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	7/1/2019 - 6/30/2020
Schoolsite Council (SSC) Approval Date	October 15, 2019
Local Board Approval Date	November 26, 2019

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 750 students in grades Transitional Kindergarten through five, in regular education and special education settings. Landau opened in September 1988, and operates on a traditional schedule. Landau School is recognized as a 2010 California Distinguished School based on two signature practices of "No Excuses University"/Professional Learning Communities and use of technology for instruction and learning.

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

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

Purpose and Description

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

Schoolwide Program

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

Landau Elementary'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 short-cycle 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.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SSC Election Dates and Results:

- September 8, 2018 – Three new parents elected – Judith Gonzales, Karina Villasenor, and Natalia Levy, 2 new teacher elected – Christina Alaniz and Heather Baltz. Site Council nominations were accepted through August 24, 2018. Ballots were distributed on August 27 and were returned by September 7, 2018

SSC Meeting Dates and Topics:
- September 17, 2018 – SSC Training, Review of SSC by-laws, election of officers, first read and input for parent involvement policy, brief overview of current SPSA – copies provided to all council members for them to review prior to the next meeting
- February 28, 2019 – review of 2018 California Dashboard data including SBAC results, suspension and expulsion results, and attendance results, begin reflection and evaluation of services and actions funded through SPSA for 2019-20 budget
- April 9, 2019 – Continued evaluation of SPSA actions and services, discuss and approve revisions for the 2019-20 SPSA and budget

ELAC Meeting Dates and Topics:

- September, 20, 2018 – Introductions, voting on board members and a DELAC representative (Beatriz Olvera)

Based on The evaluation of the implementation and effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section) and the review of the California School Dashboard, district benchmarks, and Panorama Survey Input The SSC recommended the following revisions to the SPSA:
- Maintain intervention programs
- Expand technology in the classrooms

Resource Inequities

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

No resource inequities were identified through our needs assessment. It is recognized that there is an achievement gap with the SPED population. The district has consistently reassigned Landau's SPED teachers and programs over the years. Therefore, the school is currently working with the District's Special Education Department to help close the achievement gap with this subgroup.

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, homeless youth, and foster youth have led to improved performance for these students.

Greatest Progress

*Dashboard Indicator - English Language Arts

All Students -Yellow - Increased (+7.5 points)
English Learners - Yellow - Increased (+13.1 points)
Socioeconomically Disadvantaged - Yellow - Increased (+7.9 points)
Hispanic - Yellow - Increased (+7.2 points)
Students with Disabilities - Red - Declined (-17.1 points)

Landau Elementary has developed a school-wide daily Tier 3 intervention program specifically for ELA. During this time, teachers focus on guided reading with small groups and differentiated support on targeted standards as determined by the grade level Professional Learning Communities (PLC). Students needing more intensive support get more skill based intervention along with small group standards support from the bilingual aides in a pull-out type situation. It has been noted that students participating in the pull-out intervention increased their skills in reading (K-1 Nonsense words: 81% of students showed some improvement with 21% showing considerable improvement; grades 2-5 reading fluency accuracy: 86% showed some improvement while 27% of them showing considerable improvement). Landau teachers also create SMART goals with the targeted standards during their PLC's. Pre-test and Post-test data is taken while teachers discuss and implement specific strategies to support learning. All grade levels increased in ELA proficiency from the previous year as shown in our end of year KDS data from 17-18 with second grade showing the greatest improvement of +22% proficiency. Landau teachers will continue to refine and develop their PLC's to discuss student assessment data to determine the best ways to support student learning. Teachers have also been able to provide rich technology/digital experiences for their students with the adopted ELA curriculum.

At the start of the 19-20 school year, the school completed a review of the 2018-2019 CAASPP results along with suspension and attendance reports. It was found that Landau made growth in all areas. There was a decision made on September 19, 2019 to eliminate the funding for the 50% Community Liaison position. The rationale is due to unforeseen changes in personnel in Landau's Community Liaison position, and the funding would better be spent on actions currently in place. School Site Council then voted on October 15, 2019 to reallocate those funds to instructional technology, specifically interactive televisions. A pilot in the lower grades showed the value of the technology with allowing teachers to better work with students in ELA and Math in small group instruction. The decision was made for all teachers on site to have access to this technology to support instruction. There was also a School Site Council decision to allocate funds from Materials and Supplies to create a new action, enrichment experience for students. There was a discussion at the October 15, 2019 meeting to provide more resources for student field trips to support all curricular areas; SSC feels strongly about providing these additional experiences for students and had a unanimous vote.

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

Greatest Needs

*Dashboard Indicator - Suspension Rate

All Students - Orange - Increased (+.9%)
English Learner - Orange - Increased (+.3%)
Socioeconomically Disadvantaged - Orange - Increased (+1%)
Students with Disabilities - Orange - Increased (+4.6%)
White - Blue - Maintained (0%)

*Dashboard Indicator - Chronic Absenteeism

All Students - Orange - Increased (+1.8%)
English Learners - Orange - Increased (+1.1%)
Hispanic - Orange - Increased (+1.5%)
Homeless - Orange - Increased (+1.2%)
Socioeconomically Disadvantaged - Increased (+2.2%)
White - Orange - Increased - (+8.7%)
Students with Disabilities - Yellow - Declined (-.7%)

*Dashboard Indicator - Math

All Students - Orange - Declined (-15.4 points)
English Learners - Orange - Declined (-14.4 points)
Socioeconomically Disadvantaged - Orange - Declined (-15.5 points)
Hispanic - Orange - Declined (-15.3 points)
Students with Disabilities - Red - Declined (-38.6 points)

To address our suspension rate, Landau has funded a Behavior Paraprofessional to support students who need regular one-on-one support in a classroom setting and during recess times. The main purpose of this position is to give students the support and tools they need to stay focused in the classroom in lieu of administrative referrals that would pull them from instruction. Landau has also seen an increase in chronic absenteeism over the years. A Community Liaison has been funded to educate and support identified families in order to improve student attendance which directly impacts academic achievement. Landau will continue to focus effort in two specific areas to increase student achievement, specifically in Math. The first is to work on planning thoughtful, standards-based lessons with the adopted curriculum and deliver best first instruction. To assist with this, outside consultants provided by the district educates the teachers on math concept building in their lessons. Landau will continue the work with consultants to incorporate highly engaging strategies with the adopted curriculum to keep the learning more interactive. The second is to continue to support and develop Professional Learning Communities (PLC) and refine strategies for using disseminating data and use it to inform instruction. Additional monies will be set aside for additional grade PLC planning time, and PLC meetings will be restructured to ensure data driven discussions are occurring frequently in both Math and ELA.

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

Performance Gaps

Performance gaps are noted in the following area:

Looking at the data listed above, most subgroups are similar to the "all student" performance with the main exception of Students with Disabilities. In ELA, they are performing 83.8 point lower than all students and 71.5 points lower in math. This population also has a higher suspension and chronic absenteeism rate than their peers.

