



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

Address30310 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	7/1/2025 - 6/30/2026
Schoolsite Council (SSC) Approval Date	October 14, 2025
Local Board Approval Date	November 18, 2025

X This certifies that updates to my SPSA are completed

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

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

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

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

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

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

We will commit to provide intervention and enrichment opportunities.

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

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

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

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

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

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

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

School Profile

Landau Elementary School is located in Cathedral City, a community adjacent to Palm Springs. As one of 16 elementary schools in the Palm Springs Unified School District, Landau serves approximately 600 students in grades Transitional Kindergarten through five in regular education and special education settings. Landau opened in September 1988, and operates on a traditional schedule. At Landau, we are dedicated to laying a strong foundation for student success through a focused emphasis on early literacy, ensuring all students build the skills they need to become confident readers and writers. We embrace Universal Design for Learning (UDL), an inclusive approach that provides all students with equal opportunities to access and engage in their learning. Our math instruction prioritizes conceptual understanding, encouraging student discourse and problem-solving to deepen mathematical thinking. We also prioritize the social-emotional well-being of our students through structured SEL lessons and a Positive Behavioral Interventions and Supports (PBIS) system that promotes a safe and respectful school environment. In addition, our enrichment programs offer students opportunities to explore their interests and talents beyond the core curriculum, supporting a well-rounded educational experience.

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

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

Purpose and Description

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

✖ Schoolwide Program

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SSC Election Dates and Results:

- Staff Certificated Nominations were solicited via email on August 9, 2024. Nominating herself was Shelby Dean (certificated). Voting occurred through a Google Form from 8/21/24-8/28/24. The new certificated member elected was Shelby Dean.
- Parent Nomination were solicited at Back-to-School Night on August 6, 2024 and again posted via Parent Square on August 9, 2024. and due on August 16, 2024. The ballots were sent home via Parent Square with a link to a Google sheet on August 19, 2024 and due on August, 26, 2024. Four new parents were elected: Alicia Ford, Reanne Bowen-Velez, Crystal Quintana, and Rosario Davila.

SSC Meeting Dates and Topics:

- September 17, 2024 – Review purpose of SSC, review bylaws, and elect officers. Review and update Title I components (Parent Engagement Policy, Title I compact)
- September 25, 2024 - SSC/ELAC training
- October 10, 2024 - Review STAR, SBAC, and ELPAC data, review SPSA actions and evaluate, revise SPSA and allocate funds
- February 27, 2025 – Discuss STAR Data and attendance data, reviewed current SPSA updates and expenditures
- April 24, 2025 - Review and discuss ELAC input and prepare response to ELAC, review and discuss 2024-25 SPSA including any appropriate data, recommendations for 25-26 actions, vote on new actions

ELAC Meeting Dates and Topics:

- September 25, 2024 - ELAC/SSC training
- October 15, 2024 - Elect officers and review the purpose of ELAC - Elect DELAC Representative - Review 2023-2024 Attendance Information
- December 1, 2024 - Review of ELAC Roles - Review of EL Reclassification Requirements - Celebration of Reclassified Students

- March , 2025 - Saturday School EL Bootcamp Parents Meeting: Overview of EL Programs at Landau ES - Review of ELAC Roles
- April 22, 2025 - Review of EL Family Survey/Needs Assessment - ELAC Input for School Plan for the School Site Council

Consideration of ELAC input was reviewed and discussed by SSC on April 22, 2025. ELAC gave nine recommendations including topics such as grade level standards, parents communication, ELD, and reclassification. The response from SSC was as follows: Landau will look into working with the Family Center to help develop a trifold with parent friendly language of key standards in each grade level to be given out to parents; follow up digital communication with traditional paper messaging home; and ensure communication in regards to the process and importance of reclassification.

Based on The evaluation of the implementation and effectiveness of the SPSA Actions and the review of the California School Dashboard, ELAC input, district benchmarks, and Panorama Survey Input, the SSC recommended the following in regards to the 25-26 SPSA:

-Maintain current positions and programs as in 24-25

-Add to within Goal 1 to include additional math intervention support for 4th graders.

- Add to Goal 3 to include adding a more cohesive PBIS system to better track data for low level referrals.

2025-2026 School Year

SSC Election Dates and Results:

- Staff Classified and Certificated Nominations were solicited via email on August 20, 2025. Nominating themselves were Wendy Nelson and Kaitlyn King (Certificated) and Cindy Hosmer and Adrianna Covarrubias (Classified). Voting occurred through a Google Form and was due by 9/4/25. Three new staff members elected were Wendy Nelson, Kaitlyn King, and Adriana Covarrubias.
- Parent Nomination forms were posted via Parent Square as a Google Form on August 15, 2025 and due on August 22, 2025. The ballots were sent home in the same manner on 8/19/25 and due on 8/26/25. Three new parents were elected: Katya Vazquez, Sara Quintana, and Irene Torres.

SSC Meeting Dates and Topics:

- September 10, 2025 - SSC Training
- September 25, 2025 – Review purpose of SSC, review bylaws, and elect officers. Review and update Title I components (Parent Engagement Policy, Title I compact)
- October 14, 2025 - Reviewed SBAC, STAR, and ELPAC data for discussion, reviewed current SPSA actions, revised SPSA and allocated additional funds or reallocated funds.
- Upcoming 25-26 meetings agendas not set

ELAC Meeting Dates and Topics:

- September 10, 2025 - ELAC/SSC training
- September 22, 2025 - Elect officers and review the purpose of ELAC, attendance discussion, Elect DLAC representative
- October 14, 2025 - Review SPSA budget information, review assessment data / ELPAC / STAR, steps to reclassify
- Upcoming 25-26 Meetings and agendas not set

Resource Inequities

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

Through our needs assessment, we identified a resource inequity within our Students with Disabilities group as well with as our English Learner group. Based on 2024 CA School Dashboard results, our SWD students are performing 86.3 points below our All Students group in ELA and 73.8 below are All Students group in math. STAR test results indicate a continuing differential for SWD students in both reading and mathematics as well. Actions and expenditures were specifically focused at this student group targeting teacher PD due to the fact half of the special education teachers on campus are designated as interns. We will continue to support SWD teachers through targeted PD and collaboration as well as ensuring the teachers have the instructional materials they need to help this population move towards standard.

