School Year: **2023-24**

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

County-District-School (CDS) Code	33-67173-6107601
Principal	Wendy Meka
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2023 - 6/30/2024
Schoolsite Council (SSC) Approval Date	October 10, 2023
Local Board Approval Date	November 14, 2023

X 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)

X Additional Targeted Support and Improvement

SWD (ELA and math) and White (chronic absenteeism)

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's School Site Council (SSC) meets regularly during school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim and common formative assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The Landau 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 during a staff meeting on September 7, 2022. Nominating themselves were Shelly Dow and Chelsea Casillas (certificated) and Janette Orozco (classified). Voting occurred through a Google Form and was due by 9/20. Three new staff members were elected: Shelly Dow, Chelsea Casillas, and Janette Orozco.
- Parent Nomination forms were posted via Class Dojo as a Google Form on 9/9/22 and due on 9/13/22. The ballots were sent home in the same manner on 9/13/22 and due on 9/20/22. Two new parents were elected: Krystal Franz-Wilson and Alicia Ford. No other parents were nominated.

SSC Meeting Dates and Topics:

- September 21, 2022 – SSC Training
- October 4, 202 - Review and approve bylaws, elect officers, 3-way compact, and Parent Engagement Policy, discuss SPSA updates
- March 30, 2023 – Discuss STAR Data, ATSI, Panorama Survey results, 2023 purchases and SPSA review, 2023-24 budget with discussion of needs
- April 27, 2023 - LCAP input discussion (district presentation), ATSI SSC needs assessment and root cause input/discussion, review and discuss 2022-23 SPSA, and recommendations for 23-24 actions. Approve 23-24 SPSA

ELAC Meeting Dates and Topics:

- September 19, 2022 - Purpose of ELAC, representative voting, establish meeting dates and times
- November 2, 2022 - Student attendance, school inventive program, upcoming events on campus
- February 2, 2023 - Panorama Survey, ELPAC testing, academics/curriculum, upcoming parent conferences
- March 16, 2023 - Reviewed purpose and goals of ELAC, importance of reading, how to log onto Clever and access student resources

Meetings for ATSI input:

- April 26, 2023 - Leadership Team and SPED team - ATSI needs assessment and root cause input/discussion for SPED and White Chronic Absenteeism; for each area there was a brainstorming session followed by a 5-whys activity to establish a solution

- April 27, 2023 - SSC - ATSI needs assessment and root cause input/discussion for SPED and White Chronic Absenteeism; for each area there was a brainstorming session followed by a 5-whys activity to establish a solution

Based on The evaluation of the implementation and effectiveness of the SPSA Actions and the review of the California School Dashboard, district benchmarks, and Panorama Survey Input, the SSC recommended the following in regards to the 22-23 SPSA:

- Maintain current positions and programs as in 22-23
- 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)

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. Based on 2022 CA School Dashboard results, our EL students are performing 60 points below our All Students group in ELA and 51 below are All Students group in math no specific actions or expenditures were specifically focused at this student group. 2022-23 STAR test results indicate a continuing differential for SWD students in both reading and mathematics. Our 23-24 plan, we have addressed this inequity through two specific actions as a result of ATSI meetings with stakeholders:

- SWD - Goal 1: 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. The SPED team will also work to better inform and educate parents on the components of their child's IEP and one-on-one IEP follow-up discussions through our site SPED clerk funded by the district.
- Chronic Absenteeism - Goal 3: 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. The school will also provide additional opportunities to inform parents monthly on communication platforms our attendance rate, information on attendance laws, and tips for students getting to school.

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.

Reflections: Success

Suspension Rate Indicator - 2022-23 locally calculated data provided by the Student Services department indicates a rate of 0.0% at the time of plan writing.

ELA Indicator - 2022-23 Star test results indicate improvement in reading throughout the year with 61.7% of all students showing typical growth Our ELL students are outperforming the all-students group by showing a growth rate of 63.5%. The Star data shows that 20.2% of students projected to score at a level 3 or 4 on CAASPP compared to 16.8% in the fall screening window. Star Early Literacy test results indicate a 56.3% of the students are showing typical growth on the Winter assessment in compared to 40.7% in the Fall; that is an improvement of 15.6%.

Math Indicator - Winter screening window Star results showed improvement in mathematics with 57% of students showing typical growth. The winter Star data shows that 17.6 % of students are projected to

score at a level 3 or 4 on CAASPP - this is an improvement from winter of 21-22 where only 11.7% were expected to be proficient. That is an increase of 5.9% from last school year.

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 84 students in the Fall and 97 during the Spring in grades K-5 using the Fountas and Pinnel program. They maintained progress monitoring throughout the school year and moved students in and out of the program as needed. In addition, teachers are targeting their own students for after school intervention to remediate skills missing as diagnosed through classroom assessments - 250 students were invited to participate which was funded by the Expanded Learning Department. About mid year, the teachers began supplementing phonics instruction to all students in grades K-3 and those missing phonics skills in grade 4 due to learning loss from the pandemic. The school received support days from the for all teachers to go through math lesson design with the Site Coach, District Math TOSA, and outside consultants to better diagnose and understand where their students are on the continuum of mathematical understanding in order to plan appropriate instruction to move students towards proficiency in the CCSS. There was also targeted focus on tier 2 vocabulary in K-5 and integrating SBAC question stems into daily lessons in grades 3-5.

These supporting actions will continue for the 23-24 school year.

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?

Reflections: Identified Need

ELA Indicator - Landau has four student groups that are in the Low Performance level as per the 2022 CA Dashboard (EL, Hispanic, Homeless, 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 5.4% of EL's are projected to be proficient on the CAASPP in comparison to 20.2% of All Students. There is also a significant gap between our SWD students and our All Students groups. Only 10% of SWD's are projected to be proficient on the CAASPP in comparison to 20.2% of All Students. Landau has been identified as an ATSI school to come up with strategies to support our SWD population and help close the gap in ELA.

Math Indicator - Landau has four student groups that are in the Low Performance level as per the 2022 CA Dashboard (EL, Hispanic, Homeless, 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 9.4% of EL's are projected to be proficient on the CAASPP in math in comparison to 17.6% of All Students. There is also a significant gap between our SWD students and our All Students groups. Only 9.9% of SWD's are projected to be proficient on the CAASPP in math comparison to 17.6% of All Students. Landau has been identified as an ATSI school to come up with strategies to support our SWD population and help close the gap in math.

Chronic Absenteeism Indicator - Landau has all five student groups that are in the Very Low Performance level as per the 2022 CA Dashboard (EL, Hispanic, Homeless, SWD, and SED). Overall Chronic Absenteeism is at 37.1%, 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. Landau has been identified as an ATSI school to come up with strategies to support the attendance of our SWD and white student populations.

