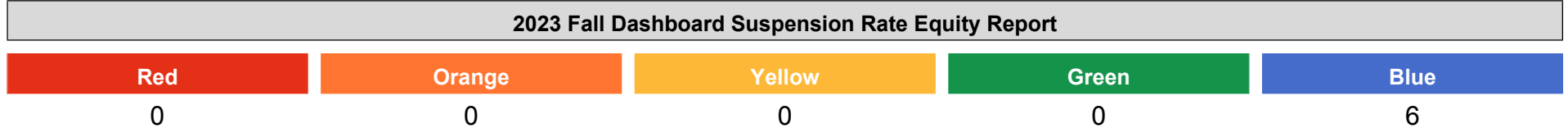
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”




This section provides number of student groups in each level.




This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.





**2023 Fall Dashboard Suspension Rate for All Students/Student Group**


<b>All Students</b>
 Blue
0% suspended at least one day
Maintained 0 656 Students

<b>English Learners</b>
 Blue
0% suspended at least one day
Maintained 0 256 Students



<b>Foster Youth</b>
0% suspended at least one day
16 Students

<b>Homeless</b>
 Blue
0% suspended at least one day
Maintained 0 128 Students

<b>Socioeconomically Disadvantaged</b>
 Blue
0% suspended at least one day
Maintained 0 644 Students

<b>Students with Disabilities</b>
 Blue
0% suspended at least one day
Maintained 0 115 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 29 Students</p>	<p>Less than 11 Students 2 Students</p>	<p>0% suspended at least one day</p> <p>12 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 27 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 526 Students</p>	<p>Less than 11 Students 7 Students</p>	<p>Less than 11 Students 1 Student</p>	<p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 52 Students</p>

**Conclusions based on this data:**

- 1.










# Annual Review and Update













SPSA Year Reviewed: 2023-24

## Goal 1 – Increased Academic Achievement

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.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Yellow	23.4 points below standard	+3 points	All	 Orange	43.1 points below standard	Decreased Significantly - 16.8 points
	EL	Yellow	38.7 points below standard	+3 points	EL	 Orange	62.4 points below standard	Decreased Significantly - 20.7 points
	Hisp	Yellow	27.4 points below standard	+3 points	Hisp	 Orange	49.6 points below standard	Decreased Significantly - 19.2 points
	SED	Yellow	23.6 points below standard	+3 points	AA	 Grey		Less than 11 Students
	SWD	Orange	83.8 points below standard	+3 points	SED	 Orange	43 points below standard	Decreased Significantly - 16.4 points
					SWD	 Red	107.8 points below standard	Decreased Significantly - 21 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Yellow	43.5 points below standard	+3 points	All	 Orange	51.9 points below standard	Decreased - 5.4 points
	EL	Yellow	58.7 points below standard	+3 points	EL	 Orange	60.9 points below standard	Maintained +0.8 points
	Hisp	Yellow	49.9 points below standard	+3 points	Hisp	 Orange	58.6 points below standard	Decreased - 5.7 points
	SED	Yellow	43.9 points below standard	+3 points				
	SWD	Orange	94.9 points below standard	+3 points				

Metric/Indicator	Expected Outcomes	Actual Outcomes																
		<table border="1"> <tr> <td>AA</td> <td></td> <td></td> <td>Less than 11 Students</td> </tr> <tr> <td>SED</td> <td> Orange</td> <td>51.7 points below standard</td> <td>Decreased - 4.8 points</td> </tr> <tr> <td>SWD</td> <td> Red</td> <td>114.6 points below standard</td> <td>Decreased Significantly - 16.7 points</td> </tr> </table>	AA			Less than 11 Students	SED	 Orange	51.7 points below standard	Decreased - 4.8 points	SWD	 Red	114.6 points below standard	Decreased Significantly - 16.7 points				
AA			Less than 11 Students															
SED	 Orange	51.7 points below standard	Decreased - 4.8 points															
SWD	 Red	114.6 points below standard	Decreased Significantly - 16.7 points															
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard (+.5%) Grade 5 - 30%	California Science Test - Percent of Students Who Meet or Exceed Standard in Grade 5 - 30.18%																
California School Dashboard – English Learner Progress Indicator (ELPI)	<table border="1"> <thead> <tr> <th></th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>English Learner Progress Indicator</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Color	DFS/Percentage	Change	English Learner Progress Indicator				<table border="1"> <thead> <tr> <th></th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>English Learner Progress Indicator</td> <td> Red</td> <td>38.8%</td> <td>Decreased - 10.2%</td> </tr> </tbody> </table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	 Red	38.8%	Decreased - 10.2%
	Color	DFS/Percentage	Change															
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	Color	DFS/Percentage	Change															
English Learner Progress Indicator	 Red	38.8%	Decreased - 10.2%															
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate (+.5%) - 5.4%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: 7.9%																
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) (+.5%)  ELA - 41.87%	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard):  ELA - 22.01%																
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%																

