# Landau Elementary School

30310 Landau Blvd. • Cathedral City, CA 92234-5200 • 760-770-8600 • Grades K-5
Wendy Meka, Principal
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## 2014-15 School Accountability Report Card
## Published During the 2015-16 School Year

**Palm Springs Unified School District**
980 East Tahquitz Canyon Way
Palm Springs, CA 92262
(760) 416-6000
www.psusd.us

**District Governing Board**
Karen Cornett, Member
Sheri Stewart, President
Richard Clapp, Member
John Gerardi, Clerk
James Williamson, Member

**District Administration**
Christine J. Anderson, Ed. D
**Superintendent**
Mauricio Arellano
**Assistant Superintendent, Human Resources**

Mike Swize, Ed. D.
**Assistant Superintendent, Educational Services**

Brian J. Murray, Ed.D.
**Assistant Superintendent, Business Services**

### School Description

Landau Elementary School is located in Cathedral City, a community adjacent to Palm Springs. As one of sixteen elementary schools in the Palm Springs Unified School District, Landau serves approximately 700 students in grades preschool through five, in regular education and special education settings. Landau opened in September 1988 and is a proud member of the "No Excuses University" network of schools, which means that there is a strong commitment from staff, families and students to make "No Excuses" and to view all steps of education as leading to the goal of attending college or other post-secondary education after high school. There is also a strong focus on providing 21st century learning opportunities by integrating technology for students and teachers into teaching and learning each day.

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

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

Our vision for Landau is that:

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

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

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

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at 760-770-8600 or the district office.

| 2014-15 Student Enrollment by Grade Level | |
|---|---|
| **Grade Level** | **Number of Students** |
| **Kindergarten** | 120 |
| **Grade 1** | 129 |
| **Grade 2** | 106 |
| **Grade 3** | 118 |
| **Grade 4** | 96 |
| **Grade 5** | 123 |
| **Total Enrollment** | 692 |

| 2014-15 Student Enrollment by Group | |
|---|---|
| **Group** | **Percent of Total Enrollment** |
| **Black or African American** | 2.6 |
| **American Indian or Alaska Native** | 0.3 |
| **Asian** | 0.3 |
| **Filipino** | 1.7 |
| **Hispanic or Latino** | 82.4 |
| **White** | 10.3 |
| **Two or More Races** | 2.5 |
| **Socioeconomically Disadvantaged** | 86.6 |
| **English Learners** | 42.5 |
| **Students with Disabilities** | 11.8 |
| **Foster Youth** | 0.1 |

## A. Conditions of Learning

**State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

| Teacher Credentials | | | |
|---|---|---|---|
| **Landau Elementary School** | **13-14** | **14-15** | **15-16** |
| **With Full Credential** | 26 | 29 | 32 |
| **Without Full Credential** | 0 | 0 | 0 |
| **Teaching Outside Subject Area of Competence** | 0 | 0 | 0 |
| **Palm Springs Unified School District** | **13-14** | **14-15** | **15-16** |
| **With Full Credential** | ♦ | ♦ | 1024 |
| **Without Full Credential** | ♦ | ♦ | 11 |
| **Teaching Outside Subject Area of Competence** | ♦ | ♦ | 39 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|---|---|---|---|
| **Landau Elementary School** | **13-14** | **14-15** | **15-16** |
| **Teachers of English Learners** | 0 | 0 | 0 |
| **Total Teacher Misassignments** | 0 | 0 | 0 |
| **Vacant Teacher Positions** | 0 | 0 | 1 |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

| 2014-15 Percent of Classes In Core Academic Subjects<br>Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|---|---|
| **Location of Classes** | **Taught by Highly Qualified Teachers** | **Not Taught by Highly Qualified Teachers** |
| **This School** | 100.0 | 0.0 |
| **Districtwide** | | |
| **All Schools** | 99.3 | 0.7 |
| **High-Poverty Schools** | 99.3 | 0.7 |
| **Low-Poverty Schools** | 0.0 | 0.0 |

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

The instructional materials at Landau, including textbooks and instructional kits, are in good condition. There is an adequate supply of instructional materials to meet the needs of the students and staff. English Language Arts, Mathematics, Social Studies and Science textbooks and instructional materials are adopted according to state requirements. Currently, in grades Kindergarten through fifth grade they use Treasures. Supplemental programs are utilized in grades 2-5 to provide reinforcement, practice and structured review for the English Language Arts standards.