Supporting Actions
More thoughtful and targeted strategies for ELL students need to occur by all staff with a focus during PLC meetings on meeting the needs of these students. To support our academic ATSI group, SWD, there needs to be more tier 2 vocabulary and alignment to the standards 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.

To support chronic absenteeism for our ATSI groups (SWD and White) 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.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.16%	0.16%		1	1
African American	2.0%	2.23%	2.47%	13	14	15
Asian	1.5%	1.28%	1.97%	10	8	12
Filipino	4.1%	3.51%	4.28%	27	22	26
Hispanic/Latino	81.9%	83.57%	81.91%	543	524	498
Pacific Islander	0.3%	0.16%	0%	2	1	0
White	8.0%	7.50%	8.22%	53	47	50
Multiple/No Response	2.3%	1.59%	0.99%	15	10	6
			Total Enrollment	663	627	608

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	116	117	100
Grade 1	99	106	97
Grade 2	89	103	105
Grade3	112	89	105
Grade 4	106	106	96
Grade 5	141	106	105
Total Enrollment	663	627	608

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	309	285	216	41.7%	40.5%	32.60%
Fluent English Proficient (FEP)	82	76	78	11.1%	10.8%	11.80%
Reclassified Fluent English Proficient (RFEP)	47	23	33	13.7%	7.4%	15.3%

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
627	**96.2**	**39.2**	**1.1**
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.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	246	39.2
Foster Youth	7	1.1
Homeless	116	18.5
Socioeconomically Disadvantaged	603	96.2
Students with Disabilities	68	10.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	14	2.2
American Indian	1	0.2
Asian	8	1.3
Filipino	22	3.5
Hispanic	524	83.6
Two or More Races	10	1.6
Pacific Islander	1	0.2
White	47	7.5

Conclusions based on this data:

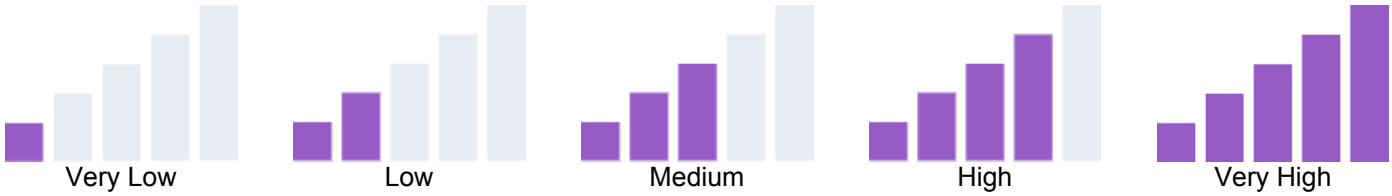
1.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Very Low
Mathematics: Low		
English Learner Progress: Medium		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

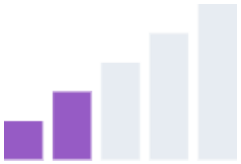
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	4	0	0	0

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
26.4 points below standard	41.7 points below standard	1 Student
297 Students	144 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Low	Low	Very Low
46.9 points below standard	26.6 points below standard	86.8 points below standard
54 Students	295 Students	34 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students		No Performance Level 4 Students	No Performance Level 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 30.4 points below standard 251 Students	No Performance Level 8 Students	No Performance Level 1 Student	No Performance Level 8.9 points below standard 21 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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
70.3 points below standard 108 Students	44.3 points above standard 36 Students	14.8 points below standard 144 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

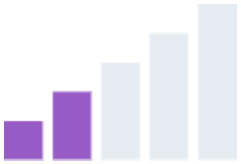
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	4	0	0	0

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	Low	No Performance Level
46.5 points below standard	61.7 points below standard	1 Student
296 Students	144 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Low	Low	Very Low
68.7 points below standard	46.9 points below standard	97.9 points below standard
53 Students	294 Students	34 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students		No Performance Level 4 Students	No Performance Level 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 52.9 points below standard 251 Students	No Performance Level 8 Students	No Performance Level 1 Student	No Performance Level 17.5 points below standard 21 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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
77.9 points below standard 108 Students	13.2 points below standard 36 Students	34.5 points below standard 143 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

49.0 making progress towards English language proficiency

Number of EL Students: 192 Students

Performance Level: 3

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.

2022 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
16.1%	34.9%	0.0%	49.0%

Conclusions based on this data:

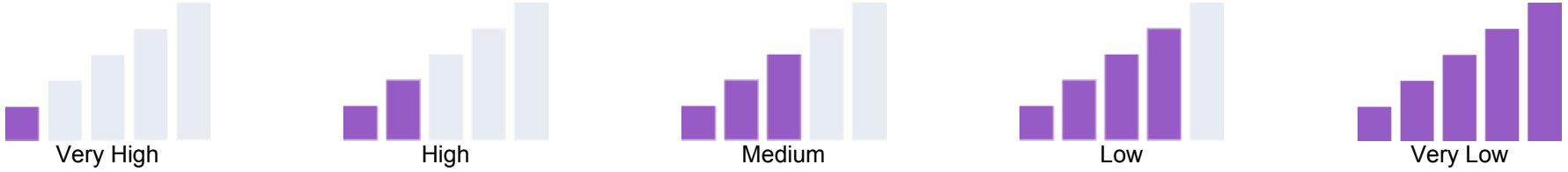
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



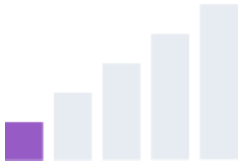
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
6	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

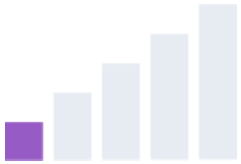


Very High

30.8% Chronically Absent

656 Students

English Learners



Very High

31.1% Chronically Absent

254 Students

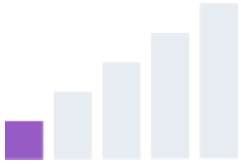
Foster Youth

No Performance Level

Less than 11 Students

8 Students

Homeless

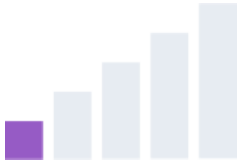


Very High

39.4% Chronically Absent

127 Students

Socioeconomically Disadvantaged

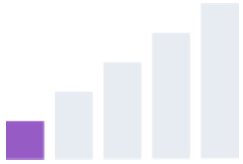


Very High

30.7% Chronically Absent

631 Students

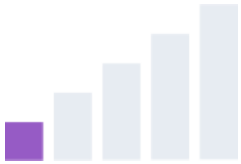
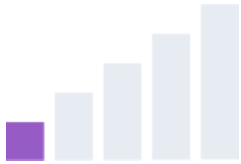
Students with Disabilities



Very High

39.1% Chronically Absent

87 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
33.3% Chronically Absent	Less than 11 Students	Less than 11 Students	13% Chronically Absent
18 Students	1 Student	9 Students	23 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	No Performance Level	No Performance Level	Very High
31.8% Chronically Absent	Less than 11 Students	Less than 11 Students	31.9% Chronically Absent
547 Students	10 Students	1 Student	47 Students