Even though Landau's English Learners show that 50.6% of ELs are making progress according to the ELPI, which is an increase of 11.8%, our CAASSP data shows that ELs are still performing 27.1 points below the All Students group in ELA and 20.8 points below the All Students group in math. ELs were targeted mostly in ELA last school year through our ELA intervention block; lacking was targeted support in math intervention and professional development. In our 25-26 plan, we have addressed these inequities through specific actions in regards to math intervention teacher professional development in the EL goal.

Landau also has a resource inequity in our chronic absentee rate. The All Students group shows 33.1% chronically absent while the Homeless group is at 43.9% and the white group is at 35.4%. In 25-26, Landau will continue to focus on this group by supporting by providing more support for parents during SART meetings and providing more education on the importance of attendance.

Needs Assessment – Review of Performance

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

Landau Elementary has demonstrated several areas of success across key performance indicators, as reflected in both STAR assessment data and the California School Dashboard. One notable achievement is the school's low suspension rate. With only 0.2% of students suspended during the year, Landau earned a Blue performance level, the highest possible on the Dashboard.

Another significant accomplishment lies in the progress made by English Learners (ELs). Landau's English Learner Progress Indicator showed that 50.6% of EL students are making progress toward English language proficiency, an increase of 11.8% from the previous year. This earned the school a Green performance level.

Finally, Landau has made notable strides in reading and early literacy. STAR assessment data shows that early literacy proficiency among all students improved from 39.1% in Fall to 44.6% by Winter of the 2024–2025 school year. STAR reading scores also increased from 44.4% to 48.8%. English Learner students also saw a considerable gain in reading proficiency, jumping from 12.7% in Fall 2023 to 22% in Fall 2024.

Supporting Actions:

To support students behaviorally the Administration, Behavior Para, Playworks Coach, School Counselor, and teachers work together to find alternate means of correction outside of suspension. The school has a commitment to Positive Behavior Interventions and Supports (PBIS) and consistent use of restorative practices to support and recognize students. Additionally, staff development in equity and discipline practices coupled with focused communication with families may have helped create a positive, proactive climate that supports student behavior without relying on exclusionary discipline.

Several strategies may have contributed to this improvement in EL progress, including Designated English Language Development (ELD) instruction for 30 minutes every morning, strategic use of STAR Reading and Early Literacy assessments to guide small-group instruction, Focus on EL's achievement through Universal Design for Learning, and bilingual support staff in classrooms and during interventions. Teacher collaboration through Professional Learning Communities (PLCs) and instructional scaffolding have also likely played an essential role in ensuring students receive the targeted support they need as part of our work with UDL.

The gains in reading and early literacy point to the effectiveness of structured literacy programs through our interventions and support given by our Literacy Coach. The intentional use of assessment data to inform instruction and tiered intervention systems designed to provides additional support to struggling readers. Approximately ____ students received pull-out reading interventions which focused on phonics and comprehension.

These supporting actions will continue for the 25-26 school year.

Reflections: Success

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

In English Language Arts, students are still performing well below grade-level expectations. The most recent California Dashboard data shows that students scored an average of 42.9 points below the standard, maintaining this score from the previous year with a negligible improvement of just 0.3 points. Subgroups such as English Learners and socioeconomically disadvantaged students are especially behind, with ELs scoring 70 points below standard and socioeconomically disadvantaged students 44.5 points below. Additionally, students with disabilities are scoring 129.2 points below the standard, with a decline of 21.4 points from the previous year.

Mathematics is another critical area for improvement. Students overall are scoring 50.5 points below the standard, with English Learners and students with disabilities performing particularly low at 71.3 and 124.3 points below standard, respectively. Despite maintaining performance from the previous year with a slight 1.4-point gain, this still reflects a substantial gap in math achievement.

The school is also struggling with chronic absenteeism, which remains high at 33.1%, placing it in the Red performance category. Although this reflects a slight 0.4% improvement, it still means that one in three students is chronically absent. Among homeless students and White students, rates are even higher—43.9% and 35.4%, respectively. Students with disabilities continue to be impacted by chronic absenteeism, with 33.6% classified as chronically absent, an Orange indicator. Although this reflects a slight 3.3% improvement, high absenteeism still poses a barrier to academic progress.

Supporting Actions

To address our need in ELA, Landau will continue its work enhancing structured literacy, comprehension, and vocabulary instruction, increasing access to targeted reading interventions, and providing professional development for teachers on evidence-based literacy strategies. Landau will also continue to focus on rigorous best first instruction during PLC's while continuing to target Special Education teachers ensuring that rigorous instruction is also taking place in those classes.

To address our need in math, continue to implement a hands-on, inquiry-based approach to math. Begin adding more targeted small-group instruction and tutoring for at-risk students, along with integrating math intervention time into the master schedule, to help bring positive outcomes. Additionally, have math fluency programs available that helps staff identify missing skills and misconceptions early can they can support long-term growth.

Possible actions to lower chronic absenteeism include expanding outreach by attendance liaisons (district FACES) and counselors. Continue to implement school-wide attendance incentive program. Have monthly SART meetings; partner with families through SART and IEP meetings to identify and address barriers to consistent attendance such as transportation, health, or housing instability.

2025-2026 Reflections as per October 14, 2025 SSC meeting:

Based on the 24-25 SBAC data, SWD continue to perform well below peers in all academic areas. Continue support with the Literacy Coach to address gaps in ELA scores. Additional allocated funds will go to support SWD teachers to ensure the opportunity to collaborate more based on district benchmark data to better support those students. As discussed in the meeting, there is also a need for teachers to better support math instruction in grades 4-5 due to the high number of students not proficient on the

Reflections: Identified Need

SBAC; reallocation of existing resources will be established. Finally, as a result of the district no longer funding a Playworks Coach at Landau, the need for an additional supervision aide will be necessary to maintain the adult to student ratio on the playground.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

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

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	117	100	73
Grade 1	106	97	83
Grade 2	103	105	96
Grade3	89	105	101
Grade 4	106	96	106
Grade 5	106	105	97
Total Enrollment	627	608	578

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
578	96.4%	36%	1.6%
Total Number of Students enrolled in Landau Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	208	36%
Foster Youth	9	1.6%
Homeless	94	16.3%
Socioeconomically Disadvantaged	557	96.4%
Students with Disabilities	89	15.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	2.1%
American Indian	1	0.2%
Asian	11	1.9%
Filipino	28	4.8%
Hispanic	474	82%
Two or More Races	8	1.4%
Pacific Islander	2	0.3%
White	42	7.3%

Conclusions based on this data:

1. A high number of students are socioeconomically disadvantaged (96.4%), supports will need to be in place to ensure equitable access to education.