Preschool through grade five students are provided with the district's instructional materials. All students, including English learners have access to textbooks. The district coordinates a selection process for instructional materials that includes teachers, administrators, and the community to select materials for adoption.

| Textbooks and Instructional Materials<br>Year and month in which data were collected: 2/14/2014 | |
|---|---|
| **Core Curriculum Area** | **Textbooks and Instructional Materials/Year of Adoption** |
| **Reading/Language Arts** | Macmillen/McGraw Hill 09/10<br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0 |
| **Mathematics** | enVision Math/Pearson 08/09<br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0 |
| **Science** | California Science/Harcourt 07/08<br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0 |
| **History-Social Science** | Reflections/Harcourt 06/07<br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0 |

## School Facility Conditions and Planned Improvements (Most Recent Year)

Landau Elementary School has excellent facilities, including classrooms, other buildings, and play spaces. There are 40 classrooms, of which 12 are portable classrooms. There is a classroom dedicated to music instruction and a classroom for resources and small or whole-class instruction, technology, and after school use. The library is large and has space for students to work at tables or sit on the carpet. The Multipurpose Room is utilized for breakfasts or lunches during inclement weather and for assemblies and programs, as well as for the after-school program sponsored by YMCA. There are four smaller rooms which house Special Education pull-out services, the school psychologist and/or counselor, and are used for small group assessment or intervention groups.

The playing fields include a regulation soccer field, smaller soccer field, two diamonds, four basketball courts, volleyball court, six handball walls, blacktop area for ball games or relay races, and a sand area with three climbers and two swing sets. Three shade structures provide sun relief, and tables are provided under the largest shade structure. Tables for meals are also situated under overhangs near the Multipurpose Room. The preschool and Kindergarten playground includes a shade structure, swings, basketball, and a climbing structure, with grassy and hard cape areas, as well as a route for riding equipment. Tables and benches are also situated on the playground. Two gates and a fence provide security.

The school was opened in 1988. Regular maintenance and special projects have kept Landau in excellent overall condition. Work orders are entered using the district's set system, and prompt attention is given to requests, with special attention to safety issues.

All areas have wireless access as of 2007, the school's exterior was painted in 2007, and all inside cafeteria tables and 50% of outside tables were replaced. A full-time day custodian and a full-time and one half-time night custodian ensure that all needs for cleanliness and response to facility emergencies are handled in a timely and appropriate manner.

Safety for students before school is monitored by supervision aides. There is a crossing guard provided by Cathedral City Police Department, as well as a school supervisor for the parking lot crosswalk. Students are welcomed to the playground 30 minutes before school begins, and supervisors monitor the entrance gates and then the playground. During school all entrance is through the school office where appropriate measures are taken to ensure that anyone requesting access to a classroom or a student has the proper identification and/or justification for the request. After school teachers and the administrator are stationed at doors and near the parking lot, and the crossing guard also provides crossing. Approximately 20 minutes after the bell all remaining students are brought to the school office. Students must then be signed out by the parent or an approved person. Kindergarten entrance and exit are supervised in a similar manner by one of the supervision aides. Five supervision aides supervise lunch
and play. Teachers are also assigned recess duty.

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: 12/21/2015 | | | | |
|---|---|---|---|---|
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:**<br>Interior Surfaces | X | | | Work Order on file in M&O Office |
| **Cleanliness:**<br>Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| **Electrical:**<br>Electrical | X | | | Work Orders on file in M&O Office |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | X | | | |
| **Safety:**<br>Fire Safety, Hazardous Materials | X | | | Work Order on file in M&O Office |
| **Structural:**<br>Structural Damage, Roofs | X | | | |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

| Overall Rating | Exemplary | Good | Fair | Poor |
|---|---|---|---|---|
| | | X | | |

## B. Pupil Outcomes

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2014-15 CAASPP Results for All Students | | | |
|---|---|---|---|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
| | School | District | State |
| **ELA** | 32 | 32 | 44 |
| **Math** | 25 | 20 | 33 |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| CAASPP Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| **Science** | 52 | 62 | 61 | 50 | 50 | 44 | 59 | 60 | 56 |