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Technology for instruction. Provide the teachers additional materials to support and enhance curricular experiences for students. Provide online management for devices as well as intervention sites to improve reading skills. Give teachers STEM support to integrate instructional technology into the classroom.</p>	<p>Site Licenses purchased for: Renaissance Learning, Lumos Learning, Breakout EDU - License and Expansion Pack, Bluum Stem Cam Visual Presenter</p> <p>Technology Paraprofessional at 5.75 hours</p>	<p>Site licenses for online programs 5000-5999: Services And Other Operating Expenditures LCFF 7800</p>	<p>Site licenses for online programs 5000-5999: Services And Other Operating Expenditures LCFF 8897</p>
		<p>Salary - Paraprofessional - Technology Support @ 5.75 hours (STEM support for curriculum planning) 2000-2999: Classified Personnel Salaries Title I 27104</p>	<p>Salary - Paraprofessional - Technology Support @ 5.75 hours (STEM support for curriculum planning) 2000-2999: Classified Personnel Salaries Title I 22400</p>
		<p>Benefits - Paraprofessional - Technology Support 3000-3999: Employee Benefits Title I 10560</p>	<p>Benefits - Paraprofessional - Technology Support 3000-3999: Employee Benefits Title I 8770</p>
		<p>Technology supplies for instruction 4000-4999: Books And Supplies LCFF 1000</p>	<p>Technology supplies for instruction 4000-4999: Books And Supplies LCFF 600</p>
<p>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</p>	<p>Technology supplies: Talking tiles voice recorders, Dell Laptops for teachers, Laptop Insurance.</p> <p>Various teaching materials: Ventris Learning- UFLI teaching manuals, Pocket writing folders, Early Lit Word Magnets and materials to support, headphones, books,</p>	<p>Instructional Materials and Supplies 4000-4999: Books And Supplies Title I 39560</p>	<p>Instructional Materials and Supplies 4000-4999: Books And Supplies Title I 23360</p>
		<p>Instructional Materials and Supplies 4000-4999: Books And Supplies</p>	<p>Instructional Materials and Supplies 4000-4999: Books And Supplies</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>purchased to support the implementation of these strategies (which could include, but not limited to paper, ink, writing instruments, manipulatives, minor instructional technology, and student novels).</p>	<p>Easel Pads, Copy paper, Mirrors for Kid Lips phonemic awareness</p>	<p>LCFF 40413</p>	<p>LCFF 38223</p>
<p>Professional Development for teachers. Teachers will have the opportunity to participate in local conferences as well as build capacity within their own grade level or Multi-tiered System of Support (vertical teams) Professional Learning Communities outside the school setting and/or designated work hours. Teachers will be able to meet as a PLC as requested outside of the work day. To support SWD, ensure that Special Education teachers receive targeted professional development to ensure rigorous, best first instruction aligned to the state standards in math and ELA. This would include release days for SPED teachers to discuss instructional strategies and curriculum.</p>	<p>Those following grade levels participated in additional PLC PD days: 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, and 5th Grade, SPED. Days were utilized for curriculum alignment with claims and targets in ELA and Math.</p> <p>Stipend for MTSS leads (4 in total), to support vertical collaboration with academics and SEL initiatives on campus.</p>	<p>Teacher PLC Planning and Professional Development - Including SPED 1000-1999: Certificated Personnel Salaries LCFF 5000</p> <p>Teacher PLC planning and Professional Development - Benefits 3000-3999: Employee Benefits LCFF 1302</p> <p>Conferences 5800: Professional/Consulting Services And Operating Expenditures LCFF 1000</p> <p>Teacher PLC - Multi-Tiered System of Support PLC Leads - 4 @ \$500 each. 1000-1999: Certificated Personnel Salaries LCFF 2000</p> <p>Benefits - Teacher PLC - Multi-Tiered System of Support PLC Leads - 4 @ \$500 each</p>	<p>Teacher PLC Planning and Professional Development - Including SPED 1000-1999: Certificated Personnel Salaries LCFF 1220</p> <p>Teacher PLC planning and Professional Development - Benefits 3000-3999: Employee Benefits LCFF 75</p> <p>Conferences 5800: Professional/Consulting Services And Operating Expenditures LCFF 0</p> <p>Teacher PLC - Multi-Tiered System of Support PLC Leads - 4 @ \$500 each. 1000-1999: Certificated Personnel Salaries LCFF 2000</p> <p>Benefits - Teacher PLC - Multi-Tiered System of Support PLC Leads - 4 @ \$500 each</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		3000-3999: Employee Benefits LCFF 521	3000-3999: Employee Benefits LCFF 120
		Sub costs for SPED teacher PD days if occurring during the school day (enough to cover for 5 subs) 1000-1999: Certificated Personnel Salaries LCFF 900	Sub costs for SPED teacher PD days if occurring during the school day (enough to cover for 5 subs) 1000-1999: Certificated Personnel Salaries LCFF 1000
Bilingual aides will support students during the designated ELD instructional block. In addition, the aides will work with all students (K-5) during the English Language Arts intervention program.	Salary and benefits for 3 bilingual aides for ELD and intervention	Bilingual Aides - Salary 2000-2999: Classified Personnel Salaries LCFF 50986	Bilingual Aides - Salary 2000-2999: Classified Personnel Salaries LCFF 56138
		Bilingual Aides - Benefits 3000-3999: Employee Benefits LCFF 17848	Bilingual Aides - Benefits 3000-3999: Employee Benefits LCFF 15233
		Bilingual Aides - Salary 2000-2999: Classified Personnel Salaries Title I 13310	Bilingual Aides - Salary 2000-2999: Classified Personnel Salaries Title I 14016
		Bilingual Aides - Benefits 3000-3999: Employee Benefits Title I 5038	Bilingual Aides - Benefits 3000-3999: Employee Benefits Title I 3944
Provide enrichment experiences for all students. Activities include providing art to all students by contracting a local artist and curricular-based field trips for TK-5. This strategy also includes	Expenses included: <ul style="list-style-type: none"> <li>• Art consultant on Tuesdays and Thursdays servicing all students in TK-5</li> </ul>	Consultant fees for art class 5800: Professional/Consulting Services And Operating Expenditures LCFF	Consultant fees for art class 5800: Professional/Consulting Services And Operating Expenditures LCFF



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>providing supervision for trips outside the school day that align to the curriculum.</p>	<ul style="list-style-type: none"> <li>Supplies for Art Consultant</li> <li>Entry and bus for 1st grade field trip to the Living Desert</li> <li>Kiewit native American field trip (staff salaries and benefits)</li> <li>Classified staff member to attend field trip.</li> </ul>	<p>15000</p> <p>Art supplies 4000-4999: Books And Supplies LCFF 750</p> <p>TK-5 Field Trips 5800: Professional/Consulting Services And Operating Expenditures LCFF 5000</p> <p>Field trip supervision outside of school day 1000-1999: Certificated Personnel Salaries LCFF 2000</p> <p>Benefits 3000-3999: Employee Benefits LCFF 521</p> <p>Supervision for field trips - outside of school day 2000-2999: Classified Personnel Salaries LCFF 500</p> <p>Benefits - Supervision for field trips - outside of school day 3000-3999: Employee Benefits LCFF 201</p>	<p>14430</p> <p>Art supplies 4000-4999: Books And Supplies LCFF 702</p> <p>TK-5 Field Trips 5800: Professional/Consulting Services And Operating Expenditures LCFF 4952</p> <p>Field trip supervision outside of school day 1000-1999: Certificated Personnel Salaries LCFF 0</p> <p>Benefits 3000-3999: Employee Benefits LCFF 0</p> <p>Supervision for field trips - outside of school day 2000-2999: Classified Personnel Salaries LCFF 320</p> <p>Benefits - Supervision for field trips - outside of school day 3000-3999: Employee Benefits LCFF 125</p>
<p>Student data and testing support for all students. The main goal would be to provide information to</p>	<p>Stipend paid to one teacher for being the Site Testing Coordinator. Duties included attending district</p>	<p>Stipend - Data &amp; Testing Support</p>	<p>Stipend - Data &amp; Testing Support</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
the school regarding current testing data to use to make instructional decisions.	meetings and informing teachers of ELPAC and SBAC duties.	1000-1999: Certificated Personnel Salaries LCFF 3000  Benefits - Stipend for Data and Testing Support 3000-3999: Employee Benefits LCFF 781	1000-1999: Certificated Personnel Salaries LCFF 3000  Benefits - Stipend for Data and Testing Support 3000-3999: Employee Benefits LCFF 752
Provide intervention opportunities for students. This could occur during the school day or after school. After school intervention will be funded by the district's Expanded Learning office.	Approximately 250 students attended small group, after school intervention in both ELA and math. Classroom teachers and support staff planned and delivered instruction based on assessment data and student need. The Expanded Learning office funded this program, therefore there are not expenditures listed.		