2. English Learners make up 36% of the student population - targeted strategies will need to be used to assist in language and understanding of content.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate	Suspension Rate  Blue
Mathematics  Orange	Chronic Absenteeism  Red	
English Learner Progress  Green		
College/Career		

Conclusions based on this data:

- 1. Suspension rate continues to show the school is supporting other means of correction in lieu of suspension to keep students in school.
- 2. English learner progress increased to green in 2024 from red in 2023.

School and Student Performance Data

Academic Performance English Language Arts

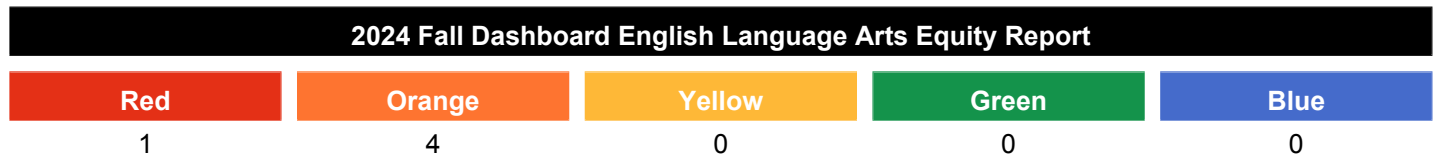
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 42.9 points below standard Maintained 0.3 points 294 Students	English Learners  Orange 70.0 points below standard Declined 7.5 points 120 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 5 Students	Homeless  Orange 59.5 points below standard Declined 18.8 points 37 Students	Socioeconomically Disadvantaged  Orange 44.5 points below standard Maintained 1.5 points 289 Students

Students with Disabilities  Red 129.2 points below standard Declined 21.4 points 54 Students	African American  No Performance Color Less than 11 Students 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 7 Students	Filipino  No Performance Color 19.9 points above standard Increased 10.2 points 13 Students	Hispanic  Orange 50.8 points below standard Maintained 1.3 points 243 Students
Two or More Races  No Performance Color Less than 11 Students 4 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  No Performance Color 22.1 points below standard Increased 8.6 points 21 Students

Conclusions based on this data:

1. The bulk of the student population that are socioeconomically disadvantaged maintained the performance color and even increased by 1.5 points.
2. Students with disabilities scores continues to decline, but there was an increase of the amount of students categorized as SWD from last year by 1.5%.

School and Student Performance Data

Academic Performance Mathematics

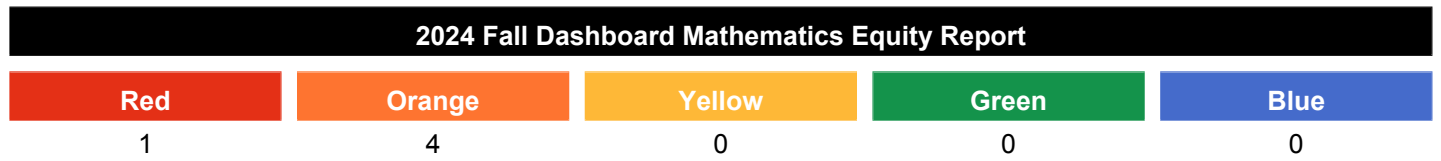
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 50.5 points below standard Maintained 1.4 points 292 Students	English Learners  Orange 71.3 points below standard Declined 10.3 points 120 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 5 Students	Homeless  Orange 75.2 points below standard Declined 11.2 points 37 Students	Socioeconomically Disadvantaged  Orange 51.7 points below standard Maintained 0.0 points 287 Students

Students with Disabilities  Red 124.3 points below standard Declined 9.7 points 53 Students	African American  No Performance Color Less than 11 Students 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 7 Students	Filipino  No Performance Color 2.8 points below standard Declined 12.9 points 13 Students	Hispanic  Orange 55.9 points below standard Maintained 2.7 points 243 Students
Two or More Races  No Performance Color Less than 11 Students 4 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  No Performance Color 30.8 points below standard Declined 13.2 points 21 Students

Conclusions based on this data:

1. All students maintained their performance in math as opposed to a decrease in the 2023 dashboard.
2. Socioeconomically Disadvantaged students maintained performance; 2023 showed a decrease by 16.4 points.
3. The largest decline was with Students with Disabilities (-9.7) and English Learners (10.3) which represent enrollment of over 50 students.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green 50.6% making progress. Number Students: 160 Students	 No Performance Color making progress. Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.8%	35.6%	0%	50.6%

Conclusions based on this data:

- Landau had at least 50% of EL students progressing one ELPI level on the ELPAC.
- Landau moved from red to green on the ELPI on the dashboard.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Red 33.1% Chronically Absent Maintained 0.4 622 Students	English Learners  Orange 30.2% Chronically Absent Declined 2.6 225 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 45.5% Chronically Absent Increased 31.2 11 Students	Homeless  Red 43.9% Chronically Absent Increased 6 114 Students	Socioeconomically Disadvantaged  Orange 33% Chronically Absent Declined 0.5 600 Students

Students with Disabilities  Orange 33.6% Chronically Absent Declined 3.3 119 Students	African American  No Performance Color 63.2% Chronically Absent Increased 20.9 19 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 18.2% Chronically Absent Increased 1.5 11 Students	Filipino  No Performance Color 17.9% Chronically Absent Increased 2.5 28 Students	Hispanic  Orange 33.1% Chronically Absent Declined 1.7 504 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Red 35.4% Chronically Absent Increased 4 48 Students

Conclusions based on this data:

1. English Learners and Students with Disabilities has slightly declined the number of students who were chronically absent, which changed the the dashboard from orange to red.
2. Overall, the chronically absentee rate was maintained for the all student group.