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | 2014-15 Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| **5** | 14.30 | 19.00 | 29.40 |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| 2014-15 CAASPP Results by Student Group | |
|---|---|
| Group | Percent of Students Scoring at Proficient or Advanced |
| | Science (grades 5, 8, and 10) |
| **All Students in the LEA** | 44 |
| **All Student at the School** | 61 |
| **Male** | 66 |
| **Female** | 55 |
| **Black or African American** | -- |
| **Asian** | -- |
| **Hispanic or Latino** | 58 |
| **White** | -- |
| **Two or More Races** | -- |
| **Socioeconomically Disadvantaged** | -- |
| **English Learners** | 31 |
| **Students with Disabilities** | 61 |
| **Foster Youth** | -- |

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Student Group | Grade | Number of Students | | Percent of Students | | | | |
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| **All Students** | **3** | 115 | 114 | 99.1 | 46 | 28 | 14 | 11 |
| | **4** | 93 | 93 | 100.0 | 47 | 22 | 20 | 11 |
| | **5** | 127 | 123 | 96.9 | 40 | 22 | 25 | 12 |
| **Male** | **3** | | 59 | 51.3 | 51 | 32 | 3 | 12 |
| | **4** | | 49 | 52.7 | 55 | 20 | 14 | 10 |
| | **5** | | 69 | 54.3 | 45 | 22 | 23 | 9 |
| **Female** | **3** | | 55 | 47.8 | 40 | 24 | 25 | 11 |
| | **4** | | 44 | 47.3 | 39 | 23 | 27 | 11 |
| | **5** | | 54 | 42.5 | 33 | 22 | 28 | 17 |
| **Black or African American** | **3** | | 5 | 4.3 | -- | -- | -- | -- |
| | **4** | | 1 | 1.1 | -- | -- | -- | -- |
| | **5** | | 1 | 0.8 | -- | -- | -- | -- |
| **American Indian or Alaska Native** | **3** | | 1 | 0.9 | -- | -- | -- | -- |
| | **4** | | 1 | 1.1 | -- | -- | -- | -- |
| **Asian** | **5** | | 1 | 0.8 | -- | -- | -- | -- |
| **Filipino** | **3** | | 2 | 1.7 | -- | -- | -- | -- |
| | **4** | | 3 | 3.2 | -- | -- | -- | -- |
| **Hispanic or Latino** | **3** | | 88 | 76.5 | 49 | 28 | 10 | 11 |
| | **4** | | 75 | 80.6 | 51 | 20 | 19 | 11 |
| | **5** | | 107 | 84.3 | 41 | 21 | 23 | 13 |
| **White** | **3** | | 15 | 13.0 | 27 | 33 | 27 | 13 |
| | **4** | | 13 | 14.0 | 23 | 31 | 31 | 15 |
| | **5** | | 9 | 7.1 | -- | -- | -- | -- |
| **Two or More Races** | **3** | | 3 | 2.6 | -- | -- | -- | -- |
| | **5** | | 5 | 3.9 | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | **3** | | 99 | 86.1 | 49 | 27 | 10 | 12 |
| | **4** | | 80 | 86.0 | 50 | 19 | 21 | 10 |
| | **5** | | 112 | 88.2 | 40 | 22 | 25 | 12 |
| **English Learners** | **3** | | 51 | 44.3 | 47 | 35 | 8 | 10 |
| | **4** | | 42 | 45.2 | 60 | 21 | 12 | 7 |
| | **5** | | 38 | 29.9 | 71 | 21 | 5 | 0 |
| **Students with Disabilities** | **3** | | 10 | 8.7 | -- | -- | -- | -- |
| | **4** | | 8 | 8.6 | -- | -- | -- | -- |
| | **5** | | 18 | 14.2 | 67 | 28 | 6 | 0 |

| School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Student Group | Grade | Number of Students | | Percent of Students | | | | |
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| **Foster Youth** | **3** | | -- | -- | -- | -- | -- | -- |
| | **4** | | -- | -- | -- | -- | -- | -- |
| | **5** | | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