## Analysis

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

Landau focused efforts on increasing rigor in the classroom by engaging PLCs (including SPED teachers) with in-depth training and monitoring of aligning claims, targets, and question stems to the current curriculum. Teachers in grades 3-5 were provided online access to SBAC-aligned ELA and math questions (Lumos) to support and help integrate the expectations of rigorous instruction and to provide students additional experiences with the technology features of the SBAC. In addition, a continued focus of MTSS took place with vertical teams in both academics and SEL. Leads guided groups discussing SBAC/STAR data, literacy, best practices in tier I instruction in ELA and math, tier 2 vocabulary practices, positive discipline systems, and Universal Design for Learning (to name a few). Each MTSS vertical team met six times throughout the school year. The main reason for the focus on rigor and directed focus in MTSS teams is the 10.8% decline in the ELA SBAC scores from 21-22 to 22-23. SBAC from 2022 shows that 41.4% of students were proficient in ELA and 30.5% in math in comparison to 2023 with only 30.5% proficient in ELA and 30.6% in math. With these current actions in place, 2023-24 STAR test results indicate improvement in reading throughout the year with 68.1% of all students showing typical growth on the Winter benchmark which is up 6.4% from the same time last year. Our ELL students are performing slightly below the all-students group by showing a growth rate of 66.7%. Data shows that 62.5% of our SWD are making typical reading growth this year which is an increase of 4.8% from last year's Winter benchmark. The STAR data shows that 33.1% of students are projected to score at a level 3 or 4 on CAASPP in ELA compared to 24.9% in the 22-23 winter screening window; an increase of 8.2% (the SWD group are up 3%, ELs up 4.2%). STAR Early Literacy test results indicate 60.6% of the students are showing typical growth on the Winter assessment in compared to 56.3% in the 22-23 school year; that is an improvement of 4.3%. Additional data for grades 3-5 from the Math STAR Diagnostic shows that 25% of students (at the Winter benchmark) are projected to score proficient on SBAC as opposed to just 18.5% last year at the same benchmark. Many students were targeted during our interventions by the district-

funded Intervention Teacher and 7-hour bilingual aide. Landau supplemented this program by adding additional bilingual aides to provide intervention groups for 3.75 or 5.75 hours daily following the same district-funded program as the Intervention Teacher. Additional interventions were put in place starting during the 2nd trimester. The after-school intervention was substantial this year. There were 106 students who participated in one or more sessions that focused on math and ELA skills. Those classes were led by either the homeroom teacher or classified personnel who worked closely with the teacher to provide data-driven interventions. The majority of those students showed a slow, but steady growth with additional STAR measures as required. Because those students have significant learning delays, their data points are significantly below that of their peers which would not register as "typical growth" in the STAR data.

Teachers have the opportunity for additional planning and data meetings throughout the school year. Teachers in grades 1-5 utilized this time for planning with the writing program, intervention planning, and making instructional decisions based on assessments as evidenced by their PLC agendas. Some grade levels opted to work outside of the school day and were compensated for their time while others opted for release days.

Landau continued with on-site programs for robotics and art. The focus of the Technology Support Para was to provide enrichment and exposure to all students in coding and VR which align to 21st century college and career-ready skills. This staff member did lessons with all classes TK-5 every other week. The focus of the lessons was mainly coding with robotics and Little Bits (intro to electronics) and enhancing the curriculum with VR experiences. Teachers reported a favorable opinion of student engagement with 90% reporting very high student engagement during robotics class. Teachers also appreciated the problem-solving (60%) and collaboration (60%) that robotics provided their students. An after-school Robotics class was offered twice this year which serviced a total of forty 4th and 5th graders. Art classes were provided to all students TK-5 every 4 weeks. Students had the opportunity to use different mediums while creating landscapes and learning about topics such as perspective. The art instructors also integrated cultural art lessons as it reflected the students that attend Landau. In a survey given to the students, 85% of our students enjoy or enjoy attending art class. Their top reasons are enjoyment of the projects (65%), they enjoy the instruction (64%), and they enjoy that they get to use different materials to create art (65%). Student engagement was high in these two enrichment classes with zero behavior referrals being given by either instructor. Another enrichment opportunity was for field trips. The following field trips have been scheduled this year, the Living Desert Zoo, a visit to the farm in Banning, a local museum, a trip to the McCallum Theater, and Hiking in Indian Canyons.

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

There were a few differences between intended and actual expenditures this school year. All staff received a 4.5% raise which resulted in some diversion of funds in Title I to cover the cost such as in materials and supplies. There was also a decline in the actual funding of additional stipends for teachers to work outside the school day within their PLCs. This important work still did occur, but most teachers and grade levels preferred to ask for sub days and work within their work day instead of meeting outside the school day. There was also money budgeted for outside conferences and professional development which went unused. Teachers preferred to utilize the district trainings offered and were paid through the departments within Educational Services.

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.

Landau will continue to fund the programs as in the 23-24 SPSA which include a focus on instruction, enrichment, interventions, and MTSS topics. Continue to fund three Bilingual Paraprofessionals out of the site categorical budget, as the district will continue to fund one 7-hour bilingual aide.

Budget estimates and proposed expenditures will be made more accurate and more specific wherever possible.

We will continue to refine and discuss our tiered-response MTSS framework for academics to facilitate ongoing growth in school systems that support each student. This work is important for addressing student needs and ensuring progress and success at school.

The 2023 Summative CAASPP results revealed that the "all student" group performed significantly below the standard in both ELA and Math. In ELA we will begin to address best practices for literacy instruction and focus on phonics and morphology; professional development time will need to be set aside for this work. We will continue monitoring rigorous instruction through SBAC claims, targets, and question stems in ELA and Math while integrating Universal Design for Learning to better cater to all learners (targeting EL and SPED). Support can be given within the PLC, district academic coaches, and professional development.

Based on the 2023 California School Dashboard Indicators and Star 2022-23 assessments, both SWD and EL student subgroups continue to struggle to perform at the same proficiency rate as their peers. As a result, we will continue to outline actions that we will take to close the achievement gap for SWD and EL students.

Based on the need to supplement our ELA curriculum and address student needs in writing, as evidenced by the 2023 CA School Dashboard Indicators - we will implement actions and services to support this goal. We will focus on working with the teachers to establish best practices and provide coaching opportunities to support that work. Landau will continue to provide opportunities for interventions during the school day with the support of an Intervention teacher and a team of bilingual aides. The after-school intervention will continue for math and ELA to target specific skills students the teachers determine are lacking based on STAR testing and teacher-made assessments; this intervention is currently and will continue to be financed by the district's Expanded Learning.

For reading instruction in grades TK-5, we will continue the work with early literacy by supporting our students with a research-based supplemental curriculum, complementing PSUSD's ongoing efforts in this area. This approach will ensure our students develop the essential foundational skills required for structured literacy.

Based on the positive feedback from teachers and students, Landau will continue to provide enrichment opportunities in the areas of coding and the arts to prepare students for 21st-century learning.

# Annual Review and Update

SPSA Year Reviewed: 2023-24

## Goal 2 – Parent Engagement

Landau's objective is for parents, staff, and community members to participate in the school learning community. We will foster parent engagement in our school community which will lead to better 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, Cultural Event Nights, 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.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 200 completed surveys	Parent Participation in Stakeholder Input Processes - 151 completed surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 88% Hispanic (Hisp) - 93%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 92% Hispanic (Hisp) - 93%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 92% Hispanic (Hisp) - 96%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 93% Hispanic (Hisp) - 94%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 2500	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 2250