School and Student Performance Data

Conditions & Climate Suspension Rate

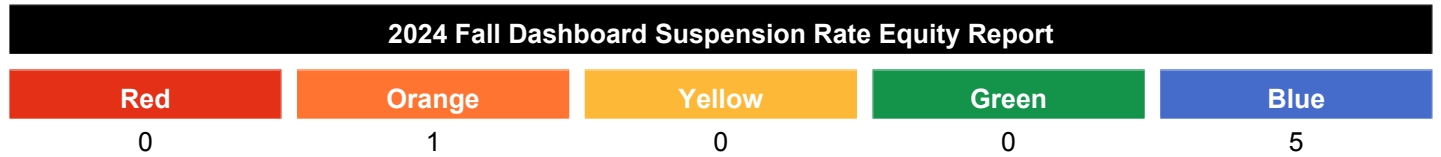
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.2% suspended at least one day Maintained 0.2% 637 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 229 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0% suspended at least one day Maintained 0% 12 Students	Homeless  Blue 0% suspended at least one day Maintained 0% 117 Students	Socioeconomically Disadvantaged  Blue 0.2% suspended at least one day Maintained 0.2% 614 Students

Students with Disabilities  Blue 0% suspended at least one day Maintained 0% 122 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 20 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 0% suspended at least one day Maintained 0% 11 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 28 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 517 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Orange 2% suspended at least one day Increased 2% 49 Students

Conclusions based on this data:

1. Suspension rate has maintained in the blue on the dashboard.
2. Only the white student category decreased to orange, this 2% represents only one student.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1 – Increased Academic Achievement

All students at Landau Elementary School will increase grade level proficiency in standards in the core academic subjects: English language arts, math, social studies and science. Student groups (including but not limited to EL, GATE, SWD, and SED) will be given the scaffolds and enrichment opportunities to make academic growth. EL students will also increase in their English proficiency.

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))	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Orange	40.1 points below standard	+3 points	All	 Orange	42.9 points below standard	Maintained 0.3 points
	EL	Orange	59.4 points below standard	+3 points	EL	 Orange	70.0 points below standard	Declined 7.5 points
	Hisp	Orange	46.6 points below standard	+3 points	Hisp	 Orange	50.8 points below standard	Maintained 1.3 points
	SED	Orange	20.6 points below standard	+3 points	AA	 No Performance Color		Less than 11 Students
	SWD	Red	104.8 points below standard	+3 points	SED	 Orange	44.5 points below standard	Maintained 1.5 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	SWD	 Red	129.2 points below standard	Declined 21.4 points
	St. Group	Color	DFS/Percentage	Change	All	 Orange	50.5 points below standard	Maintained 1.4 points
	All	Orange	48.9 points below standard	+3 points	EL	 Orange	71.3 points below standard	Declined 10.3 points
	EL	Orange	57.9 points below standard	+3 points	Hisp	 Orange	55.9 points below standard	Maintained 2.7 points
	Hisp	Orange	55.6 points below standard	+3 points				
	SED	Orange	49.7 points below standard	+3 points				

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	SWD	Red	111.6 points below standard	+3 points	AA	 No Performance Color		Less than 11 Students
					SED	 Orange	51.7 points below standard	Maintained 0.0 points
					SWD	 Red	124.3 points below standard	Declined 9.7 points
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard (+.5%) Grade 5 - 30%				California Science Test - Percent of Students Who Meet or Exceed Standard (+.5%) Grade 5 - 30.7%			
California School Dashboard – English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
	English Learner Progress Indicator	Red	35.8 points below standard	+3 points	English Learner Progress Indicator	 Green	50.6%	5 11.8
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate (+.5%) - 5.4%				English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: 6.7%			
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) (+.5%) ELA - 41.87%				3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) ELA - 42.86%			
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%				Williams Textbook/Materials Compliance - 100%			