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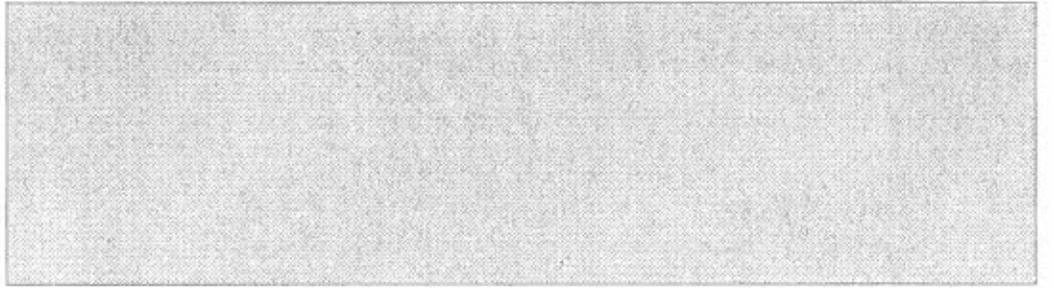
School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.1%	0.13%	%	1	1	
African American	1.9%	0.93%	0.67%	14	7	5
Asian	0.5%	0.67%	0.67%	4	5	5
Filipino	2.8%	2.93%	3.37%	21	22	25
Hispanic/Latino	85.5%	85.87%	84.75%	643	644	628
Pacific Islander	0.1%	0.27%	0.27%	1	2	2
White	6.9%	7.47%	7.96%	52	56	59
Multiple/No Response	%	%	%			
			Total Enrollment	752	750	741

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	145	136	116
Grade 1	133	119	117
Grade 2	115	144	115
Grade3	134	119	139
Grade 4	105	127	120
Grade 5	120	105	134
Total Enrollment	752	750	741

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	367	342	309	48.8%	45.6%	41.7%
Fluent English Proficient (FEP)	49	63	82	6.5%	8.4%	11.1%
Reclassified Fluent English Proficient (RFEP)	30	43	47	8.3%	11.7%	13.7%

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	129	119	141	128	118	139	128	118	139	99.2	99.2	98.6
Grade 4	104	128	120	103	128	120	103	128	120	99	100	100
Grade 5	121	111	129	120	110	127	120	110	127	99.2	99.1	98.4
All Grades	354	358	390	351	356	386	351	356	386	99.2	99.4	99

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

Overall Achievement for All Students																
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2391.	2393.	2412.	10.94	16.95	18.71	21.09	19.49	26.62	28.13	20.34	23.74	39.84	43.22	30.94
Grade 4	2433.	2442.	2439.	13.59	17.97	20.00	18.45	25.00	21.67	26.21	19.53	16.67	41.75	37.50	41.67
Grade 5	2460.	2485.	2483.	9.17	17.27	14.17	24.17	22.73	28.35	25.83	26.36	23.62	40.83	33.64	33.86
All Grades	N/A	N/A	N/A	11.11	17.42	17.62	21.37	22.47	25.65	26.78	21.91	21.50	40.74	38.20	35.23

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.94	19.49	19.42	45.31	38.14	51.80	43.75	42.37	28.78
Grade 4	17.48	20.31	15.83	48.54	50.00	45.83	33.98	29.69	38.33
Grade 5	11.67	17.27	18.90	45.00	53.64	48.03	43.33	29.09	33.07
All Grades	13.11	19.10	18.13	46.15	47.19	48.70	40.74	33.71	33.16

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.16	11.02	17.27	47.66	43.22	51.08	42.19	45.76	31.65
Grade 4	9.71	9.38	12.50	37.86	46.09	55.00	52.43	44.53	32.50
Grade 5	14.17	17.27	17.32	45.00	45.45	55.91	40.83	37.27	26.77
All Grades	11.40	12.36	15.80	43.87	44.94	53.89	44.73	42.70	30.31

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.72	17.80	13.67	67.97	57.63	66.19	20.31	24.58	20.14
Grade 4	10.68	11.72	13.33	62.14	65.63	65.83	27.18	22.66	20.83
Grade 5	9.17	11.82	11.02	65.83	66.36	66.93	25.00	21.82	22.05
All Grades	10.54	13.76	12.69	65.53	63.20	66.32	23.93	23.03	20.98

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.63	20.34	17.99	55.47	46.61	56.83	28.91	33.05	25.18
Grade 4	19.42	18.75	20.83	54.37	50.00	42.50	26.21	31.25	36.67
Grade 5	20.00	26.36	25.98	45.00	45.45	40.94	35.00	28.18	33.07
All Grades	18.23	21.63	21.50	51.57	47.47	47.15	30.20	30.90	31.35

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	129	119	141	128	118	140	128	118	140	99.2	99.2	99.3
Grade 4	104	128	119	103	128	119	103	128	119	99	100	100
Grade 5	121	111	129	120	111	127	120	111	127	99.2	100	98.4
All Grades	354	358	389	351	357	386	351	357	386	99.2	99.7	99.2

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2409.	2383.	2424.	8.59	11.86	21.43	33.59	17.80	26.43	25.78	24.58	22.14	32.03	45.76	30.00
Grade 4	2445.	2429.	2443.	7.77	5.47	9.24	22.33	19.53	26.89	34.95	41.41	33.61	34.95	33.59	30.25
Grade 5	2457.	2458.	2454.	3.33	7.21	5.51	16.67	9.01	16.54	32.50	36.94	25.98	47.50	46.85	51.97
All Grades	N/A	N/A	N/A	6.55	8.12	12.44	24.50	15.69	23.32	30.77	34.45	26.94	38.18	41.74	37.31

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.56	22.03	30.71	39.06	27.12	35.71	34.38	50.85	33.57
Grade 4	15.53	10.94	23.53	32.04	28.13	31.09	52.43	60.94	45.38
Grade 5	9.17	8.11	6.30	28.33	30.63	32.28	62.50	61.26	61.42
All Grades	17.38	13.73	20.47	33.33	28.57	33.16	49.29	57.70	46.37

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.28	11.02	28.57	44.53	41.53	37.86	42.19	47.46	33.57
Grade 4	5.83	10.16	14.29	44.66	45.31	46.22	49.51	44.53	39.50
Grade 5	6.67	3.60	8.66	42.50	51.35	43.31	50.83	45.05	48.03
All Grades	8.83	8.40	17.62	43.87	45.94	42.23	47.29	45.66	40.16

Grade Level	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.84	14.41	27.14	59.38	47.46	48.57	25.78	38.14	24.29
Grade 4	14.56	13.28	15.13	45.63	47.66	46.22	39.81	39.06	38.66
Grade 5	6.67	7.21	6.30	40.83	45.05	43.31	52.50	47.75	50.39
All Grades	11.97	11.76	16.58	49.00	46.78	46.11	39.03	41.46	37.31

School and Student Performance Data

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1443.6		1446.6		1436.3		76	
Grade 1	1459.1		1464.1		1453.4		56	
Grade 2	1477.5		1482.0		1472.4		55	
Grade 3	1478.2		1472.7		1483.2		44	
Grade 4	1499.9		1485.9		1513.5		44	
Grade 5	1516.3		1505.5		1526.7		32	
All Grades							307	

Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students									
	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	51.32		25.00		14.47		*		76	
1	41.07		37.50		*		*		56	
2	40.00		43.64		*		*		55	
3	*		43.18		31.82		*		44	
4	*		54.55		*		*		44	
5	34.38		40.63		*		*		32	
All Grades	32.90		39.09		15.96		12.05		307	

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students									
	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	51.32		30.26		*		*		76	
1	51.79		23.21		*		*		56	
2	56.36		36.36		*		*		55	
3	27.27		31.82		29.55		*		44	
4	25.00		52.27		*		*		44	
5	40.63		40.63		*		*		32	
All Grades	43.97		34.53		12.70		8.79		307	

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	40.79		18.42		30.26		*		76	
1	37.50		30.36		*		*		56	
2	25.45		41.82		*		*		55	
3	*		*		31.82		43.18		44	
4	*		50.00		*		*		44	
5	*		50.00		*		*		32	
All Grades	24.76		33.22		22.80		19.22		307	

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	65.79		27.63		*		76	
1	64.29		28.57		*		56	
2	60.00		34.55		*		55	
3	27.27		50.00		*		44	
4	27.27		61.36		*		44	
5	43.75		40.63		*		32	
All Grades	51.14		38.44		10.42		307	

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	43.42		43.42		*		76	
1	57.14		23.21		19.64		56	
2	61.82		34.55		*		55	
3	50.00		27.27		*		44	
4	40.91		45.45		*		44	
5	59.38		*		*		32	
All Grades	51.47		34.20		14.33		307	

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	27.63		61.84		*		76	
1	46.43		35.71		*		56	
2	34.55		47.27		*		55	
3	*		43.18		54.55		44	
4	*		70.45		*		44	
5	*		65.63		*		32	
All Grades	25.08		53.42		21.50		307	

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	60.53		26.32		*		76	
1	30.36		55.36		*		56	
2	25.45		61.82		*		55	
3	*		65.91		29.55		44	
4	27.27		59.09		*		44	
5	43.75		46.88		*		32	
All Grades	34.20		50.49		15.31		307	

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
750	**90.1%**	**45.6%**	**0.7%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	342	45.6%
Foster Youth	5	0.7%
Homeless	189	25.2%
Socioeconomically Disadvantaged	676	90.1%
Students with Disabilities	86	11.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	0.9%
American Indian	1	0.1%
Asian	5	0.7%
Filipino	22	2.9%
Hispanic	644	85.9%
Two or More Races	13	1.7%
Pacific Islander	2	0.3%
White	56	7.5%

Annual Review and Update

SPSA Year Reviewed: 2017-18

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.

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)	"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results. "Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group. "Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group. "Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for ELA will be an increase of 20 or more points for each group.	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM)- Status - Level - Change) All Students (ALL) - Yellow (-28.2) - Low - Increased +7.5 English Learners (EL) - Yellow (-30) - Low - Increased +13.1 Hispanic (Hisp) Yellow (-32.3) - Low - Increased +7.2 Socioeconomically Disadvantaged (SED) - Yellow (-30.7) - Low - Increased +7.9 Students with Disabilities (SWD) - Red (-95) - Very Low - Decreased Significantly -17.1
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)	"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results. "Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group. "Orange" student groups: Meet targets for the "Increased" change column for each student group from	California School Dashboard - Academic Indicator for Mathematics (Color(DFM) - Status - Level - Change) All Students (ALL) Orange (-58.6) - Low - Decreased Significantly -15.4 English Learners (EL) Orange ((-62.9) - Low - Decreased -14.4 Hispanic (Hisp) Orange (-61.7) - Low - Decreased Significantly -15.3 African American (AA) - NA Socioeconomically Disadvantaged (SED) Orange (-61) - Low - Decreased Significantly -15.5 Students with Disabilities (SWD) Red (-130.1) Very Low - Decreased Significantly -38.6

Metric/Indicator	Expected Outcomes	Actual Outcomes
	2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group. "Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 15 or more points for each group.	
California School Dashboard - English Learner Progress Indicator (ELPI)	Upon release of ELPI in the Fall Dashboard: "Blue" or "Green" 2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the ELPI from 2017 results. "Yellow" 2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%. "Orange" 2017 result: Meet targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%. "Red" 2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for the ELPI will be an increase of 10% or more.	California School Dashboard - English Learner Progress Indicator Baseline Results: Level 4 - Well Developed - 32.9% Level 3 - Moderately Developed - 39.1% Level 2 - Somewhat Developed - 16% Level 1 - Beginning Stage - 12.1%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Increase overall and subgroup 3rd grade ELA SBAC proficiency by 4% from 2017 level. Increase EL, Hispanic, and African American student groups ELA SBAC proficiency by 6% from 2017 level.	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) - 36.1%
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	Percentage of students meeting benchmark on the 3rd grade DIBELS composite score from Benchmark 3 will increase 4% for all groups from 2016-2017 data.	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL) Likely to Need Core Support - 48%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Likely to Need Strategic Support - 21% Likely to need Intensive Support - 30%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance	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 a device to support instruction,21st century skills, and the district's 1:1 device initiative. Provide online management for devices as well as intervention sites to improve reading skills.	Thirty Google Pixelbooks (chrome books) were purchased for all teachers who did not have a new device in the last two years all out of Title I. Insurance and licenses such as Go Guardian and Mirroring 360 were purchased for these 30 devices as well. Online programs were paid out of LCFF which include Read Naturally, Inner Explorer, and Writable.	Teacher laptops 4000-4999: Books And Supplies Title I 30513	Teacher laptops (30 chrome books) 4000-4999: Books And Supplies Title I 35983
		Insurance for laptops 5000-5999: Services And Other Operating Expenditures Title I 3780	Insurance for laptops 5000-5999: Services And Other Operating Expenditures Title I 4950
		Licenses for laptops 5000-5999: Services And Other Operating Expenditures Title I 970	Licenses for laptops 5000-5999: Services And Other Operating Expenditures Title I 910
		Teacher laptops 4000-4999: Books And Supplies LCFF 8718	Teacher laptops 4000-4999: Books And Supplies LCFF 0
		Insurance for laptops 5000-5999: Services And Other Operating Expenditures LCFF 1080	Insurance for laptops 5000-5999: Services And Other Operating Expenditures LCFF 0
		Licenses for laptops 5000-5999: Services And Other Operating Expenditures LCFF 277	Licenses for laptops 5000-5999: Services And Other Operating Expenditures LCFF 0
		Site licenses for online programs	Site licenses for online programs