Conclusions based on this data:

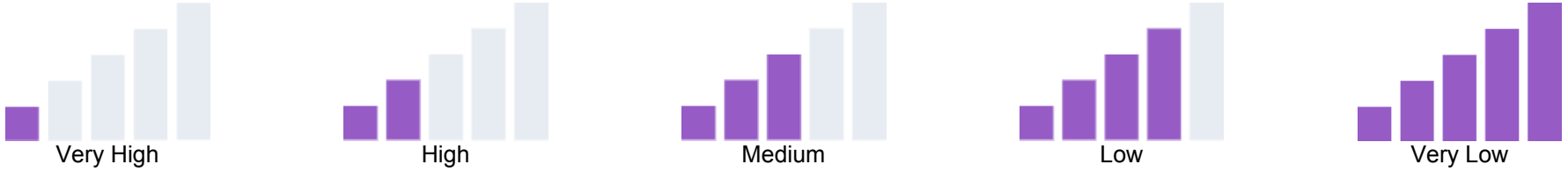
1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	0	6

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Very Low

0% suspended at least one day

676 Students

English Learners

Very Low

0% suspended at least one day

265 Students

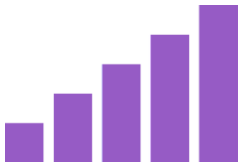
Foster Youth

No Performance Level

Less than 11 Students

8 Students

Homeless

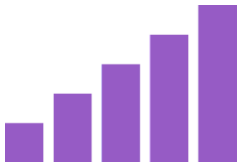


Very Low

0% suspended at least one day

132 Students

Socioeconomically Disadvantaged

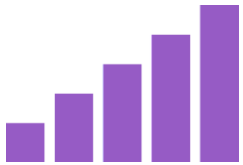


Very Low

0% suspended at least one day

646 Students

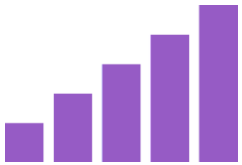
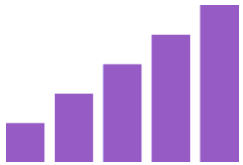
Students with Disabilities



Very Low

0% suspended at least one day

93 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
0% suspended at least one day	Less than 11 Students	Less than 11 Students	0% suspended at least one day
19 Students	1 Student	9 Students	24 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very Low	No Performance Level	No Performance Level	Very Low
0% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
560 Students	11 Students	1 Student	51 Students

Conclusions based on this data:

1.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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
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))	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>15.8 points below standard</td><td>Increased +5 points</td></tr><tr><td>EL</td><td>Yellow</td><td>21.5 points below standard</td><td>Increased +5</td></tr><tr><td>Hisp</td><td>Yellow</td><td>17.8 points below standard</td><td>Increased +5</td></tr><tr><td>SED</td><td>Yellow</td><td>18.8 points below standard</td><td>Increased +5</td></tr><tr><td>SWD</td><td>Red</td><td>116.7 points below standard</td><td>Increased +10</td></tr></table>	As per the California School Dashboard: English Language Arts: All students: 26.4 points below standard; Performance Level: Low EL: 41.7 points below standard; Performance Level: Low Hisp: 30.4 points below standard; Performance Level: Low SED: 26.6 points below standard; Performance Level: Low SWD: 86.8 points below standard; Performance Level: Very Low
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)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>34.9 points below standard</td><td>Increased +5</td></tr><tr><td>EL</td><td>Yellow</td><td>40.3 points below standard</td><td>Increased +5</td></tr><tr><td>Hisp</td><td>Yellow</td><td>36.5 points below standard</td><td>Increased +5</td></tr><tr><td>SED</td><td>Yellow</td><td>38 points below standard</td><td>Increased +5</td></tr><tr><td>SWD</td><td>Red</td><td>130.4 points below standard</td><td>Increased +10</td></tr></table>	As per the California School Dashboard: Math: All students: 46.5 points below standard; Performance Level: Low EL: 61.7 points below standard; Performance Level: Low Hisp: 52.9 points below standard; Performance Level: Low SED: 46.9 points below standard; Performance Level: Low SWD: 97.9 points below standard; Performance Level: Very Low
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 - 23%	As per the CAASPP Reporting Site: 31.82% of students Met or Exceeded the Grade 5 California Science Test

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: 10% of students were proficient on the Summative ELPAC 10% were well developed 34% were moderately developed 44% were somewhat developed 12% were minimally developed	As per the California School Dashboard: Student English Language Acquisition Results: Performance Level: Medium 49% Progressed at least one ELPI level 34.9 % Maintained ELPI levels 1, 2L, 2H, 3L, 3H 16.1% Decreased at least one ELPI level
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 8%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Data: All students: 2.6% KN - 0% 01 - 0% 02 - 1% 03 - 0% 04 - 3.1% 05 - 11.4%
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) All Students (ALL) ELA - 39% The subgroups are as follows: EL - 17% Hispanic - 30% SWD - 40% (16 students)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) ELA - 41.37% Math - 30.52%
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
Technology for instruction. Provide the teachers additional hardware 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.	Site Licenses purchased for: Renaissance Learning, We Video, Go Guardian, Kami, Lumos online Technology Paraprofessional at 5.75 hours	Site licenses for online programs 5000-5999: Services And Other Operating Expenditures LCFF 5000	Site Licenses for online programs 5000-5999: Services And Other Operating Expenditures LCFF 3846
		Salary - Paraprofessional - Technology Support @ 5.75 hours (STEM support for curriculum planning) 2000-2999: Classified Personnel Salaries Title I 23531	Salary - Paraprofessional - Technology Support @ 5.75 hours (STEM support for curriculum planning) 2000-2999: Classified Personnel Salaries Title I 21536
		Benefits - Paraprofessional - Technology Support 3000-3999: Employee Benefits Title I 9158	Benefits - Paraprofessional - Technology Support 3000-3999: Employee Benefits Title I 7635
Faithful and consistent implementation of effective scientifically research-based instructional strategies, which include explicit skill strategies of: direct instruction, early literacy strategies, process writing, thinking maps, conceptual math, and EL instruction. Materials will be purchased to support the implementation of these strategies (which could include, but not limited to paper, ink, writing instruments, manipulatives, minor instructional technology, and student novels).	Lumos Learning workbooks for grades 3-5 for SBAC support Technology supplies: replacement DASH coding robots and accessories; updated VR headsets to replace outdated, unsupported system Various teaching materials including: math manipulatives, word building tiles, info for printers, writing program materials, and any additional materials teachers requested for instruction.	Materials and Supplies 4000-4999: Books And Supplies Title I 19226	Materials and Supplies 4000-4999: Books And Supplies Title I 35994
		Materials and Supplies 4000-4999: Books And Supplies LCFF 26067	Materials and Supplies 4000-4999: Books And Supplies LCFF 19770