| School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Student Group | Grade | Number of Students | | Percent of Students | | | | |
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| **All Students** | **3** | 115 | 114 | 99.1 | 35 | 34 | 27 | 4 |
| | **4** | 93 | 93 | 100.0 | 39 | 38 | 20 | 3 |
| | **5** | 127 | 123 | 96.9 | 44 | 36 | 13 | 7 |
| **Male** | **3** | | 59 | 51.3 | 24 | 41 | 31 | 5 |
| | **4** | | 49 | 52.7 | 43 | 33 | 18 | 6 |
| | **5** | | 69 | 54.3 | 43 | 38 | 13 | 6 |
| **Female** | **3** | | 55 | 47.8 | 47 | 27 | 24 | 2 |
| | **4** | | 44 | 47.3 | 34 | 43 | 23 | 0 |
| | **5** | | 54 | 42.5 | 44 | 33 | 13 | 9 |
| **Black or African American** | **3** | | 5 | 4.3 | -- | -- | -- | -- |
| | **4** | | 1 | 1.1 | -- | -- | -- | -- |
| | **5** | | 1 | 0.8 | -- | -- | -- | -- |
| **American Indian or Alaska Native** | **3** | | 1 | 0.9 | -- | -- | -- | -- |
| | **4** | | 1 | 1.1 | -- | -- | -- | -- |
| **Asian** | **5** | | 1 | 0.8 | -- | -- | -- | -- |
| **Filipino** | **3** | | 2 | 1.7 | -- | -- | -- | -- |
| | **4** | | 3 | 3.2 | -- | -- | -- | -- |
| **Hispanic or Latino** | **3** | | 88 | 76.5 | 43 | 34 | 18 | 5 |
| | **4** | | 75 | 80.6 | 40 | 37 | 19 | 4 |
| | **5** | | 107 | 84.3 | 45 | 36 | 11 | 8 |
| **White** | **3** | | 15 | 13.0 | 7 | 27 | 67 | 0 |
| | **4** | | 13 | 14.0 | 38 | 31 | 31 | 0 |
| | **5** | | 9 | 7.1 | -- | -- | -- | -- |
| **Two or More Races** | **3** | | 3 | 2.6 | -- | -- | -- | -- |
| | **5** | | 5 | 3.9 | -- | -- | -- | -- |

| School Year 2014-15 CAASPP Assessment Results - Mathematics<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Student Group | Grade | Number of Students | | Percent of Students | | | | |
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| **Socioeconomically Disadvantaged** | **3** | | 99 | 86.1 | 36 | 35 | 24 | 4 |
| | **4** | | 80 | 86.0 | 39 | 39 | 19 | 4 |
| | **5** | | 112 | 88.2 | 43 | 38 | 13 | 7 |
| **English Learners** | **3** | | 51 | 44.3 | 33 | 45 | 18 | 4 |
| | **4** | | 42 | 45.2 | 40 | 45 | 10 | 5 |
| | **5** | | 38 | 29.9 | 71 | 29 | 0 | 0 |
| **Students with Disabilities** | **3** | | 10 | 8.7 | -- | -- | -- | -- |
| | **4** | | 8 | 8.6 | -- | -- | -- | -- |
| | **5** | | 18 | 14.2 | 78 | 22 | 0 | 0 |
| **Foster Youth** | **3** | | -- | -- | -- | -- | -- | -- |
| | **4** | | -- | -- | -- | -- | -- | -- |
| | **5** | | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

## C. Engagement

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement**

Contact Person Name: Wendy Meka Contact Person Phone Number: (760) 770-8600

Landau School provides evening and daytime events for parent involvement: Back-to-School Night, Oktober Fest, Crafts Night and Book fairs with family activities. Informational presentations include Kindergarten parent orientation, parent conferences, grade level curriculum events, Title I meeting, technology information meetings or showcases, and "No Excuses University" Parent Night.

Parents are invited to be involved in P.T.G., School Site Council, district committees, English Learner Advisory Council, and to attend parent education events, in order to be part of the planning and implementation of actions of the school plan.

The active Parent-Teacher Group sponsors and supports activities that involve parents and families. Parent volunteers participate in many classrooms, and volunteers are honored at the June Awards Assemblies. Parents are invited to monthly student award assemblies that highlight academic, social and attendance successes. Families are contacted by the teacher when their child receives an award. Newsletters and fliers are sent home to keep parents informed of upcoming events and topics of interest, and are translated into Spanish. Translators are available at family events, and at conferences and other meetings.