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Establish a Parent Education Committee to create opportunities for parents to feel connected to the school and help organize parent education events. Offer translation for all parent activities which includes, but is not limited to parent conferences, parent education nights, SSC, ELAC, and all after school events. Offer daycare opportunities for parents during parent education events.</p>	<p>Stipends were paid for two Parent Education Committee members. Translation services were paid for one staff member who worked 3.75 hours - extra duty was needed for conferences.</p>	<p>Classified Extra Duty including translating and daycare 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1157</p>	<p>Classified Extra Duty including translating and daycare 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1000</p>
		<p>Classified Extra Duty - fringes 3000-3999: Employee Benefits Title I Part A: Parent Involvement 167</p>	<p>Classified Extra Duty - fringes 3000-3999: Employee Benefits Title I Part A: Parent Involvement 389</p>
		<p>Materials and Supplies for parent meetings and events 4000-4999: Books And Supplies Title I Part A: Parent Involvement 844</p>	<p>Materials and Supplies for parent meetings and events 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0</p>
		<p>Stipends for Parent Education Committee (2 teachers at \$1500 each) 1000-1999: Certificated Personnel Salaries LCFF 3000</p>	<p>Stipends for Parent Education Committee (2 teachers at \$1500 each) 1000-1999: Certificated Personnel Salaries LCFF 3000</p>
		<p>Benefits Stipends 3000-3999: Employee Benefits LCFF 781</p>	<p>Benefits Stipends 3000-3999: Employee Benefits LCFF 751</p>
		<p>Extra duty custodial and food services for weekend parent events 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement</p>	<p>Extra duty custodial and food services for weekend parent events 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		500	0
		Benefits for classified 3000-3999: Employee Benefits Title I Part A: Parent Involvement 201	Benefits for classified 3000-3999: Employee Benefits Title I Part A: Parent Involvement 0
		Teacher Stipends for participation in parent education events after hours 1000-1999: Certificated Personnel Salaries LCFF 5000	Teacher Stipends for participation in parent education events after hours 1000-1999: Certificated Personnel Salaries LCFF 1000
		Benefits 3000-3999: Employee Benefits LCFF 1302	Benefits 3000-3999: Employee Benefits LCFF 250

## Analysis

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

The focus of the Parent Committee was to schedule and lead academic parent nights during each trimester and focus on supporting the ELAC this year. Three events were scheduled this year which included literacy, math, and integrating ELA and math with robotics. The PTG held an informational meeting in September and held three more meetings throughout the year. A new board was established. They successfully participated in the school-wide Oktoberfest, held one movie night, held a holiday craft night in December, and supported the school with delivering items weekly from the school store. A member of the Parent Committee also helped the ELAC this school year by organizing two additional events (Hispanic Heritage Night and Glow Dance) and secure a DLAC representative. They generated interest by sending home flyers and recruiting key parents. Translating services were offered and utilized during Trimester 1 and 2 conferences. There were approximately 186 occurrences when parents used a translator. Translating services were also offered during parent events, Title I, and SSC meetings although many times were not needed.

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

There were two major discrepancies in the budgeted actions. One being the extra duty for custodial on the weekend. The intent of that was for our yearly Family Fun Run, unfortunately that event was not held due to major construction on campus. Movie nights were also hindered as only one of the scheduled nights were attended due to the projector malfunctioning in the MPR. There was also a discrepancy for teacher stipends for parent education events. Realistically, only a handful of teachers utilized the extra duty for each of the events that have taken place this school year, or just volunteered to help without getting compensated.



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.

No major changes will be made at this time. Monies allocated will better reflect the actual spending this school year. Every effort will be made to ensure academic parent nights will continue each trimester and a similar family activity will take scheduled to replace the Family Fun Run until construction is completed. Money allocated for staff stipends will expand to include both certificated and classified.






















# Annual Review and Update






SPSA Year Reviewed: 2023-24

## Goal 3 – Safe and Healthy Learning Environment

Educate Landau students in character education, support mental health, and encourage students to be safe, responsible, and respectful.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																																																				
Student Attendance Rates All Students (ALL)	Student Attendance Rates - April 2024 All Students (ALL) - 91%	Student Attendance Rates - April 2024 All Students (ALL) - 91.7%																																																				
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td></td> <td>30.3</td> <td>Declined -.5</td> </tr> <tr> <td>EL</td> <td></td> <td>30.6</td> <td>Declined -.5</td> </tr> <tr> <td>Hisp</td> <td></td> <td>31.3</td> <td>Declined -.5</td> </tr> <tr> <td>SED</td> <td></td> <td>30.2</td> <td>Declined -.5</td> </tr> <tr> <td>SWD</td> <td></td> <td>38.6</td> <td>Declined -.5</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All		30.3	Declined -.5	EL		30.6	Declined -.5	Hisp		31.3	Declined -.5	SED		30.2	Declined -.5	SWD		38.6	Declined -.5	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td> Red</td> <td>33.5% Chronically Absent</td> <td>Increased 2.7</td> </tr> <tr> <td>EL</td> <td> Red</td> <td>32.8% Chronically Absent</td> <td>Increased 1.7</td> </tr> <tr> <td>Hisp</td> <td> Red</td> <td>34.9% Chronically Absent</td> <td>Increased Significantly 3.1</td> </tr> <tr> <td>AA</td> <td></td> <td>42.3% Chronically Absent</td> <td>Increased 9</td> </tr> <tr> <td>SED</td> <td> Red</td> <td>33.5% Chronically Absent</td> <td>Increased 2.7</td> </tr> <tr> <td>SWD</td> <td> Orange</td> <td>36.9% Chronically Absent</td> <td>Declined -2.1</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	 Red	33.5% Chronically Absent	Increased 2.7	EL	 Red	32.8% Chronically Absent	Increased 1.7	Hisp	 Red	34.9% Chronically Absent	Increased Significantly 3.1	AA		42.3% Chronically Absent	Increased 9	SED	 Red	33.5% Chronically Absent	Increased 2.7	SWD	 Orange	36.9% Chronically Absent	Declined -2.1
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Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Blue</td> <td>0</td> <td>Maintain 0</td> </tr> <tr> <td>EL</td> <td>Blue</td> <td>0</td> <td>Maintain 0</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Blue	0	Maintain 0	EL	Blue	0	Maintain 0	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td> Blue</td> <td>0% suspended at least one day</td> <td>Maintained 0</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	 Blue	0% suspended at least one day	Maintained 0																																
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All	 Blue	0% suspended at least one day	Maintained 0																																																			

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Hisp	Blue	0	Maintain 0	 Blue	0% suspended at least one day	Maintained 0	
	SED	Blue	0	Maintain 0	 Blue	0% suspended at least one day	Maintained 0	
	SWD	Blue	0	Maintain 0	 Grey	0% suspended at least one day	Maintained 0	
					 Blue	0% suspended at least one day	Maintained 0	
					 Blue	0% suspended at least one day	Maintained 0	
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - NA				Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - NA			
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness (goal +2%) All Students (ALL) - 75% English Learner (EL) - 75% Hispanic (Hisp) - 75%				Panorama Survey - School Connectedness All Students (ALL) - 74% English Learner (EL) - 76% Hispanic (Hisp) - 74%			
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety (goal +2%) All Students (ALL) - 62% English Learner (EL) - 55% Hispanic (Hisp) - 61%				Panorama Survey – School Safety All Students (ALL) - 57% English Learner (EL) - 57% Hispanic (Hisp) - 58%			
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%				Williams Facilities Inspection Results - 100%			