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Landau Elementary will prioritize literacy through best-first instruction and implementing research-based strategies for all academic tiers (I - III) within the MTSS pyramid. Metrics from ESGI, STAR, and SBAC assessments will be utilized to monitor progress.	The following were funded to support literacy:	Site licenses for online programs such as Lumos, Classroom Screen, and Breakout EDU 5000-5999: Services And Other Operating Expenditures LCFF 9000	Site licenses for online programs such as Lumos, Classroom Screen, and Breakout EDU 5000-5999: Services And Other Operating Expenditures LCFF 10400.51
	Grade Level literacy planning – 1st grade, 3rd grade, 4th grade, SDC teachers, and Leadership Team	Grade level PLC planning outside the school day 2000-2999: Classified Personnel Salaries Title I 3400	Grade level PLC planning outside the school day 2000-2999: Classified Personnel Salaries Title I 3510.00
	Teacher Leads for MTSS Meetings (4) to support vertical collaboration	Teacher PLC - Multi-Tiered System of Support (MTSS) PLC Leads - 4 @ \$500 each. 1000-1999: Certificated Personnel Salaries LCFF 2000	Teacher PLC - Multi-Tiered System of Support (MTSS) PLC Leads - 4 @ \$500 each. 1000-1999: Certificated Personnel Salaries LCFF 2000
	Various literacy materials for instruction for all grade levels which includes (but not limited to): Morpheme manipulatives Classroom books Letter tiles	Benefits for MTSS Leads and grade level PLC planning 3000-3999: Employee Benefits LCFF 1354	Benefits for MTSS Leads and grade level PLC planning 3000-3999: Employee Benefits LCFF 500
	Conferences and travel expenses attended by coaches – Passport to Literacy	Literacy/English development materials and supplies to support researched instructional practices and student incentives that support literacy 4000-4999: Books And Supplies LCFF	Literacy/English development materials and supplies to support researched instructional practices and student incentives that support literacy. 4000-4999: Books And Supplies LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		11567	12819.16
		Literacy materials and supplies to support researched instructional practices 4000-4999: Books And Supplies Title I 7806	Literacy materials and supplies to support researched instructional practices 4000-4999: Books And Supplies Title I 10711.06
		Conferences 5800: Professional/Consulting Services And Operating Expenditures LCFF 1700	Conferences 5800: Professional/Consulting Services And Operating Expenditures LCFF 620.00
		Travel expenses for conferences 5000-5999: Services And Other Operating Expenditures LCFF 300	Travel expenses for conferences 5000-5999: Services And Other Operating Expenditures LCFF 83.72
Landau Elementary will prioritize numeracy and math development through best-first instruction and implementing research-based strategies for all academic tiers (I - III) within the MTSS pyramid. Metrics from ESGI, STAR, and SBAC assessments will be utilized to monitor progress.	The following were funded to support math: Various math supplies and materials for instruction for all grade levels which includes (but not limited to): Manipulatives Number tiles Counters Multiplication grids Grade Level math planning – Kindy, 1st grade, 2nd grade, 3rd grade (twice), 4th grade, and Leadership Team	Numeracy and math development materials and supplies to support researched instructional practices 4000-4999: Books And Supplies LCFF 3000 Sub costs for grade level PLC time to discuss and support best practices 1000-1999: Certificated Personnel Salaries LCFF 8000	Numeracy and math development materials and supplies to support researched instructional practices 4000-4999: Books And Supplies LCFF 5290.72 Sub costs for grade level PLC time to discuss and support best practices 1000-1999: Certificated Personnel Salaries LCFF 5474.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Landau Elementary will prioritize serving English Language Learners through best-first instruction and implementing research-based strategies for all academic tiers (I - III) within the MTSS pyramid. Metrics from English Learners on SBAC and ELPAC assessments will be utilized to monitor progress.	The following was funded to support ELL students: Salary and benefits for 3 bilingual aides who support during designated ELD and interventions.	Bilingual Aide salary (One 5.75 hr. position at 55%) 2000-2999: Classified Personnel Salaries Title I 13000 Bilingual Aide benefits (One 5.75 hr. position at 55%) 3000-3999: Employee Benefits Title I 3189 Bilingual Aide Salary (One 5.75 hr, position at 45%; Two 3.75 hr. positions at 100%) 2000-2999: Classified Personnel Salaries LCFF 53344 Benefits for Bilingual Aides (One 5.75 hr, position at 45%; Two 3.75 hr. positions at 100%) 3000-3999: Employee Benefits LCFF 21294	Bilingual Aide salary (One 5.75 hr. position at 55%) 2000-2999: Classified Personnel Salaries Title I 12590 Bilingual Aide benefits (One 5.75 hr. position at 55%) 3000-3999: Employee Benefits Title I 4885 Bilingual Aide Salary (One 5.75 hr, position at 45%; Two 3.75 hr. positions at 100%) 2000-2999: Classified Personnel Salaries LCFF 51046 Benefits for Bilingual Aides (One 5.75 hr, position at 45%; Two 3.75 hr. positions at 100%) 3000-3999: Employee Benefits LCFF 19805
Landau Elementary will support and develop our Students With Disabilities population through targeted interventions and implementing research-based strategies to support academic growth. Metrics from ESGI, STAR, and SBAC assessments will be utilized to monitor progress.	The following was funded to support SWD: Collaboration costs for 5 days that were used for coaching, planning, and training Various classroom supplies were funded to support interventions and provide equitable access to curriculum. Those materials include, but not limited to: Digital timers	Sub costs for SWD teachers for collaboration time to discuss and support best practices 1000-1999: Certificated Personnel Salaries LCFF 1500 Intervention materials and supplies to support researched instructional practices for SWD 4000-4999: Books And Supplies LCFF	Sub costs for SWD teachers for collaboration time to discuss and support best practices 1000-1999: Certificated Personnel Salaries LCFF 2142.00 Intervention materials and supplies to support researched instructional practices for SWD 4000-4999: Books And Supplies LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Math Visuals and Manipulatives Letter tiles Vocabulary supports	3000	3308.64
Landau Elementary will provide enrichment experiences for all students. Activities include providing art to all students by contracting a local artist and curricular-based field trips for TK-5. This strategy also includes providing supervision for trips outside the school day that align to the curriculum. Metrics from school-specific student and staff surveys, in addition to Panorama data will be utilized to monitor progress.	The following was funded to provide enrichment to all students: Consultant fees for art. Art is provided to all students at least once monthly. Additional field trips costs to supplement district and grant sponsored events. This includes 2nd grade to Greenspot Farm and the McCallum, 3rd grade to the museum, and 4th grade to the theater. This also includes extra duty and benefits for staff on a weekend Kewit Native American trip. 5.75 hour Technology Support Para to provide robotics and VR experiences to students on a bimonthly basis.	Consultant fees for art class 5800: Professional/Consulting Services And Operating Expenditures LCFF 6400	Consultant fees for art class 5800: Professional/Consulting Services And Operating Expenditures LCFF 9848.00
		Fees and transportation costs for TK-5 field trips that support and align to CCSS 5000-5999: Services And Other Operating Expenditures LCFF 4000	Fees and transportation costs for TK-5 field trips that support and align to CCSS 5000-5999: Services And Other Operating Expenditures LCFF 3462.00
		Enrichment opportunity - supervision outside of school day - certificated 1000-1999: Certificated Personnel Salaries LCFF 1000	Enrichment opportunity - supervision outside of school day - certificated 1000-1999: Certificated Personnel Salaries LCFF 1503
		Certificated benefits for enrichment outside the school day 3000-3999: Employee Benefits LCFF 1251	Certificated benefits for enrichment outside the school day 3000-3999: Employee Benefits LCFF 583
		Enrichment opportunity - supervision outside of school day - classified 2000-2999: Classified Personnel Salaries LCFF	Enrichment opportunity - supervision outside of school day - classified 2000-2999: Classified Personnel Salaries LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1000	1000
		Classified benefits for enrichment outside the school day 3000-3999: Employee Benefits LCFF 399	Classified benefits for enrichment outside the school day 3000-3999: Employee Benefits LCFF 388
		5.75 hour Technology Support Para to develop and lead CCSS based STEM activities 2000-2999: Classified Personnel Salaries Title I 25132	5.75 hour Technology Support Para to develop and lead CCSS based STEM activities 2000-2999: Classified Personnel Salaries Title I 24050
		Benefits for 5.75 hour Technology Support Para 3000-3999: Employee Benefits Title I 30674	Benefits for 5.75 hour Technology Support Para 3000-3999: Employee Benefits Title I 33381
		Supplies to support STEM activities provided by Technology Support Para 4000-4999: Books And Supplies LCFF 1000	