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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. Ensure that Special Education teachers receive targeted professional development to ensure rigorous, best first instruction aligned to the state standards.	Time cards - stipends for PLC planning for grades 1-3; additional needed PD days as needed for teachers to work with district personnel or other support staff. MTSS stipends for leads Reading conference for one 1st grade teacher	Teacher PLC Planning and Professional Development 1000-1999: Certificated Personnel Salaries LCFF 10000	Teacher PLC Planning and Professional Development 1000-1999: Certificated Personnel Salaries LCFF 2790
		Teacher PLC planning and Professional Development - Benefits 3000-3999: Employee Benefits LCFF 2538	Teacher PLC planning and Professional Development - Benefits 3000-3999: Employee Benefits LCFF 532
		Conferences 5800: Professional/Consulting Services And Operating Expenditures LCFF 4000	Conferences 5800: Professional/Consulting Services And Operating Expenditures LCFF 330
		Teacher PLC - Multi-Tiered System of Support PLC Leads - 4 @ $500 each. 1000-1999: Certificated Personnel Salaries LCFF 2000	Teacher PLC - Multi-Tiered System of Support PLC Leads - 4 @ $500 each. 1000-1999: Certificated Personnel Salaries LCFF 2000
		Benefits - Teacher PLC - Multi-Tiered System of Support PLC Leads - 4 @ $500 each 3000-3999: Employee Benefits LCFF 508	Benefits - Teacher PLC - Multi-Tiered System of Support PLC Leads - 4 @ $500 each 3000-3999: Employee Benefits LCFF 510
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	Salary and benefits for 3 bilingual aides for ELD and intervention	Bilingual Aides - Salary 2000-2999: Classified Personnel Salaries LCFF 56527	Bilingual Aides - Salary 2000-2999: Classified Personnel Salaries LCFF 51813

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Language Arts intervention program.		Bilingual Aides - Benefits 3000-3999: Employee Benefits LCFF 12352	Bilingual Aides - Benefits 3000-3999: Employee Benefits LCFF 13419
		Bilingual Aides - Salary 2000-2999: Classified Personnel Salaries Title I 18266	Bilingual Aides - Salary 2000-2999: Classified Personnel Salaries Title I 3525
		Bilingual Aides - Benefits 3000-3999: Employee Benefits Title I 7126	Bilingual Aides - Benefits 3000-3999: Employee Benefits Title I 1338
Provide enrichment experiences for all students. Activities include providing art to all students by contracting a local artist and field trips for TK-5 including hosting an overnight 5th grade science camp. This strategy also includes providing supervision for 3rd graders to participate in the Kewet Native American trip that aligns to grade level social studies curriculum.	Expenses included: • Art consultant on Tuesdays and Thursdays servicing all students in TK-5 • Supplies for Art Consultant • Entry and bus for 1st grade field trip to the Living Desert • Kewit native American filed trip (staff salaries and benefits) • Extra duty custodial for Saturday events	Consultant fees for art class 5800: Professional/Consulting Services And Operating Expenditures LCFF 15000	Consultant fees for art class 5800: Professional/Consulting Services And Operating Expenditures LCFF 13565
		Art supplies 4000-4999: Books And Supplies LCFF 500	Art supplies 4000-4999: Books And Supplies LCFF 528
		TK-5 Field Trips including hosting a 5th grade Science Camp 5800: Professional/Consulting Services And Operating Expenditures LCFF 10000	TK-5 Field Trips including hosting a 5th grade Science Camp 5800: Professional/Consulting Services And Operating Expenditures LCFF 2000
		Teacher stipends - Science Camp & field trip supervision outside of school day 1000-1999: Certificated Personnel Salaries	Teacher stipends - Science Camp & field trip supervision outside of school day 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF 6000	LCFF 1972
		Benefits 3000-3999: Employee Benefits LCFF 1451	Benefits 3000-3999: Employee Benefits 502
		Extra Duty custodial and food services for Saturday events 2000-2999: Classified Personnel Salaries LCFF 500	Extra Duty custodial and food services for Saturday events 2000-2999: Classified Personnel Salaries LCFF 263
		Benefits for Classified 3000-3999: Employee Benefits LCFF 193	Benefits for Classified 3000-3999: Employee Benefits LCFF 99
		Supervision for field trips - outside of school day 2000-2999: Classified Personnel Salaries LCFF 500	Supervision for field trips - outside of school day 1000-1999: Certificated Personnel Salaries LCFF 0
		Benefits - Supervision for field trips - outside of school day 3000-3999: Employee Benefits LCFF 63	Benefits - Supervision for field trips - outside of school day 3000-3999: Employee Benefits LCFF 0
Student data and testing support for all students. The main goal would be to provide information to the school regarding current testing data to use to make instructional decisions.	Stipend paid to one teacher for being the Site Testing Coordinator. Duties included attending district meetings and informing teachers of ELPAC and	Stipend - Data & Testing Support 1000-1999: Certificated Personnel Salaries LCFF 3000	Stipend - Data & Testing Support 1000-1999: Certificated Personnel Salaries LCFF 3000
		Benefits - Stipend for Data and Testing Support	Benefits - Stipend for Data and Testing Support

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		3000-3999: Employee Benefits LCFF 653	3000-3999: Employee Benefits LCFF 765
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.		

Analysis

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

Landau is still recovering from the lingering effects of the pandemic. A focus towards MTSS took place with vertical teams in both academics and SEL were formed. Leads guided groups discussing SBAC/STAR data, early literacy, intervention, tier 2 vocabulary, positive discipline systems, and school-wide rules (to name a few). Each MTSS vertical team met six times throughout the school year. SBAC scores from 2022 show that 41.4% of students were proficient in ELA and 30.5% in math. Additional data for grades 3-5 from the Math STAR Diagnostic shows that 17.4% of students (at the Winter benchmark) are projected to score proficient on SBAC as opposed to just 9.3% in Fall. In comparison to the Winter benchmark in 21-22, the students scored 3.4% higher this year. The ELA benchmark for grades 3-5 shows the same type of trend. A jump in projected proficiency from 18.9% in the Fall to 23.2% in Winter. There is also a +1% difference when comparing the scores from 21-22 to 22-23. 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. After school intervention was quite substantial this year. There were 250 students that 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 that 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. Additional support for SBAC testing was provided to the teachers and students in grades 3-5. The Lumos program is designed to be integrated into instruction to give students additional SBAC-like practice on standards to support the instruction in the classroom. This program was purchased late in the year (January), but was embraced by teachers and the contents were utilized daily. Workbooks and the online component were purchased to give students additional experiences with the technology features of the SBAC.