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		5000-5999: Services And Other Operating Expenditures LCFF 5000	5000-5999: Services And Other Operating Expenditures LCFF 4170
Faithful and consistent implementation of effective scientifically research-based instructional strategies, which include explicit skill strategies of: direct instruction, early literacy strategies, process writing, thinking maps, conceptual math, and EL instruction. Materials will be purchased to support the implementation of these strategies (which could include paper, ink, writing instruments, student novels (paperback and electronic).	Various classroom and technology supplies were purchased with this allocated money. Classroom supplies included math manipulatives and supplies for the new, adopted math curriculum, easel pads, toner, and science supplies, to name a few. The bulk of the money was spent on interactive Viewsonic televisions for the primary grades. These are used in daily small group instruction and carpet time to support all academic areas. Other technology supplies purchased includes headphones, adapter cables, keyboards, coding robots, Little Bits, and projector bulbs.	Materials and Supplies 4000-4999: Books And Supplies LCFF 16702	Materials and Supplies 4000-4999: Books And Supplies LCFF 31666
		Materials and Supplies 4000-4999: Books And Supplies Title I 17261	Materials and Supplies 4000-4999: Books And Supplies LCFF 43560
Professional Development for teachers. A Kagan consultant will train teachers three times this year on effective engagement and collaboration strategies. Teachers will have the opportunity to participate in local conferences as well as build capacity within their own grade level Professional Learning Communities outside the school setting and/or designated work hours. Teachers will be able to meet as a PLC two times a year (6-hour session).	Teachers attended conferences such as Kagan, Google, and CUE this past year. The district funded teachers for those trainings so there was no cost to the school site. Teachers were able to utilize PLC planning time this year - a total of 12 hours were allocated to each teacher. This is additional time outside of 2-1-2 time. Substitutes were paid to get support from the district funded Academic Coach to provide additional PD as needed.	Conferences 5000-5999: Services And Other Operating Expenditures LCFF 5000	Conferences 5000-5999: Services And Other Operating Expenditures LCFF 0
		PLC Planning - Stipends 1000-1999: Certificated Personnel Salaries LCFF 15000	PLC Planning - Stipends 1000-1999: Certificated Personnel Salaries LCFF 12224
		PLC planning - Benefits 3000-3999: Employee Benefits LCFF 3410	PLC Planning - Benefits 3000-3999: Employee Benefits LCFF 2664
		Substitutes	Substitutes

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Kagan, an outside agency, presented to the staff twice during the year. Teachers attended one day outside of their scheduled work time in August and were compensated.	5000-5999: Services And Other Operating Expenditures LCFF 3000	5000-5999: Services And Other Operating Expenditures LCFF 1476
		Kagan training - 3 days 5000-5999: Services And Other Operating Expenditures Title I 16000	Kagan Training - Day 1 5000-5999: Services And Other Operating Expenditures Title I 3799
		Kagan books to support training 4000-4999: Books And Supplies Title I 1365	Kagan books to support trainng 4000-4999: Books And Supplies LCFF 1696
		Teacher stipends for attending Kagan 1000-1999: Certificated Personnel Salaries Title I 14000	Teacher stipends for attending Kagan in August 1000-1999: Certificated Personnel Salaries Title I 6720
		Benefits 3000-3999: Employee Benefits Title I 3183	Benefits 3000-3999: Employee Benefits Title I 1464
			Kagan Training - Day 2 5000-5999: Services And Other Operating Expenditures LCFF 4799
Six bilingual aides will support student intervention during designated Tier 2 instruction time.	This funds 6 bilingual aides. The bilingual aides push into beginning ELD level classes during our school-wide ELD block. They also support our Tier 3 intervention block and supports intensive ELA students with basic skills, guided reading, and standards support.	Bilingual Aides - Salary 2000-2999: Classified Personnel Salaries LCFF 81464	Bilingual Aides - Salary 2000-2999: Classified Personnel Salaries LCFF 87387
		Bilingual Aides - Benefits 3000-3999: Employee Benefits LCFF 14473	Bilingual Aides - Benefits 3000-3999: Employee Benefits LCFF 26019
Provide art enrichment to all students; contracting a	A local artist was hired to teach three classes each	Art Enrichment Teacher	Art Enrichment Teacher

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
local artist one day each week.	Wednesday. All classes participated 3-4 times this year.	5000-5999: Services And Other Operating Expenditures LCFF 6000	5000-5999: Services And Other Operating Expenditures LCFF 5920
Offer after school enrichment classes to all students. Classes will provide students positive experiences at school delivered by staff members - possible classes could consist of music, dance, art, technology, health, or science, to name a few.	There were no staff members interesedt in teaching enrichment classes after school this year. The pool that typically organizes a class opted to teach district funded intervention classes instead.	Teacher stipends for teaching a class 1000-1999: Certificated Personnel Salaries LCFF 7000	Teacher stipends for teaching a class 1000-1999: Certificated Personnel Salaries LCFF 0
		Benefits 3000-3999: Employee Benefits LCFF 1364	Benefits 3000-3999: Employee Benefits LCFF 0
		Supplies for enrichment classes 4000-4999: Books And Supplies LCFF 500	Supplies for enrichment classes 4000-4999: Books And Supplies LCFF 0

Analysis

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

There were three major activities monies were spent for: technology, teacher professional development and collaboration, and ELA interventions.

Various technology purchases were made this school year including teacher chrome books and Viewsonic televisions for primary grades. In order to continue to provide our students with 21st century skills and become college and career ready, they need to be exposed to and are fluent with different types of media. These purchases support the district's goal to have all students using a 1:1 device and the extended day 24/7 take home chrome book program for grades 3-5. This type of technology allows the teachers to integrate media into ELA, math, science, and social studies curriculum; it also allows students to be more interactive with their learning and demonstration of skills. Landau has 100% of its teachers organizing digital experiences for their students in a Google Classroom and students work within their devices daily for academics. Google Slides are a key component for students to make presentations or for digital storytelling. Additional technology opportunities are made available through coding robots (DASH) and electronics kits (Little Bits). These STEM tools are currently being integrated into the curriculum by classroom teachers. This integration of STEM is inconsistent depending on the comfort level of their teacher, therefore not giving each student an equitable experience.

The additional collaboration time for teachers was set purposely for PLC's to have additional time to look at data, create short cycle assessments, and identify essential standards as a grade level team. The number of short cycle assessments went up from three per grade level in 17-18 to five in ELA and two per grade level in 17-18 to four in math which demonstrates better understanding of key standards and focused instruction. In addition, data stemming from those short cycle assessments provided the teachers with a better strategies and interventions to help students meet targeted standards. Teachers participated in High Impact Math training provided by the district which focus them on teaching math in a more conceptual way. This has been impactful as walk-through's indicate that delivery of math instruction has been geared more towards number sense and students are able to reason through problems and justify their answers in a more conceptual way than ever before. Teachers participated in two Kagan trainings this year to develop better engagement strategies to support standards. This training also helped teachers to better implement

collaborative conversation strategies in their classrooms as well which holds all students accountable for sharing thoughts and ideas in a structured way. This type of engagement has directly impacted our EL population by giving them more opportunities to use language consistently in an academic setting. Our district funded Academic Coach provided intentional follow-up and co-teaching opportunities for all teachers to support this work throughout the year.