Title I funds for parent involvement are used for parent education pamphlets, materials for family education events, childcare and refreshments at education nights.

Landau Elementary School provides accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students, and in the development of the Landau parent involvement policy by ensuring that they are given a current copy of the Landau Parent Involvement Policy during Back to School Night and in the student/parent handbook, and are asked for their input on modifying the plan. In addition, modifications are made for all parents to access the policy and provide feedback on possible revisions.

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

**School Safety Plan**

The goals and objectives of the School Safety Plan are to:

1. Create common codes of conduct between classrooms at the same grade level and create a school-wide code of conduct.
2. Create a physical climate that aligns with high expectations for achievement and continuing on to higher education.
3. Continue a peaceful school emphasis.
4. Create a physical environment that is safe for all students.

Date School Safety Plan last reviewed: March/2015

| Suspensions and Expulsions | | | |
|---|---|---|---|
| **School** | **2012-13** | **2013-14** | **2014-15** |
| **Suspensions Rate** | 0.94 | 0.00 | 0.13 |
| **Expulsions Rate** | 0.00 | 0.00 | 0.00 |
| **District** | **2012-13** | **2013-14** | **2014-15** |
| **Suspensions Rate** | 6.94 | 5.92 | 5.64 |
| **Expulsions Rate** | 0.46 | 0.33 | 0.36 |
| **State** | **2012-13** | **2013-14** | **2014-15** |
| **Suspensions Rate** | 5.07 | 4.36 | 3.80 |
| **Expulsions Rate** | 0.13 | 0.10 | 0.09 |

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

| 2014-15 Adequate Yearly Progress Overall and by Criteria | | | |
|---|---|---|---|
| **AYP Criteria** | **School** | **District** | **State** |
| **English Language Arts** | | | |
| **Met Participation Rate** | Yes | Yes | Yes |
| **Met Percent Proficient** | N/A | N/A | N/A |
| **Mathematics** | | | |
| **Met Participation Rate** | Yes | Yes | Yes |
| **Met Percent Proficient** | N/A | N/A | N/A |
| **Made AYP Overall** | Yes | Yes | Yes |
| **Met Attendance Rate** | Yes | Yes | Yes |
| **Met Graduation Rate** | N/A | Yes | Yes |

| 2015-16 Federal Intervention Program | | |
|---|---|---|
| **Indicator** | **School** | **District** |
| **Program Improvement Status** | In PI | In PI |
| **First Year of Program Improvement** | 2013-2014 | 2004-2005 |
| **Year in Program Improvement** | Year 1 | Year 3 |
| **Number of Schools Currently in Program Improvement** | | 18 |
| **Percent of Schools Currently in Program Improvement** | | 69.2 |

| Average Class Size and Class Size Distribution (Elementary) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Average Class Size** | | | | **Number of Classrooms*** | | | | | | | | |
| | | | | **1-20** | | | **21-32** | | | **33+** | | |
| **Grade** | **2012-13** | **2013-14** | **2014-15** | **2012-13** | **2013-14** | **2014-15** | **2012-13** | **2013-14** | **2014-15** | **2012-13** | **2013-14** | **2014-15** |
| **K** | 24 | 31 | 29 | 1 | | | 3 | 4 | 4 | | | |
| **1** | 27 | 25 | 25 | | | | 4 | 4 | 5 | | | |
| **2** | 30 | 25 | 26 | | 1 | | 3 | 4 | 4 | | | |
| **3** | 32 | 30 | 24 | | | 1 | 4 | 3 | 4 | | | |
| **4** | 28 | 30 | 31 | | | | 4 | 4 | 3 | | | |
| **5** | 26 | 24 | 25 | 1 | 1 | 1 | 5 | 4 | 4 | | | |
| **Other** | | | 8 | | | 1 | | | | | | |

| Academic Counselors and Other Support Staff at this School | |
|---|---|
| **Number of Full-Time Equivalent (FTE)** | |
| **Academic Counselor** | |
| **Counselor (Social/Behavioral or Career Development)** | |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | 1.00 |
| **Psychologist** | 0.40 |
| **Social Worker** | |
| **Nurse** | 0.20 |
| **Speech/Language/Hearing Specialist** | 1.00 |
| **Resource Specialist** | 1.00 |
| **Other** | |
| **Average Number of Students per Staff Member** | |
| **Academic Counselor** | |