Analysis

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

Landau continued focused efforts on increasing rigor in the classroom by engaging PLCs (including SPED teachers) with support and monitoring of aligning claims, targets, and question stems to the current curriculum. Teachers in grades 3-5 were provided online access to SBAC-aligned ELA and math questions (Lumos) to support and help integrate the expectations of rigorous instruction and to provide students additional experiences with the technology features of the SBAC. This year, the district focused schools on literacy through the sate LCRS grant. Through this grant, a literacy coach was hired to improve overall literacy instruction across all grade levels. Through increased understanding and training, it was evident that Landau was lacking in foundational reading strategies and materials. Those were purchased for all grade levels this year in order to build our students' foundational skills over the upcoming years. In addition, a continued focus of MTSS took place with vertical teams in both academics and SEL. Leads guided groups discussing SBAC/STAR data, literacy, best practices in tier I instruction in ELA and math, tier 2 vocabulary practices, positive discipline systems, and Universal Design for Learning (to name a few). Each MTSS vertical

team met three times throughout the school year. The main reason for the focus on rigor and directed focus in MTSS teams is the 10.8% decline in the ELA SBAC scores from 21-22 to 22-23. SBAC from 2022 shows that 41.4% of students were proficient in ELA and 30.5% in math in comparison to 2023 with only 30.5% proficient in ELA and 30.6% in math. This was a significant decrease that Landau has been working through, and in 23-24, a slight growth in ELA by 2.5% indicates that some of the actions were supportive to student growth. Unfortunately, math did not sustain growth in 23-24 showing that more is needed in that area.

With these current actions in place, 2024-25 STAR test results indicate improvement in reading throughout the year with 64.8% of all students showing typical growth on the Winter benchmark. Our ELL students are still performing below the all-students group by showing a growth rate of 56.4%. Data shows that 53.5% of our SWD are making typical reading growth this year in our Winter STAR benchmark, which is an increase of 4.6% from the Fall. The STAR data shows that 34% of students are projected to score at a level 3 or 4 on CAASPP in ELA compared to 33.3% in the Fall screening window; giving a slight increase of .7% (the SWD group was stagnant at 6.5%, with ELs up 3% from Winter last year). STAR Early Literacy test results indicate 64.8% of the students are showing typical growth on the Winter assessment in compared to 59.5% in the Spring of the 23-24 school year; that is an improvement of 5.3%. Additional data for grades 3-5 from the Math STAR Diagnostic shows that 26.2% of students (at the Winter benchmark) are projected to score proficient on SBAC as opposed to 28.1% last year at the same benchmark, which is a decline of 1.9%.

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

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

Landau continued with on-site programs for robotics and art. The focus of the Technology Support Para was to provide enrichment and exposure to all students in coding and VR which align to 21st century college and career-ready skills. This staff member did lessons with all classes TK-5 every other week. The focus of the lessons was mainly coding with robotics and enhancing the curriculum with VR experiences. Teachers reported a favorable opinion of student engagement with 91.3% reporting very high student engagement during robotics class. Teachers also appreciated the problem-solving (82.6%) and collaboration (82.6%) that robotics provided their students. An after-school Robotics class was offered this year which serviced a total of 25 4th and 5th graders. Art classes were provided to all students TK-5 every 4 weeks. Students had the opportunity to use different mediums while creating landscapes and learning about topics such as perspective. The art instructors also integrated cultural art lessons as it reflected the students that attend Landau. In a survey given to the students, 93.4% of our would like to continue to have art class next school year. Given choices, their top reasons are enjoyment of the projects (68%), they enjoy the instruction (62.4%), and they enjoy that they get to use different materials to create art (58.3%). Student engagement was high in these two enrichment classes with zero behavior referrals being given by either instructor. Another enrichment opportunity was for field trips. The following field trips have been scheduled this year, the Living Desert Zoo, a visit to the farm in Banning, a local museum, a trip to the McCallum Theater, and Hiking in Indian Canyons.

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

Only a few discrepancies are noted between the intended implantation and the actual expenditures during 24-25. One was with our purchased materials to support instruction. Many items were purchased based on teachers developing understanding of literacy and Universal Design for Learning (UDL). Many instructional materials were ordered later in the year as a result of this professional learning. The implications of many of these instructional aides won't be

noticed until the start of the new school year. The purchases for STEM items were not utilized due to staffing turnover, the funds were not needed this school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Landau will continue to fund the programs as in the 24-25 SPSA which include a continued focus on ELA and math instruction, enrichment, interventions, and MTSS topics. Continue to fund three Bilingual Paraprofessionals out of the site categorical budget, as the district will continue to fund one 7-hour bilingual aide.

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

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

The 2024 Summative CAASPP results revealed that the "all student" group performed significantly below the standard in both ELA and Math and made little growth from the previous year. In ELA we will continue to address best practices for literacy instruction and focus on phonics and morphology; professional development time will need to be set aside for this work. We will address the lack of student intervention support in math and redirect the work of a bilingual aide in the 2025-26 school year. We will continue monitoring rigorous instruction through SBAC claims, targets, and question stems in ELA and Math while integrating Universal Design for Learning to better cater to all learners (targeting EL and SPED). Support will continue to be given within the PLC, district academic coaches, and professional development.

Based on the 2023 California School Dashboard Indicators and Star 2023-24 assessments, both SWD and EL student subgroups continue to struggle to perform at the same proficiency rate as their peers. As a result, we will continue to outline actions that we will take to close the achievement gap for SWD and EL students. We will focus on ELL strategies during intentional engagement strategies (Kagan) with our site instructional coach.

Based on the need to supplement our ELA curriculum and address student needs in writing, as evidenced by the 2024 CA School Dashboard Indicators - we will implement actions and services to support this goal. We will focus on working with the teachers to establish best practices and provide coaching opportunities that ties literacy to writing. Landau will continue to provide opportunities for interventions during the school day with the support of an Intervention teacher and a team of bilingual aides. The after-school intervention will continue for math and ELA to target specific skills students the teachers determine are lacking based on STAR testing and teacher-made assessments; this intervention is currently and will continue to be financed by the district's Expanded Learning.