Our bilingual aides support our ELD and Tier 3 daily intervention program. The most intensive ELA students from each grade level get 6:1 small group support from an adult. This intervention program was rolled out during the 17-18 school year and our CAASP results in ELA increased and moved our school into yellow with a 7.5 point increase in DF3. With this now being the second year of this Tier 3 intervention program, better communication with the PLC's is occurring with the aides to support and deliver specific standards-based strategies that are being addressed on short cycle assessments. There is an expectation that ELA scores will continue to increase based on better targeted reading and standards support.

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 are a few differences in actual monies spent versus the intended budget. First of all, no teacher computer purchases were made from LCFF as the site didn't need as many computers as originally anticipated. Allocated conference money was not utilized either, but teachers still attended conferences for additional Kagan training as well as Google and CUE conferences. Instead of the site paying for those registrations, the District's EL Department and Technology Department offered to support the teachers and encumbered the cost. Also, it was decided that for better implementation practices, only two days of Kagan training were going to be presented this school year. The third day will be scheduled during the 19-20 school year. As can be seen with the bilingual aides, all classified staff were given some sort of compensation package that increased their cost to the school sites. There was a plan to continue offering after school enrichment classes as we did in 17-18. The district expanded their after school intervention classes at Landau and the pool of teachers willing and available to teach classes was exhausted by that program leaving staff unavailable to teach enrichment classes. Any monies that were not utilized in these mentioned areas were directly put towards nine Viewsonic interactive televisions for the primary grades which are used daily for small group and during carpet time to support in all academic areas.

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 technology to support students' 21st century skills and to be college and career ready. In order to incorporate more STEM into lessons, there is a need for an additional position to be created to manage the already purchased instructional technology and support teachers as it is integrated into standards based lessons. This will be an additional strategy added into Goal #1. Conferences will be continued to be offered to teachers to further their professional development, but the site will not need to pay for the third day of Kagan training because the district will be funding this for Landau during a scheduled professional development day in October. Landau will add more funds to teacher collaboration time for both general and special education teachers to help further the work in the PLC's and support students on IEP's.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Landau's objective is for parents, staff, and community members to participate in the school learning community. We will encourage parent involvement in school activities such as ELAC, School Site Council and P.T.G. We will also continue to involve parents, staff and community in our family nights such as Back to School Night, Parent Education Nights, Science Night, Movie Nights, and Oktoberfest. As part of this goal, we will also make efforts to educate students and parents of the effects of absenteeism on education.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Improve overall and each student group attendance rates from 2016-2017 rates by 1% or maintain 95% attendance rate. Increase AA and SWD student group attendance rates by 2% from 2016-2017 rates.	Student Attendance Rates All Students (ALL) - 95.41%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Establish baseline California School Dashboard Performance Level for each student group from 2016-2017 data upon CDE release in 2017-2018.	Chronic Absenteeism Rates All Students (ALL) Orange (13%) - High - Increased (+1.8) English Learner (EL) Orange (11.2%) - High - Increased ((+1.1%) Hispanic (Hisp) Orange (13.2%) - High - Increased (+1.5) Socioeconomically Disadvantaged (SED) Orange (14.1%) - High - Increased (+2.2) Students with Disabilities (SWD) Yellow (17.4%) - High - Declined (-.7)
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Baseline for family connectedness will be determined using the Sense of Belonging (School Connectedness) measure of the district's family climate survey via the Panorama Education system.	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) - 92% Hispanic (Hisp) - 91% African American (AA) - NA

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Offer the mandated state and district parent outreach meetings as well as Parent Education Nights. All meetings are designed to provide	Classified extra duty was paid out during parent conferences during November and March.	Classified Extra Duty including translating 2000-2999: Classified Personnel Salaries	Classified extra duty - translating 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
parents with tools to support their child's education. The school will offer translators and child care when needed.	Parent classes entitled "7 Habits of Successful Families" were offered on campus by the District's Family Engagement Center. Child care was offered	Title I Part A: Parent Involvement 1057	Title I Part A: Parent Involvement 768
		Classified Extra Duty - fringes 3000-3999: Employee Benefits Title I Part A: Parent Involvement 287	Fringes 3000-3999: Employee Benefits Title I Part A: Parent Involvement 229
		Materials and Supplies for parent events 4000-4999: Books And Supplies Title I Part A: Parent Involvement 312	Materials and supplies for parent events 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0
Fund 50% of a Community Liaison to support academic achievement by monitoring student attendance and supporting families. The Attendance Committee will meet on a regular basis to discuss improving attendance and continue SART meetings and effectively use the SARB process. Daily phone contact will be made to clear absences.	.5 Community Liaison was paid out of Landau's Title I allocation and .5 was paid from District Student Services. The Liaison's duties included conducting regular SART meetings, contact families with attendance issues, refer parents and attend SARB meetings, and assist families in crisis to ensure the students are sill attending school.	50% Community Liaison 2000-2999: Classified Personnel Salaries Title I 18730	50% Community Liasion 2000-2999: Classified Personnel Salaries Title I 19168
		Benefits 3000-3999: Employee Benefits Title I 13164	Fringes 3000-3999: Employee Benefits Title I 13192
Informational flyers will be sent home monthly to educate parents on reading and math strategies they can use at home with their children.	Flyers were purchased and sent home monthly to all students for ELA and Math support for the home.	Parent Connect Flyers 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1628	Parent Connect Flyers 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1494
Parent Education Nights will occur during the year to involve parents in student achievement. Trimester Awards Assemblies will be conducted to highlight student achievement.	Parent education nights held this year were as follows: Technology Night (24/7 program), and a Science Night. Awards assemblies were held at the end of each Trimester		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Individual student goals will be created during parent/teacher conferences and throughout the year in each class.	including a Promotion Assembly for 5th graders.		

Analysis

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

One of the major expenditures for Goal #2 has been the Community Liaison. Overall, the impact has been positive. Landau's overall attendance has increased by .26% and the number of chronically absent students has decreased by 15 students (from 26 in 17-18 to nine as of May 18-19). More parents are being given information about the importance of school attendance as evidenced by an increase in the number of SART meetings (87 in 17-18 vs. 255 in 18-19) and district SARB meetings (five in 17-18 vs. 59 in 18-19). The distribution of Parent Connect flyers continued this school year. In a poll of parents during the 17-18 Spring conferences revealed that only a little more than 50% of parents wanted the flyers to continue for this school year.

Parent education opportunities were met with different outcomes. When there was presenters from outside of the Landau staff, the education nights were not well attended or there was no parent attendance at all. For example, the Districts' Fmily Engagemnt Center offered the "7 Habits of Successful Families" and a series of 21st century technology informational sessions which were not attended by any parents but were offered on site. The District's technology department offered two nights to inform parents about the 24/7 chrome book program which only a handful of parents attended each session. In contrast, whenever the school staff his involved in supporting and organizing events, they are well attended by parents. One such night was the Science Night where a steady flow of parents and students took part in the activities during the 90 minute event. Parents also participate heavily in movie nights, Mexican Heritage Night, parent/child dances, awards assemblies, and conferences which, again, is supported and run by school staff.

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 no major differences between the intended implementation and the budgeted expenditures.

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.