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide opportunities for students to become leaders on campus (Lynx Leaders). Some activities could include but not limited to volunteering for community or school events, participating in and organizing school-wide spirit events, supporting the general school community.</p>	<p>Stipend paid for the Lynx Leader facilitator. Students were selected based on teacher recommendation in grades 4-5. Approximately 25 students were chosen. They meet weekly with the facilitator and explored various topics including, but not limited to school-wide support during events and community service.</p>	<p>Stipend for Lynx Leader facilitator 1000-1999: Certificated Personnel Salaries LCFF 1500</p> <p>Benefits for Lynx Leader stipend 3000-3999: Employee Benefits LCFF 391</p>	<p>Stipend for Lynx Leader facilitator 1000-1999: Certificated Personnel Salaries LCFF 1500</p> <p>Benefits for Lynx Leader stipend 3000-3999: Employee Benefits LCFF 376</p>
<p>School Attendance Review Team (SART) will meet at least monthly with parents of students with at-risk attendance and create a watch list and communicate with teachers, with a focus on SWD and White subgroups as per ATSI. As a result of the identification of these students, teachers will support the SART process by following up with no more than three students via phone calls, messaging, etc. (the number will be individualized based on need). Students with increased attendance will be recognized.</p>	<p>SART meetings were held on a monthly basis. Monthly actives were provided for students that had perfect attendance or only one attendance issue. Some of these events include a hot dog party, a pizza party, additional recesses, splash tower the principals day, a popsicle party and a soccer ball giveaway.</p> <p>Four perfect attendance event were held on days throughout the year where every student that attended on a given day would receive a snack from nutrition services and entered into drawing for fun prizes. The winter would be announced on our weekly video call with all classes.</p>	<p>Incentives for students with increased attendance 4000-4999: Books And Supplies LCFF 350</p>	<p>Incentives for students with increased attendance 4000-4999: Books And Supplies LCFF 350</p>
<p>Provide adequate supervision for students during the morning and lunch to ensure safety and welfare</p>	<p>Funds additional 8 hours of supervision per day in addition to the allotted district allocation.</p>	<p>Supervision aides salary</p>	<p>Supervision aides salary</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and provide appropriate materials as needed.	There is also opportunity for all supervision aides to receive extra duty for supervision throughout the day to support student behavior and additional supervision at the morning recess. Updated communication radios were purchased.	<p>2000-2999: Classified Personnel Salaries LCFF 27007</p> <p>Supervision Benefits 3000-3999: Employee Benefits LCFF 4222</p> <p>Supervision Extra Duty 2000-2999: Classified Personnel Salaries LCFF 7000</p> <p>Supervision Extra Duty Benefits 3000-3999: Employee Benefits LCFF 1011</p> <p>Materials needed for campus safety such as vests, radios, cones, etc. 4000-4999: Books And Supplies LCFF 1000</p>	<p>2000-2999: Classified Personnel Salaries LCFF 27007</p> <p>Supervision Benefits 3000-3999: Employee Benefits LCFF 3230</p> <p>Supervision Extra Duty 2000-2999: Classified Personnel Salaries LCFF 1000</p> <p>Supervision Extra Duty Benefits 3000-3999: Employee Benefits LCFF 120</p> <p>Materials needed for campus safety such as vests, radios, cones, etc. 4000-4999: Books And Supplies LCFF 1620</p>
Provide additional academic and social-emotional support through a 7 hour Paraprofessional - Behavior. 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.	Behavior Support Para at 7 hours. This staff member worked with all students in grades TK-5. Support was given on the playground during recesses and in classrooms - the main goal is to give students the behavior support they need so instructional time is not missed.	<p>Salary - Paraprofessional - Behavior @ 7 hours 2000-2999: Classified Personnel Salaries Title I 34818</p> <p>Benefits - Paraprofessional - Behavior 3000-3999: Employee Benefits Title I 30713</p>	<p>Salary - Paraprofessional - Behavior @ 7 hours 2000-2999: Classified Personnel Salaries Title I 34820</p> <p>Benefits - Paraprofessional - Behavior 3000-3999: Employee Benefits Title I 32303</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide positive behavior incentives for students. Incentives are given for for positive behavior, attendance, and academic and personal achievement (to list a few).	Positive behavior incentives have been purchased to support the SEL program - Pyramid of Success as well as academic achievements and attendance. Additional reward incentives were purchased for weekly reading.	Materials and Supplies 4000-4999: Books And Supplies LCFF 10000  Reading incentives for students 4000-4999: Books And Supplies LCFF 2000	Materials and Supplies 4000-4999: Books And Supplies LCFF 5090  Reading incentives for students 4000-4999: Books And Supplies LCFF 2200

## Analysis

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

The Lynx Leaders met weekly with the facilitator on campus. They addressed topics such as the Pyramid of Success (SEL), community engagement topics, provided Earth Day presentations to classes, and supporting school events. Additional supervision aide hours were provided as intended. Vacancies were more prevalent this school year and there was some turnover which is a consistent problem each year. A 7-hour Behavior Paraprofessional worked with all students in grades TK-5. Support was given on the playground during recess and in classrooms - the main goal is to give students the behavior support they need so instructional time is not missed. Although support was given to all students, there were 20 students that needed daily support which included recess check-in and out, during lunch, and classroom visits. The number of student referrals was minimal and zero suspensions were recorded as of April 2024. Incentives were purchased for students for academics and behavior. Students earned positive behavior points from classroom teachers, prep teachers, and other staff to redeem in a school store. Additionally, approximately 20 new books and other incentives were distributed to students weekly as incentives for nightly reading. Positive attendance has been advertised and supported this year using additional student incentives and communication home via Parent Square. Our daily attendance has hovered around 91% this year. As a strategy, Landau instituted two 100% attendance days where we encouraged all students to attend - we did show an uptick of attendance on those days of 94% and 96%.

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

The one major discrepancy was the extra duty for supervision aides. In year's past, additional support was needed on campus during the school day for supervision. It was budgeted for this year, but was not needed to the degree needed in the past.

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.

No changes will be made to this goal outside of making adjustments to the allocations based on the actual expenditures.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

Increase Academic Achievement

### Goal Statement

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. Student groups (including but not limited to EL, GATE, SWD, and SED) will be given the scaffolds and enrichment opportunities to make academic growth. EL students will also increase in their English proficiency.

### LCAP Goal

All Palm Springs Unified School District students will demonstrate mastery of grade level content and will graduate high school prepared with the academic and technical skills necessary for college and career success.

### Identified Need










1. In 2023-2024, STAR assessments indicate a need to continue to focus on literacy with only 44.8% of students in grades TK-2 being proficient on the district Early Literacy assessment. It also shows that in grades 3-5, 43% of our students are reading proficiently on the District STAR test in ELA and only 54.1% of all students are currently proficient in the district STAR math test. Currently STAR estimates that only 33.1% of students in grades 3-5 will score proficient on the ELA SBAC and 25% in the math SBAC. On state testing in 2023 Landau remained 43.1 points below standard in ELA and in Math we remained 51.9 points below standard indicating a need to continue to improve first instruction and support student need through targeted interventions.
2. SBAC results in ELA for 23-24 indicated that all major subgroups including English Learners (63.4 points below), Hispanic (49.6 points below), SED (43 point below), and SWD (107.8 points below) are below proficiency, indicating a need for targeted support in ELA. SBAC results in math for 22-23 indicated that all major subgroups including English Learners (60.9 points below), Hispanic (58.6 points below), SED (51.7 point below), and SWD (114.6 points below) are below proficiency, indicating a need for targeted support in math.
3. We need to continue to target/focus on science instruction as a school because only 30.47% of our 5th grade students are meeting or exceeding the standard for Science (CAST). Further focus on implementation of the Amplify Science curriculum in all grades will support us making progress in this area.
4. Our current RFEP rate stands at 7.9%, which is below the rates for PSUSD (9.09%). Our reclassification rate is lower representing a need to improve supports and instruction for EL students to increase reclassification rate. In 2023, our ELPI indicator reflects that only 38.8% of our EL's are making progress towards proficiency. In ELA, ELs are performing 19.3 points lower than our All Student group in ELA and 9 points lower in math. In the most recent STAR assessment, 19.2% of our EL subgroup are projected to be proficient on the SBAC as compared to 33.1% for the all student group in ELA and 17.4% of our EL subgroup met standard as compared to 25% for the all student group in math.
5. Our Students with Disabilities subgroup is currently performing well below non-SWD students. In ELA, SWD are performing 64.7 points lower than our All Student group in ELA and 62.7 points lower in math. In the most recent STAR assessment, 15.8% of our SWD subgroup are projected to be proficient on the SBAC as compared to 33.1% for the all student group in ELA and 15.8% of our SWD subgroup met standard as compared to 25% for the all student group in math.