Teachers have the opportunity for additional planning and data meetings throughout the school year. Teachers in grades one through three utilized this time for planning with the writing program, intervention planning, and making instructional decisions based on assessments as evidenced by their PLC agendas. Most grade levels could accomplish this work within their weekly PLC meetings.

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 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 were mainly coding with robotics and Little Bits (intro to electronics). Teachers reported a favorable opinion of the student engagement with 81% reporting very high student engagement during robotics class. Teachers also appreciated the problem solving (81%) and collaboration (81%) that robotics provided their students. An after school Robotics Club was formed in January which housed twenty 3rd-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 instructor also integrated cultural art lessons as it reflected the students that attend Landau. In a survey given to the students, 87% of our students enjoy or really 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 (61%). 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. There were still issues scheduling trips due to lack of bussing availability and new restrictions post-COVID that were implemented at some locations. Once bussing issues became better towards the end of the year, our first graders were able to visit the LIving Desert, the third grade went to Indian Canyons, and the fifth graders went to Idyllwild on a science-related field trip.

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 major differences between the intended implementation and budget to meet the intended goal. Three major discrepancies led to in increased spending in materials and supplies. The first of which is the almost +$20,000 difference in Bilingual aides from Title I. That was due to an almost year-long vacancy in that position. It was rectified by eliminating it in February and hiring a 5.75 hour split-funded (Title I/LCFF) bilingual aide that was filled. The second being a +$13,000 discrepancy with spending on field trips and hosting a 5th grade science camp on campus. As mentioned earlier, there was less opportunity for student travel until the latter part of the year. There was also a lack of interest from the upper grade teachers to plan, organize, and host a 5th grade science day; this also included not needed custodial support for that day as well. The fifth grade teachers opted for a field trip in lieu of holding the camp. The third discrepancy was +$7000 for PLC planning and professional development. Teachers did not utilize this as they have in the past resulting in additional funds unused. As a result of the unspent funds, more money was spent in materials and supplies (Title I). Teachers were able to get supplementary instructional material to support instruction and for intervention. A new, updated VR system was also purchased to replace the outdated set that was not able to be supported. The VR is meant to be utilized by students to coincide with subjects being taught in the curriculum to enhance their experiences and understanding.

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 22-23 SPSA which include enrichment, interventions, and MTSS topics. Only three Bilingual Paraprofessionals will be funded for next school year out of the site categorical budget, as the district will continue fund one 7 hour bilingual aide. Budgeting for 23-24 will better reflect the actual costs from 22-23.

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 to each individual student. This work is important for addressing student needs and ensuring progress and success at school.

The 2022 Summative CAASPP results revealed that the "all student" group performed significantly below the standard in both ELA and Math. Despite the 2023 Star Reading and Math assessment results showing progress towards meeting state benchmarks, the on-going impact of distance learning during the COVID-19 pandemic necessitates a greater emphasis on effective tier 1 instruction to support students in achieving grade-level standards. This can be accomplished through utilizing best practices and strategies in Reading, Math, and Writing, focusing on strategies for differentiation and EL students, while integrating Universal Design for Learning to better cater to all learners. Support can be given within the PLC, district academic coaches, and professional developments.

Based on 2022 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 make 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 2022 CA School Dashboard Indicators and 2022-23 Star reading assessment results, 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. Emphasis will be placed on Universal Design for Learning (UDL) and supporting specific student groups such as SWD and EL students. Landau will continue to provide opportunities for interventions during the school day with the support of an Intervention teacher and team of bilingual aides. 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 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 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: 2022-23

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 ,Science Night, Movie Nights, and Oktoberfest. As part of this goal, we will also make efforts to educate students and parents of the effects of absenteeism on education.

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 - 100 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) - 90% Hispanic (Hisp) - 93%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 91% Hispanic (Hisp) - 88%
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) - 96%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 93% Hispanic (Hisp) - 96%
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 - 800	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 2000

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	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. Some materials were purchased for ELAC parent meetings.	Classified Extra Duty including translating 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1945	Classified Extra Duty including translating 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 233
		Classified Extra Duty - fringes 3000-3999: Employee Benefits Title I Part A: Parent Involvement 750	Classified Extra Duty - fringes 3000-3999: Employee Benefits Title I Part A: Parent Involvement 87
		Materials and Supplies for parent meetings and events 4000-4999: Books And Supplies Title I 500	Materials and Supplies for parent meetings and events 4000-4999: Books And Supplies Title I 150
		Stipends for Parent Education Committee (2 teachers at $1500 each) 1000-1999: Certificated Personnel Salaries Title I 3000	Stipends for Parent Education Committee (2 teachers at $1500 each) 1000-1999: Certificated Personnel Salaries Title I 3000
		Benefits Stipends 3000-3999: Employee Benefits Title I 761	Benefits Stipends 3000-3999: Employee Benefits Title I 765
		Extra duty custodial and food services for weekend events 2000-2999: Classified Personnel Salaries Title I 500	Extra duty custodial and food services for weekend events 2000-2999: Classified Personnel Salaries Title I 263
		Benefits for classified	Benefits for classified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		3000-3999: Employee Benefits Title I 193	3000-3999: Employee Benefits Title I 99

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 re-establish the PTG and focus on forming the ELAC this year – as last year it was merged with SSC. 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 two movie nights, and helped sponsor the yearly fun run in March. The Parent Committee also helped form the ELAC this school year and secure a DLAC representative. They generated interest by sending home flyers and recruiting key parents. Activities such as cookie decorating during Hispanic Heritage Month were planned for after meetings to generate more interest and attendance. There were on average 10 families represented at each meeting. Translating services were offered and utilized during Trimester 1 and 2 conferences. There were approximately 150 occurrences when parents used a translator. Translating services were also offered during parent events, Title I, and SSC meetings.

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 only slight discrepancy that is noted is less than one-third of the budget was utilized for translations services. This is mainly due to more bilingual employees hired to work more hours through the work day. This alleviated the cost for translations during parent conferences, which historically, were much higher. In addition, one of the Parent Committee leads is bilingual and preferred to be the one to translate during the ELAC meetings - this also alleviated costs.