In order to increase parent participation during educational activities, it is obvious that the content needs to be delivered by the staff. Resources need to be given to a teacher or group of teachers to be the lead organizers in parent education nights with additional funds allocated for materials and supplies to support these events. In addition, to give the staff incentive to participate in these nights, monies will be allocated for salaries.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

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
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	"Blue" or "Green" 2016-2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Suspension Rate Indicator. "Yellow" 2016-2017 result: Meet or exceed targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%. "Orange" 2016-2017 result: Meet targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%. "Red" 2016-2017 result: Meet targets for the "Declined Significantly" change column. Target growth for Suspension Rate will be a decrease of 2.0% or more.	Suspension Rates: (Color (%) - Status - Level - Change) All Students (ALL) Orange (1.7%) - Medium - Increased (+.9) English Learner (EL) Orange (1.1%) - Medium - Increased (+.3) Hispanic (Hisp) Orange (1.8%) - Medium - Increased (+1) Socioeconomically Disadvantaged (SED) Orange (1.7%) - Medium - Increased - (+.7) Students with Disabilities (SWD) - Orange (4.6%) - High - Increased - (+4.6)
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rate Targets ALL: maintain under 0.5% EL: maintain under 0.5% Hisp: maintain under 0.5% AA: decline to under 0.5% SED: maintain under 0.5% SWD: decline to under 0.5%	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%
Panorama Survey - School Connectedness All students EL AA Hisp SED	Baseline data will be collected and reported for school connectedness and growth targets will be set	Panorama Survey - School Connectedness Baseline Data: All students: 77% EL: 72% AA: NA Hisp: 76%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Panorama Survey - School Safety All students: EL AA Hisp SED	Baseline data will be collected and reported for school safety and growth targets will be set.	Panorama Survey - School Safety Baseline Data: All students: 71% EL: 71% AA: NA Hisp: 70%
Williams Facilities Inspection Results	Maintain 100% Williams Facilities Compliance	Williams Facilities Inspection Results - 100%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Supplemental counseling services for students that require additional emotional support outside the classroom.	Jewish Family Services was contracted this school year and has a caseload of about 45 students.	Jewish Family Services Counseling Fees 5000-5999: Services And Other Operating Expenditures LCFF 10000	Jewish Family Services 5000-5999: Services And Other Operating Expenditures LCFF 0
Utilize a Social / Emotional curriculum TK-5 where students learn and understand such topics as empathy and conflict resolution.	This program has been purchased in previous years and is a one-time purchase for each kit. An additional kit was needed for an 3rd grade classroom added this school year.		Second Step Kit for additional 3rd grade class 4000-4999: Books And Supplies LCFF 479
Provide students with Common Sense media lessons to educate them about appropriate social networking in the digital age.	Our school librarian delivers this training to all Landau students each year. The Second Step program also integrates and addresses appropriate social networking in the older grades.		
Put into practice character education through John Wooden's Pyramid of Success program that teaches specific character traits to encourage students to do their personal best.	This program with its assemblies and guest speakers come at no cost to our school through Harper for Kids.		
Provide adequate supervision for students	Salary and benefits for 3 supervision aides at 3.75	Supervision aides salary	Supervision Aide salary

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
during the morning and lunch to ensure safety and welfare.	hours that were employed in 18-19. They support student supervision and safety before the school day, during recesses, and lunch.	2000-2999: Classified Personnel Salaries LCFF 31178 Benefits 3000-3999: Employee Benefits LCFF 4673	2000-2999: Classified Personnel Salaries LCFF 35023 Benefits 3000-3999: Employee Benefits LCFF 10428
Provide additional academic and social-emotional support through a 5.75 hour Behavior Paraprofessional (positions still being created by HR). This person will continue the work with our social emotional curriculum by providing individual and group support, and give in class behavior support so students do not miss instruction, and work with students to prevent behaviors so again, instruction is not missed.	Salary and benefits for a 5.75 hour Behavior Paraprofessional. This position supports students that need additional behavioral support during class and recess times. Her main function is to support students' social and emotional well-being by giving them strategies so they can be more productive in a learning environment and have positive interactions on the playground. She also works with supervision aides to help them develop strategies to better support students and will go to outside training - she was paid extra duty for this additional time.	Estimated Salary 2000-2999: Classified Personnel Salaries Title I 34301 Estimated Benefits 3000-3999: Employee Benefits Title I 10625	Behavior Paraprofessional Salary 2000-2999: Classified Personnel Salaries Title I 17588 Benefits 3000-3999: Employee Benefits Title I 5416
Provide positive behavior incentives for students. Incentives are given for positive behavior, attendance, and academic and personal achievement (to list a few).	Collectible charms are were purchased for achievements with behavior, attendance, fitness, school involvement, reading, and math.	Materials and Supplies 4000-4999: Books And Supplies LCFF 1000	Materials and Supplies 4000-4999: Books And Supplies LCFF 3889

Analysis

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

The largest portion of money spent in Goal 3 is for student safety via the supervision aides. Our district only allots our school 9.75 hours of supervision per day. Which only funds three people to adequately cover the morning and lunch supervision for 740 students. We at Landau make student safety a top priority so three additional staff is necessary to make sure we have coverage on the field, playground equipment, and eating areas. It is important for an adult to be highly visible to help students and enforce safety rules during unstructured times of the day. Another top priority for Landau is to our Behavior Paraprofessional to support the on-going behavioral needs of our population. Since employing this position this year, office referrals have decreased from 188 in 17-18 to 56 in 18-19. Also, our student suspension rate has decreased from 18 suspensions in 17-18 to three in 18-19. Our Behavior Paraprofessional currently supports eight students daily on a regular basis and approximately an average of ten per day on a case-by-case basis. Along these same lines, student counseling is needed at Landau. The district allocates $15,000 for our school to receive counseling services which pays for one day per week. Due to the increasing caseload as the year progressed (to now over 45 students), an additional day was funded in late February to meet the demand.

There are a few programs that we utilize at Landau on a regular basis that required little or no monetary resources this school year. A school-wide social/emotional curriculum was established during the 15-16 school year called Second Step. At that time, a kit of materials was purchased for each teacher to deliver the program. The only purchase that had to be made this year was for an additional 3rd grade class that was formed. The program focuses on skills students need for learning, empathy, emotion management, and problem solving. Teachers teach a lesson each week with follow-up discussions; it has allowed us to use common language across the grade levels and given our Behavior Paraprofessional language to use and the ability to reinforce skills being learned. Our school-wide character education program, the Pyramid of Success aligned well with the lessons being taught in the Second Step program. A non-for-profit, Harper for Kids, supports this character education program by providing resources and bringing in guest speakers for assemblies. Also of no cost to the school is the Common Sense media lessons that are taught to all students each year that instruct students about internet safety. To keep the message consistent, our Media Center Specialist/Librarian teaches those lessons to all students near the beginning of the school year. To support teachers in this area, the school has purchased Go Guardian licenses which is included in the site licenses in Goal #1. This program allows teachers to track which websites students are browsing; the district does pay for this program with all of our 3rd-5th students involved in the 24/7 chrome book program.