6. According to the 22-23 SBAC, 22.01% of our 3rd graders met or exceeded on the ELA test. We need to support the 50.46% of the students who are at a level 1 with more intervention encompassing early reading skills may need to be introduced as well as focus on comprehension.





2024-2025 Reflections as per October 10, 2024 SSC meeting:

Based on the 24-25 SBAC data, SWD continue to perform well below peers. Additional allocated funds will go to support SWD teachers to ensure they have the instructional materials to scaffold instruction to better service those students. As discussed in the meeting, there is also a need for teachers to better support literacy instruction due to the high number of students not proficient on the SBAC; allocations for teacher PD through conferences and teacher planning with instructional coaches will be made. In addition, to better track EL students, a new action will be created to better monitor achievement data. Because of the AMS grant given by the state to support the arts, reallocation of art consultant funds will be distributed to support literacy, SPED, and PBIS.

## Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	 Orange	43.1 points below standard	Decreased Significantly -16.8 points	All	Orange	40.1 points below standard	+3 points
	EL	 Orange	62.4 points below standard	Decreased Significantly -20.7 points	EL	Orange	59.4 points below standard	+3 points
	Hisp	 Orange	49.6 points below standard	Decreased Significantly -19.2 points	Hisp	Orange	46.6 points below standard	+3 points
	AA	 Grey		Less than 11 Students	SED	Orange	20.6 points below standard	+3 points
	SED	 Orange	43 points below standard	Decreased Significantly -16.4 points	SWD	Red	104.8 points below standard	+3 points
	SWD	 Red	107.8 points below standard	Decreased Significantly -21 points				
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	 Orange	51.9 points below standard	Decreased - 5.4 points	All	Orange	48.9 points below standard	+3 points
	EL	 Orange	60.9 points below standard	Maintained +0.8 points	EL	Orange	57.9 points below standard	+3 points
	Hisp	 Orange	58.6 points below standard	Decreased - 5.7 points	Hisp	Orange	55.6 points below standard	+3 points
					SED	Orange	49.7 points below standard	+3 points



Metric/Indicator	Baseline				Expected Outcome			
	AA			Less than 11 Students	SWD	Red	111.6 points below standard	+3 points
	SED	 Orange	51.7 points below standard	Decreased - 4.8 points				
	SWD	 Red	114.6 points below standard	Decreased Significantly -16.7 points				
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 29.45%				California Science Test - Percent of Students Who Meet or Exceed Standard (+.5%) Grade 5 - 30%			
California School Dashboard – English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
	English Learner Progress Indicator	 Red	38.8%	Decreased - 10.2%	English Learner Progress Indicator	Red	35.8 points below standard	+3 points
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 4.9%				English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate (+.5%) - 5.4%			
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) ELA - 41.37%				3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) (+.5%) ELA - 41.87%			
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%				Williams Textbook/Materials Compliance - 100%			

## Planned Strategies/Activities

## Strategy/Activity 1

Landau Elementary will prioritize literacy through best-first instruction and implementing research-based strategies for all academic tiers (I - III) within the MTSS pyramid. Metrics from ESGI, STAR, and SBAC assessments will be utilized to monitor progress.

### Students to be Served by this Strategy/Activity

All

### Timeline

7/1/2024-6/30/2025

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	9000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Site licenses for online programs such as Lumos, Classroom Screen, and Breakout EDU
<b>Amount</b>	3400
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Grade level PLC planning outside the school day
<b>Amount</b>	2000
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teacher PLC - Multi-Tiered System of Support (MTSS) PLC Leads - 4 @ \$500 each.
<b>Amount</b>	1354

<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits for MTSS Leads and grade level PLC planning
<b>Amount</b>	11567
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Literacy/English development materials and supplies to support researched instructional practices and student incentives that support literacy
<b>Amount</b>	7806
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Literacy materials and supplies to support researched instructional practices
<b>Amount</b>	1700
<b>Source</b>	LCFF
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Conferences
<b>Amount</b>	300
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Travel expenses for conferences

## Strategy/Activity 2

Landau Elementary will prioritize numeracy and math development through best-first instruction and implementing research-based strategies for all academic tiers (I - III) within the MTSS pyramid. Metrics from ESGI, STAR, and SBAC assessments will be utilized to monitor progress.

### Students to be Served by this Strategy/Activity

All

### Timeline

7/1/2024-6/30/2025

### Person(s) Responsible

Administration, teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Numeracy and math development materials and supplies to support researched instructional practices
<b>Amount</b>	8000
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Sub costs for grade level PLC time to discuss and support best practices

### Strategy/Activity 3

Landau Elementary will prioritize serving English Language Learners through best-first instruction and implementing research-based strategies for all academic tiers (I - III) within the MTSS pyramid. Metrics from English Learners on SBAC and ELPAC assessments will be utilized to monitor progress.

### Students to be Served by this Strategy/Activity

English Learner

### Timeline

7/1/2024-6/30/2025

### Person(s) Responsible

Administration, teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	13000
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Aide salary (One 5.75 hr. position at 55%)

<b>Amount</b>	3189
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Bilingual Aide benefits (One 5.75 hr. position at 55%)

<b>Amount</b>	53344
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Aide Salary (One 5.75 hr, position at 45%; Two 3.75 hr. positions at 100%)

<b>Amount</b>	21294
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits for Bilingual Aides (One 5.75 hr, position at 45%; Two 3.75 hr. positions at 100%)

### Strategy/Activity 4

Landau Elementary will support and develop our Students With Disabilities population through targeted interventions and implementing research-based strategies to support academic growth. Metrics from ESGI, STAR, and SBAC assessments will be utilized to monitor progress.

### Students to be Served by this Strategy/Activity

X Students with Disabilities

### Timeline

7/1/2024-6/30/2025

**Person(s) Responsible**

Administration, teachers

**Proposed Expenditures for this Strategy/Activity****Amount**

1500

**Source**

LCFF

**Budget Reference**

1000-1999: Certificated Personnel Salaries

**Description**

Sub costs for SWD teachers for collaboration time to discuss and support best practices

**Amount**

3000

**Source**

LCFF

**Budget Reference**

4000-4999: Books And Supplies

**Description**

Intervention materials and supplies to support researched instructional practices for SWD

**Strategy/Activity 5**

Landau Elementary will provide enrichment experiences for all students. Activities include providing art to all students by contracting a local artist and curricular-based field trips for TK-5. This strategy also includes providing supervision for trips outside the school day that align to the curriculum. Metrics from school-specific student and staff surveys, in addition to Panorama data will be utilized to monitor progress.