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. There will be additional money allocated for staff stipends to expand family nights to a more instructional focus.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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 All Students (ALL) - 93.41%	Student Attendance Rates as of April 2023 All Students (ALL) - 90.5%
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Green</td><td>8.0</td><td>Declined -.5</td></tr><tr><td>EL</td><td>Green</td><td>7.5</td><td>Declined -.5</td></tr><tr><td>Hisp</td><td>Green</td><td>8.8</td><td>Declined -.5</td></tr><tr><td>SED</td><td>Green</td><td>8.5</td><td>Declined -.5</td></tr><tr><td>SWD</td><td>Green</td><td>6.6</td><td>Declined -.5</td></tr></table>	Chronic Absenteeism Rates as of April 2023 All Students (ALL)) - 38.2% English Learner (EL) - 38.6% Hispanic (Hisp) - 40.5% Students with Disabilities (SWD) - 41.1% White - 34.6%
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Blue</td><td>.2</td><td>Maintain 0</td></tr><tr><td>EL</td><td>Blue</td><td>0</td><td>Maintain 0</td></tr><tr><td>Hisp</td><td>Blue</td><td>0</td><td>Maintain 0</td></tr><tr><td>SED</td><td>Blue</td><td>.1</td><td>Maintain 0</td></tr><tr><td>SWD</td><td>Green</td><td>1.5</td><td>Declined -.5</td></tr></table>	Suspension Rates as of April 2023 All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% Students with Disabilities (SWD) - 0%
Expulsion Rates All Students (ALL)	Expulsion Rates All Students (ALL) - 0%	Expulsion Rates as of April 2023 All Students (ALL) - 0%

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learner (EL) Hispanic (Hisp) African American (AA)	English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - NA	English Learner (EL) - 0% Hispanic (Hisp) - 0%
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All Students (ALL) - 78% English Learner (EL) - 81% Hispanic (Hisp) - 80%	Panorama Survey - School Connectedness All Students (ALL) - 73% English Learner (EL) - 73% (Average of levels 1-3) Hispanic (Hisp) - 73%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) - 68% English Learner (EL) - 71% Hispanic (Hisp) -68%	Panorama Survey – School Safety All Students (ALL) - 60% English Learner (EL) - 53% (Average of levels 1-3) Hispanic (Hisp) - 59%
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
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.	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	Stipend for Lynx Leader facilitator 1000-1999: Certificated Personnel Salaries LCFF 1500	Stipend for Lynx Leader facilitator 1000-1999: Certificated Personnel Salaries LCFF 1500
		Benefits for Lynx Leader stipend 3000-3999: Employee Benefits LCFF	Benefits for Lynx Leader stipend 3000-3999: Employee Benefits LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	support during events and community service.	381	383
Provide adequate supervision for students during the morning and lunch to ensure safety and welfare and provide appropriate materials as needed.	Funds additional 8 hours of supervision per day in addition to the allotted district allocation. 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.	Supervision aides salary 2000-2999: Classified Personnel Salaries LCFF 24620	Supervision aides salary 2000-2999: Classified Personnel Salaries LCFF 18803
		Supervision Benefits 3000-3999: Employee Benefits LCFF 3592	Supervision Benefits 3000-3999: Employee Benefits LCFF 2715
		Supervision Extra Duty 2000-2999: Classified Personnel Salaries LCFF 4000	Supervision Extra Duty 2000-2999: Classified Personnel Salaries LCFF 5332
		Supervision Extra Duty Benefits 3000-3999: Employee Benefits LCFF 1543	Supervision Extra Duty Benefits 3000-3999: Employee Benefits LCFF 770
		Materials needed for campus safety 4000-4999: Books And Supplies LCFF 1000	Materials needed for campus safety 4000-4999: Books And Supplies LCFF 2435
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	Behavior Support Para @ 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.	Salary - Paraprofessional - Behavior @ 7 hours 2000-2999: Classified Personnel Salaries Title I 31602	Salary - Paraprofessional - Behavior @ 7 hours 2000-2999: Classified Personnel Salaries Title I 34686
		Benefits - Paraprofessional - Behavior (salary and extra duty) 3000-3999: Employee Benefits	Benefits - Paraprofessional - Behavior (salary and extra duty) 3000-3999: Employee Benefits

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
behaviors so again, instruction is not missed.		Title I 28235	Title I 29350
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 7500	Materials and Supplies 4000-4999: Books And Supplies LCFF 9304
		Reading incentives for students 4000-4999: Books And Supplies Title I 2529	Reading incentives for students 4000-4999: Books And Supplies Title I 1911

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) and supporting school events. Additional supervision aide hours were provided as intended. Vacancies were more prevalent this school year and there was some turn-over - Landau was not fully staffed until April 2023. A 7 hour Behavior Paraprofessional 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. Although support was given to all students, there were 12 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 2023. Incentives were purchased for students for academics and behavior. Student 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.

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

As noted earlier, one of the discrepancies was a result of unfilled supervision aide positions during the school year. Another minor discrepancy of $2000 was for student incentives. This was Landau's first year with a school store and underestimated the inflated cost of the incentives as the prices increased from years 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. 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 2022-2023, STAR assessments indicate a need to continue to focus on early reading strategies with only 49.2% of students in grades TK-1 being proficient on the district Early Literacy assessment. Although this is an 17% increase from 21-22, there is still room to grow. It also shows that in grades 1-5, 36% of our students are reading proficiently on the District STAR test in ELA and only 46.7% are currently proficient in the district STAR math test. Currently STAR estimates that only 23.2% of students in grades 3-5 will score proficient on the ELA SBAC and 17.4% in the math SBAC. On state testing in 2022 Landau remained 26.4 points below standard in ELA and in Math we remained 46.5 points below standard indicating a need to improve first instruction and support student need through targeted interventions.

2. SBAC results in ELA for 22-23 indicated that all major subgroups including English Learners (41.7 points below), Hispanic (30.4 points below), SED (26.6 point below), and SWD (86.8 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 (61.7 points below), Hispanic (52.9 points below), SED (46.9 point below), and SWD (97.9 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 29% 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 2.6%, which is significantly below the rates for PSUSD (18.4%), Riverside County (13.8%), and the State average (15.9%). Our reclassification rate is much lower representing a need to improve supports and instruction for EL students to increase reclassification rate. In 2022, our ELPI indicator reflects that only 49% of our EL's are making progress towards proficiency.

5. Our Students with Disabilities subgroup is currently performing well below non-SWD students. In ELA, SWD are performing 60.4 points lower than our All Student group in ELA and 51.4 points lower in math. In the most recent STAR assessment, 10% of our SWD subgroup met standard as compared to 22% for the all
student group in ELA and 10% of our SWD subgroup met standard as compared to 19% for the all student group in math.

6. According to the 21-22 SBAC, our 3rd graders are 42.17% met or exceeded on the ELA test. We need to support the 35.25% 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.