Student recognition has always been an important component at Landau. One way students get recognized is to collect milestones in the form of collectible charms. This incentive program is called Project Motivate which recognizes students for academics, behavior, attendance, school spirit, and fitness which are given by teachers and administration. This program is more motivating for our primary students than it is for our 4th and 5th graders as a change in the program is needed for the older students to keep them more engaged.

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 are a few discrepancies in our budgeted expenditures to what was actually spent. One being the counseling from Jewish Family Services and the other the salary for the Behavior Paraprofessional; both of these were not intentional. In the case with Jewish Family Services, the district managed the contract which resulted in months of delays in services. Once the services were initiated, there was enough money from the district's $15,000 counseling contribution to provide an extra day of service to Landau when needed without any cost to the school. The other came from the estimated salary and benefits of the Behavior Paraprofessional. The estimated figures that were provided by fiscal where much larger than was actually needed. Additional monies from those two areas helped fill the void from the raised that were given to supervision aides and to purchase instructional technology for Goal #1 and additional incentives for students.

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.

For the 19-20 school year, the school will not need to provide additional monies towards counseling (Jewish Family Services) as the district will provide Landau with a full-time counselor to support the emotional needs of the students. The adjustments will be made for the Behavior Paraprofessional to accurately reflect the current salary. Additional resources will be allocated for student incentives to reflect the actual spending for these materials.

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 students will graduate high school prepared with the academic and technical skills necessary for college and career readiness

Identified Need

1. Overall, in ELA we remain 28.2 points below standard and in Math we remain 58.6 points below standard indicating a need to improve first instruction and support student need through targeted interventions.
2. All major subgroups including English Learners, Hispanic, SED, and SWD are further away from standard than "All Students" indicating a need for targeted support in ELA and mathematics for those identified student groups.
3. Students with Disabilities are decreasing at a faster rate than other subgroups and need additional standards support through first instruction and interventions.
4. Although most student groups improved in their distance from met in English Language Arts from 2017 to 2018 student group placements remain in the low and very low status levels.
5. The number of students proficient or above in third grade ELA is approximately 3.7% lower than all students in the ELA SBAC testing in 17-18.
6.. This is the first year for the ELPI indicator. Results reported are baseline.
7. Current reclassification rate is 13.7% and the Riverside County average rate is 13.6%
8. End of Year third grade DIBELS results from 17-18 indicated that 30% of our students are still in need of intensive support.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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)	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM)- Status - Level - Change) All Students (ALL) - Yellow (-28.2) - Low - Increased +7.5 English Learners (EL) - Yellow (-30) - Low - Increased +13.1 Hispanic (Hisp) Yellow (-32.3) - Low - Increased +7.2 African American (AA) - NA Socioeconomically Disadvantaged (SED) - Yellow (-30.7) - Low - Increased +7.9 Students with Disabilities (SWD) - Red (-95) - Very Low - Decreased Significantly -17.1	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM) - Status - Level - Change) All Students (ALL) - Yellow (-21.2) - Low - Increased +7 English Learners (EL) - Yellow (-23) - Low - Increased +7 Hispanic (Hisp) - Yellow - (-25.3) - Low - Increased +7 African American (AA) - NA Socioeconomically Disadvantaged (SED) - Yellow (-23.7) - Low - Increased +7 Students with Disabilities (SWD) - Orange (-88) - Very Low - Increased +7

Metric/Indicator	Baseline	Expected Outcome
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)	California School Dashboard - Academic Indicator for Mathematics (Color(DFM) - Status - Level - Change) All Students (ALL) Orange (-58.6) - Low - Decreased Significantly -15.4 English Learners (EL) Orange (-62.9) - Low - Decreased -14.4 Hispanic (Hisp) Orange (-61.7) - Low - Decreased Significantly -15.3 African American (AA) - NA Socioeconomically Disadvantaged (SED) Orange (-61) - Low - Decreased Significantly -15.5 Students with Disabilities (SWD) Red (-130.1) Very Low - Decreased Significantly -38.6	California School Dashboard - Academic Indicator for Mathematics (Color (DFM) - Status - Level - Change) All Students (ALL) Yellow (-53.6) - Low - Increased +5 English Learners (EL) Yellow (-57.9) - Low - Increased +5 Hispanic (Hisp) Yellow (-56.7) - Low - Increased +5 African American (AA) NA Socioeconomically Disadvantaged (SED) Yellow (56) - Low - Increased +5 Students with Disabilities (SWD) Orange (-125.1) very Low - Increased +5
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 13.7%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 14.7%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - 36.1%	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - 40.1%
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)- 48%	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL) - 52%
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 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.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	59423
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Major instructional technology purchases over $500 such as interactive TV's and VR

Amount	12303
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary - Paraprofessional - Technology Support @ 3.75 hours (STEM support for curriculum planning)

Amount	1761
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Benefits - Paraprofessional - Technology Support

Amount	3000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional STEM Support - extra duty - Paraprofessional-Technology Support

Amount	5000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Site licenses for online programs

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	All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration, teachers

Proposed Expenditures for this Strategy/Activity

Amount	18674
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies

Amount	35335
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	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 Professional Learning Communities outside the school setting and/or designated work hours. Teachers will be able to meet as a PLC two times a year (6-hour sessions).

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration, teachers

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences

Amount	18360
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Teacher PLC Planning and Curriculum Development - Stipends (2 times @ 6 hrs each)
Amount	4001
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Teacher PLC planning and Curriculum Development - Benefits

Strategy/Activity 4

Six 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   All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	89165
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Aides - Salary

Amount	25389
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Bilingual Aides - Benefits

Strategy/Activity 5

Provide art enrichment to all students; contracting a local artist one day each week.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	6000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Consultant fees

Strategy/Activity 6

Time for Special Education Teachers for IEP support and planning to enhance the academics of SPED students

Students to be Served by this Strategy/Activity

X   Students with Disabilities

Timeline

7/1/19-6/30/20

Person(s) Responsible

Administration, SPED Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5400
Source	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Supports 40 days of substitutes for SPED Teachers and general education teachers to collaborate on IEP's
Amount	1160
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits for substitutes

Strategy/Activity 7

Enrichment experiences for students that support all curricular areas.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Administration, teachers

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	LCFF
Budget Reference	None Specified
Description	Funding for student field trips TK-5 and 5th grade science camp experience to benefit all students. *New strategy added per 10/15/19 SSC Meeting

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 ,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.

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school community.