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

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

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2 – Parent Engagement

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 200 completed surveys	Parent Participation in Stakeholder Input Processes - 127 completed surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 95% Hispanic (Hisp) - 95%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 93% Hispanic (Hisp) - 93%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 96% Hispanic (Hisp) - 96%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 93% Hispanic (Hisp) - 93%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 500	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 530

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Establish a Parent Education Committee to create opportunities for parents to feel connected to the school and help organize parent education events. Offer translation for all parent activities which includes, but is not limited to parent conferences, parent education nights, SSC, ELAC, and all after school events. Offer daycare opportunities for parents during parent education events. Metrics from staff surveys and Panorama data will be utilized to monitor progress as well as frequency of services utilized (such as translation or daycare).	A stipend was paid to a classified staff member who helped organize three parent nights during each trimester and supported the parent math/literacy game workshops during our second conference session. Staff members were paid to help at these events after school hours. Translation services were provided during events and meetings as well.	Classified Extra Duty including translating and daycare 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1250	Classified Extra Duty including translating and daycare 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 900
		Benefits for Classified Extra Duty which includes translating and daycare 3000-3999: Employee Benefits Title I Part A: Parent Involvement 499	Benefits for Classified Extra Duty which includes translating and daycare 3000-3999: Employee Benefits Title I Part A: Parent Involvement 350
		Materials and Supplies for parent meetings and events 4000-4999: Books And Supplies Title I Part A: Parent Involvement 939	Materials and Supplies for parent meetings and events 4000-4999: Books And Supplies Title I Part A: Parent Involvement 112
		Stipends for Parent Education Committee (1 teachers at \$1500) 1000-1999: Certificated Personnel Salaries LCFF 1500	Stipends for Parent Education Committee (1 teachers at \$1500) 1000-1999: Certificated Personnel Salaries LCFF 1500
		Benefits Stipends 3000-3999: Employee Benefits LCFF 781	Benefits Stipends 3000-3999: Employee Benefits LCFF 377
		Teacher Stipends for participation in parent education events after hours 1000-1999: Certificated Personnel Salaries	Teacher Stipends for participation in parent education events after hours 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF 2000	LCFF 1080
		Teacher Stipends for participation in parent education events after hours 1000-1999: Certificated Personnel Salaries LCFF 501	Teacher Stipends for participation in parent education events after hours 1000-1999: Certificated Personnel Salaries LCFF 271
		Classified extra duty for participation in parent education events after hours 2000-2999: Classified Personnel Salaries LCFF 500	Classified extra duty for participation in parent education events after hours 2000-2999: Classified Personnel Salaries LCFF 500
		Benefits - Classified extra duty for participation in parent education events after hours 3000-3999: Employee Benefits LCFF 200	Benefits - Classified extra duty for participation in parent education events after hours 3000-3999: Employee Benefits LCFF 194

Analysis

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

The focus of the Parent Committee was to schedule and lead academic parent nights during each trimester. Several academic parent events were scheduled this year which included art and music (60 attendees), astronomy (48 attendees), and literacy (scheduled for May). An additional opportunity where literacy and math games were prepared, taught, and given to families during the second session of conferences (100 attendees).

The PTG held an informational meeting in September and held monthly meetings throughout the year. A new board was established. They successfully participated in the school-wide Oktoberfest, held one movie night, supported a parent-child dance, numerous student recognition celebrations, Read-a-thon, and supported the school store. We generated interest to these events by sending home digital and paper flyers, advertising on the marquee, and recruiting key parents. Translating services were offered and utilized during Trimester 1 and 2 conferences. There were approximately 172 occurrences when parents used a translator. Translating services were also offered during parent events, Title I, and SSC meetings although many times were not needed.

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

There are two notable budget differences in this action. One being the teacher stipends for supporting parent nights. This amount does not account for our last scheduled parent night in May. There is also a discrepancy of funds for parent events. Much of the expenses were covered by PTG for parent academic events.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes will be made at this time. Monies allocated will better reflect the actual spending this school year. Every effort will be made to ensure academic parent nights will continue each trimester and additional parent opportunities such as the one held during conferences continue.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 3 – Safe and Healthy Learning Environment

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Student Attendance Rates All Students (ALL)	Student Attendance Rates - June 2025 All Students (ALL) - 93.65%				Student Attendance Rates - April 2025 All Students (ALL) - 92.9%			
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All		33.0	Declined - 0.5	All	 Red	33.1% Chronically Absent	Maintained 0.4
	EL		32.3	Declined - 0.5	EL	 Orange	30.2% Chronically Absent	Declined 2.6
	Hisp		34.4	Declined - 0.5	Hisp	 Orange	33.1% Chronically Absent	Declined 1.7
	AA		41.8	Declined - 0.5	AA	 No Performance Color	63.2% Chronically Absent	Increased 20.9
	SED		33.0	Declined - 0.5	SED	 Orange	33% Chronically Absent	Declined 0.5
	SWD		36.4	Declined - 0.5	SWD	 Orange	33.6% Chronically Absent	Declined 3.3
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Blue	0% suspended at least one day	Maintained	All	Blue	0.2% suspended at least one day	Maintained 0.2%

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	EL	Blue	0% suspended at least one day	Maintained	EL	Blue	0% suspended at least one day	Maintained 0%
	Hisp	Blue	0% suspended at least one day	Maintained	Hisp	Blue	0% suspended at least one day	Maintained 0%
	SED	Blue	0% suspended at least one day	Maintained	AA	No Performance Color	0% suspended at least one day	Maintained 0%
	SWD	Blue	0% suspended at least one day	Maintained	SED	Blue	0.2% suspended at least one day	Maintained 0.2%
					SWD	Blue	0% suspended at least one day	Maintained 0%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - NA				Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - NA			
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness (goal +2%) All Students (ALL) - 44% English Learner (EL) - 87% Hispanic (Hisp) - 84%				Panorama Survey - School Connectedness (goal +2%) All Students (ALL) - 72% English Learner (EL) - 71% Hispanic (Hisp) - 72%			
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety All students: 65% EL: 65% AA: 54 Hisp: 68%				Panorama Survey - School Safety All students: 62% EL: 67% AA: N/A Hisp: 63%			
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%				Williams Facilities Inspection Results - 100%			