Measuring and Reporting Results

Metric/Indicator

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)

Baseline

St. Group	Color	DFS/Percentage	Change
All	Low	26.4 points below standard	
EL	Low	41.7 points below standard	
Hisp	Low	30.4 points below standard	
AA	No Performance Level		
SED	Low	26.6 points below standard	

Expected Outcome

St. Group	Color	DFS/Percentage	Change
All	Yellow	23.4 points below standard	+3 points
EL	Yellow	38.7 points below standard	+3 points
Hisp	Yellow	27.4 points below standard	+3 points
SED	Yellow	23.6 points below standard	+3 points
SWD	Orange	83.8 points below standard	+3 points

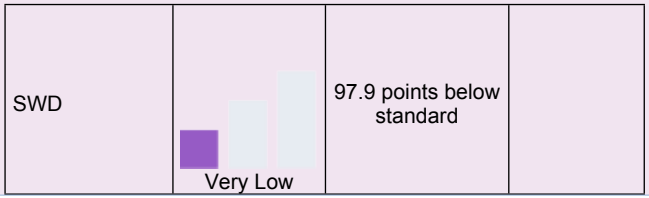
Metric/Indicator	Baseline	Expected Outcome

SWD	Very Low	86.8 points below standard	

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)

St. Group	Color	DFS/Percentage	Change
All	Low	46.5 points below standard	
EL	Low	61.7 points below standard	
Hisp	Low	52.9 points below standard	
AA	No Performance Level		
SED	Low	46.9 points below standard	

St. Group	Color	DFS/Percentage	Change
All	Yellow	43.5 points below standard	+3 points
EL	Yellow	58.7 points below standard	+3 points
Hisp	Yellow	49.9 points below standard	+3 points
SED	Yellow	43.9 points below standard	+3 points
SWD	Orange	94.9 points below standard	+3 points

Metric/Indicator	Baseline	Expected Outcome
		
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)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Student English Language Acquisition Results: Performance Level: Medium 49% Progressed at least one ELPI level 34.9 % Maintained ELPI levels 1, 2L, 2H, 3L, 3H 16.1% Decreased at least one ELPI level	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Student English Language Acquisition Results (+.5%): Performance Level: Medium 49.5% Progressed at least one ELPI level 35.4 % Maintained ELPI levels 1, 2L, 2H, 3L, 3H 16.6% Decreased at least one ELPI level
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

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.

Students to be Served by this Strategy/Activity

X Students with Disabilities

X All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	7800
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Site licenses for online programs
Amount	27104
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary - Paraprofessional - Technology Support @ 5.75 hours (STEM support for curriculum planning)
Amount	10560
Source	Title I
Budget Reference	3000-3999: Employee Benefits

Description	Benefits - Paraprofessional - Technology Support
Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Technology supplies for instruction

Strategy/Activity 2

Faithful and consistent implementation of effective scientifically research-based instructional strategies, which include explicit skill strategies of: direct instruction, early literacy strategies, process writing, thinking maps, conceptual math, and EL instruction. Materials will be purchased to support the implementation of these strategies (which could include, but not limited to paper, ink, writing instruments, manipulatives, minor instructional technology, and student novels).

Students to be Served by this Strategy/Activity

X Students with Disabilities

X All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration, teachers

Proposed Expenditures for this Strategy/Activity

Amount	39560
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Instructional Materials and Supplies
Amount	40413
Source	LCFF

Budget Reference	4000-4999: Books And Supplies
Description	Instructional Materials and Supplies

Strategy/Activity 3

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.

Students to be Served by this Strategy/Activity

X Students with Disabilities

X All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration, teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher PLC Planning and Professional Development - Including SPED
Amount	1302
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Teacher PLC planning and Professional Development - Benefits
Amount	1000

Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Conferences
Amount	2000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher PLC - Multi-Tiered System of Support PLC Leads - 4 @ $500 each.
Amount	521
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits - Teacher PLC - Multi-Tiered System of Support PLC Leads - 4 @ $500 each
Amount	900
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub costs for SPED teacher PD days if occurring during the school day (enough to cover for 5 subs)

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

- X English Learner
- X Students with Disabilities
- X All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	50986
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Aides - Salary
Amount	17848
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Bilingual Aides - Benefits
Amount	13310
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Aides - Salary
Amount	5038
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Bilingual Aides - Benefits

Strategy/Activity 5

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.

Students to be Served by this Strategy/Activity

X Students with Disabilities

X All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	15000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Consultant fees for art class
Amount	750
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Art supplies
Amount	5000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	TK-5 Field Trips
Amount	2000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Field trip supervision outside of school day

Amount	521
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits

Amount	500
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Supervision for field trips - outside of school day

Amount	201
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits - Supervision for field trips - outside of school day

Strategy/Activity 6

Student data and testing support for all students. The main goal would be to provide information to the school regarding current testing data to use to make instructional decisions.

Students to be Served by this Strategy/Activity

X Students with Disabilities

X All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipend - Data & Testing Support

Amount	781
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits - Stipend for Data and Testing Support

Strategy/Activity 7

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.

Students to be Served by this Strategy/Activity

- X English Learner
- X Students with Disabilities
- X All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

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 100 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 93% favorable with a decrease of 4% in this last year. Another question asks if parents feel welcome to participate at our school - that is sitting at 89%. 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. Educate our SWD parents as per the SSC ATSI recommendation to they can understand, support, and better advocate for their child.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 62 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) - 85% Hispanic (Hisp) - 90%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 88% Hispanic (Hisp) - 93%

Metric/Indicator	Baseline	Expected Outcome
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) - 89% Hispanic (Hisp) - 93%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 92% 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 - 2000	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.

Students to be Served by this Strategy/Activity

X Students with Disabilities

X All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration, teachers

Proposed Expenditures for this Strategy/Activity

Amount 1157

Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Extra Duty including translating and daycare
Amount	167
Source	Title I Part A: Parent Involvement
Budget Reference	3000-3999: Employee Benefits
Description	Classified Extra Duty - fringes
Amount	844
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies for parent meetings and events
Amount	3000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipends for Parent Education Committee (2 teachers at $1500 each)
Amount	781
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits Stipends
Amount	500
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries

Description	Extra duty custodial and food services for weekend parent events
Amount	201
Source	Title I Part A: Parent Involvement
Budget Reference	3000-3999: Employee Benefits
Description	Benefits for classified
Amount	5000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Stipends for participation in parent education events after hours
Amount	1302
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits

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 22-23 school year; there have been at least 25 office referrals with at least 12 students needing daily supports from staff. This indicate that classroom teachers need additional support with some student behaviors.

2. The school's student Panorama survey indicates a drop in self-management at 59% favorable (-3%) with all other areas low (self-efficacy at 46%, grit at 54%, social awareness at 61%, and growth mindset at 63%). This indicates that supports are still needed and increased SEL activities at the school.