Identified Need

Overall, Landau is not meeting the district's goal of 96% attendance rate for elementary schools. There has also been an increase in the chronic absentee rates over the past year which has a direct connection to academic achievement. Educating parents and making them feel more connected to the school may help increase parent participation and finding value in school attendance.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 95.41%	Student Attendance Rates All Students (ALL) - 96%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL) Orange (13%) - High - Increased (+1.8) English Learner (EL) Orange (11.2%) - High - Increased ((+1.1%) Hispanic (Hisp) Orange (13.2%) - High - Increased (+1.5) Socioeconomically Disadvantaged (SED) Orange (14.1%) - High - Increased (+2.2) Students with Disabilities (SWD) Yellow (17.4%) - High - Declined (-.7)	Chronic Absenteeism Rates (Color(%) - Status - Level - Change) All Students (ALL) Yellow (12.5%) - High - Decreased (-.5%) English Learner (EL) Yellow (10.7%) - High - Decreased (-.5%) Hispanic (Hisp) Yellow (12.7%) - High - Decreased (-.5%) Socioeconomically Disadvantaged (SED) Yellow (13.6%) - High - Decreased (-.5%) Students with Disabilities (SWD) - Yellow (16.1%) - High - Declined (.5%)
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) - 92% Hispanic (Hisp) - 91%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 92% Hispanic (Hisp) - 91%

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.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration, teachers

Proposed Expenditures for this Strategy/Activity

Amount	2250
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Extra Duty including translating

Amount	750
Source	Title I Part A: Parent Involvement
Budget Reference	3000-3999: Employee Benefits
Description	Classified Extra Duty - fringes

Amount	294
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	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipends for Parent Education Committee (2 teachers at $1500 each)

Amount	6273
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher extra duty for parent education nights (32 teachers for 4 hours each)
Amount	2107
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Benefits for teacher extra duty and stipends

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 will provide students with a clean, healthy, physically and emotionally safe learning environments.

Identified Need

There is a need for behavioral support and interventions for students as the suspension rates increased for all students and all subgroups. The School Connectedness and School Safety data is baseline for this year.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: (Color (%) - Status - Level - Change) All Students (ALL) Orange (1.7%) - Medium - Increased (+.9) English Learner (EL) Orange (1.1%) - Medium - Increased (+.3) Hispanic (Hisp) Orange (1.8%) - Medium - Increased (+1) Socioeconomically Disadvantaged (SED) Orange (1.7%) - Medium - Increased - (+.7) Students with Disabilities (SWD) - Orange (4.6%) - High - Increased - (+4.6)	Suspension Rates: (Color (%) - Status - Level - Change) All Students (ALL) Green (1.4%) - medium - Declined (-.3%) English Learner (EL) Green (.8%) - Low - Declined (-.3%) Hispanic (Hisp) Green (1.5%) - Medium - Declined (-.3%) Socioeconomically Disadvantaged (SED) Green (1.4%) Medium - Decreased (-.3%) Students with Disabilities (SWD) Yellow (4.3%) - High - Decreased (-.3%)
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	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 Socioeconomically Disadvantaged (SED) - 0% Students with Disabilities (SWD) - 0%
Panorama Survey - School Connectedness All students EL AA Hisp SED	Panorama Survey - School Connectedness Baseline Data: All students: 77% EL: 72% AA: NA Hisp: 76%	Panorama Survey - School Connectedness All students - 80% EL - 75% AA NA Hisp - 79%

Metric/Indicator	Baseline	Expected Outcome
Panorama Survey - School Safety All students: EL AA Hisp SED	Panorama Survey - School Safety Baseline Data: All students: 71% EL: 71% AA: NA Hisp: 70%	Panorama Survey - School Safety All students: 74% EL: 74% AA: NA Hisp: 73%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%

Planned Strategies/Activities

Strategy/Activity 2

Provide adequate supervision for students during the morning and lunch to ensure safety and welfare.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	35320
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Supervision aides salary
Amount	5185
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Supervision Benefits

Strategy/Activity 3

Provide additional academic and social-emotional support through a 5.75 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	All

Timeline

7/1/2019-6/30/20

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	20126
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary - Paraprofessional - Behavior @ 5.75 hours

Amount	7801
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Benefits - Paraprofessional - Behavior (salary and extra duty)

Amount	3000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty for student support

Strategy/Activity 4

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	All

Timeline

7/1/2019-6/30/20

Person(s) Responsible

Administration, teachers, support staff

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Description   Materials and Supplies

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)
NGSS TOSA	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction	6,130	Title I
Technology TOSAs	July 1, 2019 - June 30, 2020	Support the integration of technology into instruction for both staff and students	11,965	Title II
Supplemental Intervention Services - Extended day tutoring and extended school year academies	July 1, 2019 - June 30, 2020	Tutoring and extended school year opportunities	35,301	Title I
High Impact Math PD	July 1, 2019 - June 30, 2020	Consultants and substitutes to support the implementation of math routines and strategies to develop conceptual understanding	50,643	Title I
School House Project ELA PD	July 1, 2019 - June 30, 2020	Consultant and substitutes to support rigorous ELA instruction and the GRR model	19,545	Title I
Kagan PD	July 1, 2019 - June 30, 2020	Consultants to provide PD regarding engagement strategies	5,667	Title I

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)
7 Habits of Effective Families Classes	July 1, 2019 - June 30, 2020	Parenting Classes on effective strategies and structures	1,667	Title IV

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)**

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	$163,123
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$385,577.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	159,829	0.00
Title I Part A: Parent Involvement	3,294	0.00
LCFF	222,454	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	$159,829.00
Title I Part A: Parent Involvement	$3,294.00

Subtotal of additional federal funds included for this school: $163,123.00

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	$222,454.00

Subtotal of state or local funds included for this school: $222,454.00

Total of federal, state, and/or local funds for this school: $385,577.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	222,454.00
Title I	159,829.00
Title I Part A: Parent Involvement	3,294.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	27,633.00
2000-2999: Classified Personnel Salaries	165,164.00
3000-3999: Employee Benefits	48,154.00
4000-4999: Books And Supplies	116,226.00
5000-5999: Services And Other Operating Expenditures	7,000.00
5700-5799: Transfers Of Direct Costs	5,400.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00
None Specified	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF	124,485.00
3000-3999: Employee Benefits	LCFF	31,734.00
4000-4999: Books And Supplies	LCFF	37,835.00
5000-5999: Services And Other Operating Expenditures	LCFF	7,000.00
5700-5799: Transfers Of Direct Costs	LCFF	5,400.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	6,000.00
None Specified	LCFF	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	27,633.00
2000-2999: Classified Personnel Salaries	Title I	38,429.00
3000-3999: Employee Benefits	Title I	15,670.00
4000-4999: Books And Supplies	Title I	78,097.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,250.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	750.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	294.00

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				
Shelby Dean		X			
Judith Gonzales				X	
Natalia Levy				X	
Christina Alaniz		X			
Mabel Garcia				X	
Karina Villasenor				X	
Esmeralda Salcedo			X		
Christina Saldivar				X	
Heather Baltz		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
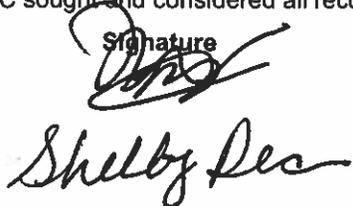
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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 15, 2019.

Attested:
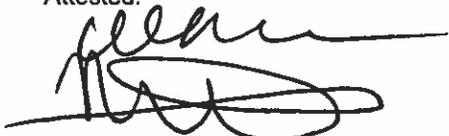
Principal, Wendy Meka on	10/25/19
SSC Chairperson, Natalia Levy on	10/25/19