**Students to be Served by this Strategy/Activity** All**Timeline**

7/1/2024-6/30/2025

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity****Amount**

6400

**Source**

LCFF

<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Consultant fees for art class
<b>Amount</b>	4000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Fees and transportation costs for TK-5 field trips that support and align to CCSS
<b>Amount</b>	1000
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Enrichment opportunity - supervision outside of school day - certificated
<b>Amount</b>	1251
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Certificated benefits for enrichment outside the school day
<b>Amount</b>	1000
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Enrichment opportunity - supervision outside of school day - classified
<b>Amount</b>	399
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Classified benefits for enrichment outside the school day

<b>Amount</b>	25132
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	5.75 hour Technology Support Para to develop and lead CCSS based STEM activities
<b>Amount</b>	30674
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits for 5.75 hour Technology Support Para
<b>Amount</b>	1000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies to support STEM activities provided by Technology Support Para



# Goals, Strategies, & Proposed Expenditures

## Goal 2

Increase Parent and Community Partnerships

### Goal Statement

Landau's objective is for parents, staff, and community members to participate in the school learning community. We will foster parent engagement in our school community which will lead to better 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, Cultural Event Nights, 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.

### LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

### Identified Need

1. Approximately 151 parents completed the LCAP survey this school year. We need to improve efforts to get at least 200 surveys completed in 2023.
2. One question on the Panorama Survey asked parents if they feel their child is safe on school grounds. Parents answered 92% favorable with a decrease of 1% in this last year. Another question asks if parents feel welcome to participate at our school - that is sitting at 89% which is not changed from last year. Also, 88% of parents also state that school discipline is fair, which is down 3% from last year. It is important to schedule more parent activities to show parents that they are welcome on campus and an important part of their child's education. That action would also educate parents to understand our restorative practices and supports for students which would show them that their child is safe on campus.
3. Additional academic-specific nights need to be offered to parents; at least in-person academic event per trimester. Include one of those nights to have parents understand our restorative practices and legal obligations to students.

2024-2025 Reflections as per October 10, 2024 SSC meeting:

The SSC would like to improve parent engagement on campus by providing an additional academic night on campus that support the arts. Additional funds will be placed in supplies for this additional parent night.

### Measuring and Reporting Results

**Metric/Indicator**

**Baseline**

**Expected Outcome**

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 151 completed surveys	Parent Participation in Stakeholder Input Processes - 200 completed surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) - 92% Hispanic (Hisp) - 92%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 95% Hispanic (Hisp) - 95%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 93% Hispanic (Hisp) - 93%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 96% Hispanic (Hisp) - 96%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site - 2250	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 2500

## Planned Strategies/Activities

### Strategy/Activity 1

Establish a Parent Education Committee to create opportunities for parents to feel connected to the school and help organize parent education events. Offer translation for all parent activities which includes, but is not limited to parent conferences, parent education nights, SSC, ELAC, and all after school events. Offer daycare opportunities for parents during parent education events. Metrics from staff surveys and Panorama data will be utilized to monitor progress as well as frequency of services utilized (such as translation or daycare).

### Students to be Served by this Strategy/Activity

All

### Timeline

7/1/2024-6/30/2025

**Person(s) Responsible**

Administration, teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1250
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Classified Extra Duty including translating and daycare
<b>Amount</b>	499
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits for Classified Extra Duty which includes translating and daycare
<b>Amount</b>	939
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and Supplies for parent meetings and events
<b>Amount</b>	1500
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Stipends for Parent Education Committee (1 teachers at \$1500 )
<b>Amount</b>	781
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits

<b>Description</b>	Benefits Stipends
<b>Amount</b>	2000
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teacher Stipends for participation in parent education events after hours
<b>Amount</b>	501
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teacher Stipends for participation in parent education events after hours
<b>Amount</b>	500
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Classified extra duty for participation in parent education events after hours
<b>Amount</b>	200
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits - Classified extra duty for participation in parent education events after hours

# Goals, Strategies, & Proposed Expenditures

## Goal 3

Maintain Healthy and Safe Learning Environment

### Goal Statement

Educate Landau students in character education, support mental health, and encourage students to be safe, responsible, and respectful.

### LCAP Goal

Palm Springs Unified School District will provide healthy and physically and emotionally safe learning environments that foster and support all students.

### Identified Need

1. There is a continued need for behavioral support and interventions for students even though the suspension rates are at 0% for the 23-24 school year; there have been at least 14 office referrals with at least 15-20 students needing daily supports from staff. This indicates that classroom teachers need additional support with some student behaviors.
2. The school's student Panorama survey indicates an increase in students' SEL this school year. Even though some progress was made, students are sitting below 75% in all areas. Notably student self-management at 62%, self-efficacy at 52%, grit at 58%, social awareness at 61%, and growth mindset at 64%). This indicates that supports are still needed and increased SEL activities at the school.
3. Landau's attendance currently at 91.8% as of April 2024. It is below the 93.6% goal that the district has set for attendance. This includes our all students chronic absenteeism rate at 35.1%; sub groups are as follows: SWD 35.5%, EL 31.3%, and Hispanic 35.8%.
4. Landau needs to maintain the 0% suspension and expulsion rate of the previous years. Continue utilizing alternate means of correction to keep students in school.
5. The overall student sense of belonging/school connectedness according to Panorama has increased 1% to 74%. Even though there was a slight increase, Landau needs to improve on student SEL so students feel they are treated fairly and have someone they feel they can trust at school.
6. Panorama also indicates a decline in student safety. In 2021-22 students were at 60% and the 2023 data shows Landau is at 57%. We need to work with the students on being kind, managing behaviors, and using positive words towards others while on campus.

2024-2025 Reflections as per October 10, 2024 SSC meeting:

To support the school's attendance plan, additional allocation will be put in attendance incentives. SSC also addressed a need to support the school's PBIS systems and allocate funds to those efforts.

## Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																																																								
Student Attendance Rates All Students (ALL)	Student Attendance Rates - June 2023 All Students (ALL) - 91.6%	Student Attendance Rates - April 2024 All Students (ALL) - 92.6%																																																								
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Red</td> <td>33.5% Chronically Absent</td> <td>Increased 2.7</td> </tr> <tr> <td>EL</td> <td>Red</td> <td>32.8% Chronically Absent</td> <td>Increased 1.7</td> </tr> <tr> <td>Hisp</td> <td>Red</td> <td>34.9% Chronically Absent</td> <td>Increased Significantly 3.1</td> </tr> <tr> <td>AA</td> <td></td> <td>42.3% Chronically Absent</td> <td>Increased 9</td> </tr> <tr> <td>SED</td> <td>Red</td> <td>33.5% Chronically Absent</td> <td>Increased 2.7</td> </tr> <tr> <td>SWD</td> <td>Orange</td> <td>36.9% Chronically Absent</td> <td>Declined - 2.1</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Red	33.5% Chronically Absent	Increased 2.7	EL	Red	32.8% Chronically Absent	Increased 1.7	Hisp	Red	34.9% Chronically Absent	Increased Significantly 3.1	AA		42.3% Chronically Absent	Increased 9	SED	Red	33.5% Chronically Absent	Increased 2.7	SWD	Orange	36.9% Chronically Absent	Declined - 2.1	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td></td> <td>33.0</td> <td>Declined -0.5</td> </tr> <tr> <td>EL</td> <td></td> <td>32.3</td> <td>Declined -0.5</td> </tr> <tr> <td>Hisp</td> <td></td> <td>34.4</td> <td>Declined -0.5</td> </tr> <tr> <td>AA</td> <td></td> <td>41.8</td> <td>Declined -0.5</td> </tr> <tr> <td>SED</td> <td></td> <td>33.0</td> <td>Declined -0.5</td> </tr> <tr> <td>SWD</td> <td></td> <td>36.4</td> <td>Declined -0.5</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All		33.0	Declined -0.5	EL		32.3	Declined -0.5	Hisp		34.4	Declined -0.5	AA		41.8	Declined -0.5	SED		33.0	Declined -0.5	SWD		36.4	Declined -0.5
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Metric/Indicator	Baseline	Expected Outcome
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Panorama Survey - School Safety Baseline Data: All students: 60% EL: 63% AA: 63% Hisp: 59%	Panorama Survey - School Safety All students: 74% EL: 74% AA: NA Hisp: 73%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - NA Socioeconomically Disadvantaged (SED) - 0% Students with Disabilities (SWD) - 0%	Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - NA
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness Baseline Data: All students: 73% EL: 73% Hisp: 73%	Panorama Survey - School Connectedness (goal +2%) All Students (ALL) - 74% English Learner (EL) - 77% Hispanic (Hisp) - 74%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety Baseline Data: All students: 60% EL: 53% Hisp: 59%	Panorama Survey – School Safety (goal +2%) All Students (ALL) - 57% English Learner (EL) - 54% Hispanic (Hisp) - 58%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%

## Planned Strategies/Activities

## Strategy/Activity 1

Landau Elementary will provide opportunities for students in grades 4 and 5 to become leaders on campus (Lynx Leaders). Some activities could include but not limited to volunteering for community or school events, participating in and organizing school-wide spirit events, supporting the general school community. Metrics from student/staff surveys and Panorama data will be utilized to monitor progress.

### Students to be Served by this Strategy/Activity

All

### Timeline

7/1/24-6/30/25

### Person(s) Responsible

Administration, Teacher facilitator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1500
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Stipend for Lynx Leader facilitator
<b>Amount</b>	391
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits for Lynx Leader stipend

## Strategy/Activity 2

Landau's School Attendance Review Team (SART) will meet at least monthly with parents of students with at-risk attendance and will create a watch list to communicate with teachers to support student attendance. Students with increased attendance will be recognized at awards assemblies and those with superior attendance will be recognized monthly. Landau will monitor and support student attendance by reviewing metrics from our student information system, Synergy. Monthly data generated by the District that includes chronic absentee information will also be used.



### Students to be Served by this Strategy/Activity

All

### Timeline

7/1/24-6/30/25

### Person(s) Responsible

Administration; Attendance Clerk; Classroom Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Attendance Incentives

### Strategy/Activity 3

Landau Elementary will support PBIS systems, social-emotional learning (SEL), and foster common language amongst students and staff. Landau will provide adequate supervision and offer both group and individual support in and out of the classroom, reinforcing positive behaviors among students. Metrics from suspension, behavior referrals, and Panorama Survey data will be used to evaluate effectiveness.

### Students to be Served by this Strategy/Activity

All

### Timeline

7/1/2024-6/30/2025

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

Amount	35185
Source	LCFF

<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Supervision aides salary (two 3.75 hour and one .5 hour); 20% of Behavior Paraprofessional salary (7-hours)
<b>Amount</b>	11312
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Supervision and Behavior Para Benefits
<b>Amount</b>	500
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Supervision Extra Duty for additional meetings and trainings outside the work day
<b>Amount</b>	27856
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	80% of Behavior Paraprofessional salary (7-hours)
<b>Amount</b>	25842
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits of 80% of Behavior Paraprofessional salary (7-hours)
<b>Amount</b>	12000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Incentives to reinforce positive behavior (PBIS)

<b>Amount</b>	500
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials needed to support PBIS and SEL systems

# Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program’s goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

<b>School Goal #1: Increase Academic Achievement</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Math Collaboration and Professional Development	July 1, 2024 - June 30, 2025	Collaboration time for continued professional development and collaborative planning to support the implementation of math routines and strategies for the development of conceptual understanding	6,667	Title I
Primary Reading Intervention Program	July 1, 2024 - June 30, 2025	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2 funded via the Learning Recovery Emergency Block Grant	205,062	None Specified
Technology Teacher on Assignment (TOSA)	July 1, 2024 - June 30, 2025	Support students and staff with the integration of technology into instruction	6,083	Title II

<b>School Goal #2: Increase Parent and Community Partnerships</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Family engagement events and classes	July 1, 2024 - June 30, 2025	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,851	LCFF

<b>School Goal #3: Maintain Healthy and Safe Learning Environment</b>				
<b>Actions to be Taken to Reach This Goal</b>	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development				
Conscious Education Professional Development	July 1, 2024 - June 30, 2025	Training, substitutes and accompanying books and materials	3,703	Title I
Youth Mental Health First Aid Training	July 1, 2024 - June 30, 2025	Training and accompanying books and materials	2,962	Title IV

*Note: Centralized services may include the following direct services:*

- *Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-school and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

*Centralized Services do not include administrative costs.*

# Budget Summary and Consolidation

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$139,586
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$338,566.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	136,899	0.00
Title I Part A: Parent Involvement	2,688	0.00
LCFF	198,979	0.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$136,899.00
Title I Part A: Parent Involvement	\$2,688.00

Subtotal of additional federal funds included for this school: \$139,587.00

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

State or Local Programs	Allocation (\$)
LCFF	\$198,979.00

Subtotal of state or local funds included for this school: \$198,979.00

Total of federal, state, and/or local funds for this school: \$338,566.00

# Expenditures by Funding Source

Funding Source	Amount
LCFF	198,979.00
Title I	136,899.00
Title I Part A: Parent Involvement	2,688.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	18,001.00
2000-2999: Classified Personnel Salaries	161,167.00
3000-3999: Employee Benefits	97,186.00
4000-4999: Books And Supplies	40,812.00
5000-5999: Services And Other Operating Expenditures	13,300.00
5800: Professional/Consulting Services And Operating Expenditures	8,100.00



## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	18,001.00
2000-2999: Classified Personnel Salaries	LCFF	90,529.00
3000-3999: Employee Benefits	LCFF	36,982.00
4000-4999: Books And Supplies	LCFF	32,067.00
5000-5999: Services And Other Operating Expenditures	LCFF	13,300.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	8,100.00
2000-2999: Classified Personnel Salaries	Title I	69,388.00
3000-3999: Employee Benefits	Title I	59,705.00
4000-4999: Books And Supplies	Title I	7,806.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,250.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	499.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	939.00

# School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Wendy Meka	X				
Sandy Mason		X			
Alicia Ford				X	
Alicia Gaspar				X	
Isabel Montez		X			
Reanne Bowen-Velez				X	
Crystal Quintana				X	
Cindy Hosmer			X		
Rosario Davila				X	
Shelby Dean		X			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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



# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Leadership Team

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 October 10, 2024.

Attested:

	Principal, Wendy Meka on 10/21/24
	SSC Chairperson, Cynthia Hosmer on 10/21/24