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

## Professional Development provided for Teachers

Landau School's teachers, paraprofessionals, and administrators participate in professional development each year. Professional development is linked to instruction and classroom management for certificated staff, and to job duties for classified staff. Professional development is aligned to district standards, core instruction, and interventions for students. Professional development is provided through a variety of modes: conferences, workshops, grade level/staff meetings, minimum days, and in-class coaching. Some members of the teaching staff also participate in Master's Degree programs or coursework for credential requirements, including CLAD certification.

All certificated staff members participated in staff development related to the creation of Professional Learning Communities, data analysis, Common Core Standards, Student Engagement, Learning Objectives, Depth of Knowledge, "No Excuses University" (exceptional systems), ongoing training in technology for instruction, and assessment and teaching strategies. These workshops were offered by the district and/or the site. Grade level teams meet a minimum of two times per month to review data, Common Core, to plan instruction, and to discuss student progress and intervention needs.

Annual training is provided by the District for the School Site Council members. Training for volunteers is provided through individual classroom teachers and through family events.

| FY 2013-14 Teacher and Administrative Salaries | | |
|---|---|---|
| **Category** | **District Amount** | **State Average for Districts In Same Category** |
| **Beginning Teacher Salary** | $44,791 | $43,165 |
| **Mid-Range Teacher Salary** | $65,423 | $68,574 |
| **Highest Teacher Salary** | $90,847 | $89,146 |
| **Average Principal Salary (ES)** | $119,924 | $111,129 |
| **Average Principal Salary (MS)** | $119,400 | $116,569 |
| **Average Principal Salary (HS)** | $137,564 | $127,448 |
| **Superintendent Salary** | $210,585 | $234,382 |
| **Percent of District Budget** | | |
| **Teacher Salaries** | 31% | 38% |
| **Administrative Salaries** | 4% | 5% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

| FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|---|---|---|---|---|
| **Level** | **Expenditures Per Pupil** | | | **Average Teacher Salary** |
| | **Total** | **Restricted** | **Unrestricted** | |
| **School Site** | $9,059 | $2,367 | $6,692 | $78,820 |
| **District** | ♦ | ♦ | $6,996.03 | $73,970 |
| **State** | ♦ | ♦ | $5,348 | $72,971 |
| **Percent Difference: School Site/District** | | | -4.3 | 6.6 |
| **Percent Difference: School Site/ State** | | | 25.1 | 8.0 |

* Cells with ♦ do not require data.

## Types of Services Funded

Supplemental services at Landau School include provision of bilingual aides to support English language learners in classrooms, provision of a part time reading intervention teacher during the school day. The intervention teacher provides interventions in English-Language Arts for students in grades 2-5. We also, provide after-school and Title I intervention classes for students in grades 3-5 in reading, and two days of counseling to provide support for students who are in crisis. All students in grades K-5 have access to laptop computers for between 3.5 per week, during which time grades 3-5 students create word processing documents,
complete digital projects, and participate in an online reading comprehension program. The free ASES program serves approximately 85 students in partnership with the District and YMCA.

All students in grades 1-3 attend music and all students in grades 1-5 attend P.E. Physical Education classes are taught by certificated teachers for one 40-minute period per week. All students in grades 1-5 attend the school library for one 40-minute period per week.

Students with special needs are served by a Resource Specialist, Special Day Class teachers, speech-language therapist, district nurse, classroom teachers, health aides, and paraprofessionals. The Student Study Team process, 504 Plan meetings, and IEP meetings are utilized to ensure student success.

The Gifted and Talented Education Program serves students who are identified as gifted using ability and achievement assessments and district-defined criteria. Most students are clustered in specific classrooms, and they receive instruction appropriate to their needs.

Services to homeless students are provided through District community outreach aides, connecting families with community and district resources through Child Welfare personnel and site personnel, and maintaining communication with the family.

Funding is provided through centralized services in the following areas: professional development, supplemental educational services, homeless education programs, Childcare programs, program improvement services, Title I program services, curriculum and instructional support, local testing services, ELL services, standards and assessment support, and accounting services.

## DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.