3. Landau's attendance currently at 90.4% as of April 2023. It is far below the 96% goal that the district has set for attendance. This includes our all students chronic absenteeism rate at 38.2%. Sub groups for ATSI are as follows: SWD 41.1%, white 33.3%. Other sub groups are: EL 38.6% , Hispanic 40.5%

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 decreased to 73% from 77% in 2019-20. We need 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 2019-20 students were at 67% and the 2022 data shows Landau is at 60%. We need to work with the students on managing their behaviors and using positive words while on campus.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates	Student Attendance Rates - April 2023	Student Attendance Rates - April 2024

Metric/Indicator	Baseline	Expected Outcome
All Students (ALL)	All Students (ALL) - 90.5%	All Students (ALL) - 91%

Chronic Absenteeism Rates
All Students (ALL))
English Learner (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	Very High	30.8	
EL	Very High	31.1	
Hisp	Very High	31.8	
AA	No Performance Color		
SED	Very High	30.7	
SWD	Very High	39.1	

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

Suspension Rates:
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	Very Low	0	No Change
EL	Very Low	0	No Change
Hisp	Very Low	0	No Change
AA	No Performance Color		
SED	Very Low	0	No Change
SWD	Very Low	0	No Change

St. Group	Color	DFS/Percentage	Change
All	Blue	0	Maintain 0
EL	Blue	0	Maintain 0
Hisp	Blue	0	Maintain 0
SED	Blue	0	Maintain 0
SWD	Blue	0	Maintain 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 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

Metric/Indicator	Baseline	Expected Outcome
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) - 75% English Learner (EL) - 75% Hispanic (Hisp) - 75%
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) - 62% English Learner (EL) - 55% Hispanic (Hisp) -61%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%

Planned Strategies/Activities

Strategy/Activity 1

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.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/23-6/30/24

Person(s) Responsible

Administration, Teacher facilitator

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

- X Students with Disabilities
- X All
- X Specific Student Groups:
  White

Timeline

7/1/23-6/30/24

Person(s) Responsible

Administration; Attendance Clerk; Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	350
Source	LCFF

Budget Reference	4000-4999: Books And Supplies
Description	Incentives for students with increased attendance

Strategy/Activity 3

Provide adequate supervision for students during the morning and lunch to ensure safety and welfare and provide appropriate materials as needed.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	27007
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Supervision aides salary
Amount	4222
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Supervision Benefits
Amount	7000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries

Description	Supervision Extra Duty
Amount	1011
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Supervision Extra Duty Benefits
Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials needed for campus safety such as vests, radios, cones, etc.

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

X Students with Disabilities

X All

Timeline

7/1/2023-6/30/24

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	34818
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries

Description	Salary - Paraprofessional - Behavior @ 7 hours
Amount	30713
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Benefits - Paraprofessional - Behavior

Strategy/Activity 5

Provide positive behavior incentives for students. Incentives are given for for positive behavior, attendance, and academic and personal achievement (to list a few).

Students to be Served by this Strategy/Activity

- X Students with Disabilities
- X All
- X Specific Student Groups: White

Timeline

7/1/2023-6/30/24

Person(s) Responsible

Administration, teachers, support staff

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies
Amount	2000
Source	LCFF

Budget Reference	4000-4999: Books And Supplies
Description	Reading incentives for students

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.

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Math Collaboration and Professional Development	July 1, 2023 - June 30, 2024	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, 2023 - June 30, 2024	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2	205,062	LCFF
Technology Teacher on Assignment (TOSA)	July 1, 2023 - June 30, 2024	Support students and staff with the integration of technology into instruction	6,083	Title II

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Family engagement events and classes	July 1, 2023 - June 30, 2024	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,851	Title I

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Conscious Education Professional Development	July 1, 2023 - June 30, 2024	Training, substitutes and accompanying books and materials	3,703	Title IV
Youth Mental Health First Aid Training	July 1, 2023 - June 30, 2024	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	$163,972
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$385,059.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	161,103	0.00
Title I Part A: Parent Involvement	2,869	0.00
LCFF	221,087	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	$161,103.00
Title I Part A: Parent Involvement	$2,869.00

Subtotal of additional federal funds included for this school: $163,972.00

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	$221,087.00

Subtotal of state or local funds included for this school: $221,087.00

Total of federal, state, and/or local funds for this school: $385,059.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	221,087.00
Title I	161,103.00
Title I Part A: Parent Involvement	2,869.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	22,400.00
2000-2999: Classified Personnel Salaries	162,382.00
3000-3999: Employee Benefits	75,560.00
4000-4999: Books And Supplies	95,917.00
5000-5999: Services And Other Operating Expenditures	7,800.00
5800: Professional/Consulting Services And Operating Expenditures	21,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	22,400.00
2000-2999: Classified Personnel Salaries	LCFF	85,493.00
3000-3999: Employee Benefits	LCFF	28,881.00
4000-4999: Books And Supplies	LCFF	55,513.00
5000-5999: Services And Other Operating Expenditures	LCFF	7,800.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	21,000.00
2000-2999: Classified Personnel Salaries	Title I	75,232.00
3000-3999: Employee Benefits	Title I	46,311.00
4000-4999: Books And Supplies	Title I	39,560.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,657.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	368.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	844.00

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	
Kama Kaina				X	
Isabel Montex		X			
Reanne Bowen-Velez				X	
Alicia Gaspar				X	
Cindy Hosmer			X		
Jessica Torres				X	
Chelsea Casillas		X			
Numbers of members of each category:	**1**	**3**	**1**	**5**	

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

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, 2023.

Attested:

Principal, Wendy Meka on 10/10/23

SSC Chairperson, Cynthia Hosmer on 10/10/23

Title I and LCFF Funded Program Evaluation

Goal #1:
All students at Landau Elementary School will increase grade level proficiency in standards in the core academic subjects: English language arts, math, social studies and science. EL students will also increase in their English proficiency.

Actions/ Activities (Strategies)	**What is working and why? (Effective indicators)** *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	**What is not working and why? (Ineffective indicators)** *Specific evidence/indicators showing that this activity or strategy is not working, including:*	**Modification(s) based on evaluation results** *Continue or discontinue and why?*
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.			
Faithful and consistent implementation of effective scientifically research-based instructional strategies, which include explicit skill strategies of: direct instruction, early literacy strategies, process writing, thinking maps, conceptual math, and EL instruction. Materials will be purchased to support the implementation of these strategies (which could include, but not limited to paper, ink, writing instruments, manipulatives, minor instructional technology, and student novels).			
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.			
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.			
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.			
Student data and testing support for all students. The main goal would be to provide information to the school regarding current testing data to use to make instructional decisions.			
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.			

Goal #2:
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.

Actions/ Activities (Strategies)	**What is working and why? (Effective indicators)** *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	**What is not working and why? (Ineffective indicators)** *Specific evidence/indicators showing that this activity or strategy is not working, including:*	**Modification(s) based on evaluation results** *Continue or discontinue and why?*
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.			

Goal #3:
Educate Landau students in character education, support mental health, and encourage students to be safe, responsible, and respectful.

Actions/ Activities (Strategies)	**What is working and why? (Effective indicators)** *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	**What is not working and why? (Ineffective indicators)** *Specific evidence/indicators showing that this activity or strategy is not working, including:*	**Modification(s) based on evaluation results** *Continue or discontinue and why?*
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.			
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.			
Provide adequate supervision for students during the morning and lunch to ensure safety and welfare and provide appropriate materials as needed.			
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.			

Provide positive behavior incentives for students. Incentives are given for for positive behavior, attendance, and academic and personal achievement (to list a few).			