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Landau Elementary will provide opportunities for students in grades 4 and 5 to become leaders on campus (Lynx Leaders). Some activities could include but not limited to volunteering for community or school events, participating in and organizing school-wide spirit events, supporting the general school community. Metrics from student/staff surveys and Panorama data will be utilized to monitor progress.	Stipend paid for the Lynx Leader facilitator. Students were selected based on teacher recommendation in grades 4-5. Approximately 25 students were chosen. They meet weekly with the facilitator and explored various topics including, but not limited to school-wide support during events and community service.	Stipend for Lynx Leader facilitator 1000-1999: Certificated Personnel Salaries LCFF 1500 Benefits for Lynx Leader stipend 3000-3999: Employee Benefits LCFF 391	Stipend for Lynx Leader facilitator 1000-1999: Certificated Personnel Salaries LCFF 1500 Benefits for Lynx Leader stipend 3000-3999: Employee Benefits LCFF 376
Landau's School Attendance Review Team (SART) will meet at least monthly with parents of students with at-risk attendance and will create a watch list to communicate with teachers to support student attendance. Students with increased attendance will be recognized at awards assemblies and those with superior attendance will be recognized monthly. Landau will monitor and support student attendance by reviewing metrics from our student information system, Synergy. Monthly data generated by the District that includes chronic absentee information will also be used.	SART meetings were held four times as of April 2025. Monthly incentives were provided for students that had perfect attendance or only one attendance issue. Some of these events include a hot dog party, a pizza party, additional recesses, splash tower the principals day, a popsicle party and a soccer ball giveaway. Three "perfect attendance days" were held on throughout the year where every student that attended on a given day would receive a snack from nutrition services and entered into drawing for fun prizes. The winter would be announced on our weekly video call with all classes.	Attendance Incentives 4000-4999: Books And Supplies LCFF 1000	Attendance Incentives 4000-4999: Books And Supplies LCFF 1251.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Students with superior attendance are recognized at awards assemblies and receive a certificate for 96% or better attendance or perfect attendance. They also receive monthly, collectable charms for perfect attendance as well.		
Landau Elementary will support PBIS systems, social-emotional learning (SEL), and foster common language amongst students and staff. Landau will provide adequate supervision and offer both group and individual support in and out of the classroom, reinforcing positive behaviors among students. Metrics from suspension, behavior referrals, and Panorama Survey data will be used to evaluate effectiveness.	Funds additional 8 hours of supervision per day in addition to the allotted district allocation. There is also opportunity for all supervision aides to receive extra duty for supervision throughout the day to support student behavior and additional supervision at the morning recess. Updated communication radios were purchased. Behavior Support Para at 7 hours. This staff member worked with all students in grades TK-5. Support was given on the playground during recesses and in classrooms - the main goal is to give students the behavior support they need so instructional time is not missed. Positive behavior incentives have been purchased to support the SEL program - Pyramid of Success as well as academic achievements and attendance. Additional reward incentives were purchased for weekly reading.	Supervision aides salary (two 3.75 hour and one .5 hour); 20% of Behavior Paraprofessional salary (7-hours) 2000-2999: Classified Personnel Salaries LCFF 35185 Supervision and Behavior Para Benefits 3000-3999: Employee Benefits LCFF 11312 Supervision Extra Duty for additional meetings and trainings outside the work day 2000-2999: Classified Personnel Salaries LCFF 500 80% of Behavior Paraprofessional salary (7-hours) 2000-2999: Classified Personnel Salaries Title I 27856	Supervision aides salary (two 3.75 hour and one .5 hour); 20% of Behavior Paraprofessional salary (7-hours) 2000-2999: Classified Personnel Salaries LCFF 40160 Supervision and Behavior Para Benefits 3000-3999: Employee Benefits LCFF 15582 Supervision Extra Duty for additional meetings and trainings outside the work day 2000-2999: Classified Personnel Salaries LCFF 500 80% of Behavior Paraprofessional salary (7-hours) 2000-2999: Classified Personnel Salaries Title I 34818

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Benefits of 80% of Behavior Paraprofessional salary (7-hours) 3000-3999: Employee Benefits Title I 25842	Benefits of 80% of Behavior Paraprofessional salary (7-hours) 3000-3999: Employee Benefits Title I 13510
		Incentives to reinforce positive behavior (PBIS) 4000-4999: Books And Supplies LCFF 12000	Incentives to reinforce positive behavior (PBIS) 4000-4999: Books And Supplies LCFF 9321.27
		Materials needed to support PBIS and SEL systems 4000-4999: Books And Supplies LCFF 500	Materials needed to support PBIS and SEL systems 4000-4999: Books And Supplies LCFF 163.29

Analysis

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

The Lynx Leaders met weekly with the facilitator on campus. They addressed topics such as the Pyramid of Success (SEL), community engagement topics, provided Earth Day presentations to classes, and supported school events. They also helped organize a school-wide coin drive to support a local childhood cancer organization.

A 7-hour Behavior Paraprofessional worked with all students in grades TK-5. Support was given on the playground during recess and in classrooms - the main goal is to give students the behavior support they need so instructional time is not missed. Although support was given to all students, there were 55 students that needed daily support which included recess check-in and out, during lunch, and classroom visits. The number of student referrals was minimal and one suspension was recorded as of April 2025. Additional supervision aide hours were provided as intended. Vacancies were more prevalent this school year and there was some turnover which is a consistent problem each year; so much so, a vacant 3.75 hour supervision aide was eliminated in February. The Behavior Para supported the professional development of the supervision aides which also led to better conflict resolution and minimal referrals.

Incentives were purchased for students for academics and behavior. Students earned positive behavior points from classroom teachers, prep teachers, and other staff to redeem in a school store. Students earned points daily for being on task, coming to school, working cooperatively, etc. Most students earn between 5-10 points daily. An average of 275 students (46%) redeem points for prizes weekly. Additionally, approximately 25 new books and other incentives were distributed to students weekly as incentives for nightly reading. Positive attendance has been advertised and supported this year using additional student incentives and communication home via Parent Square.

Our daily attendance is currently 92.9% as of April 2025. As a continued strategy from last school year, Landau instituted three 100% attendance days where we encouraged all students to attend - we did show an uptick of attendance the first day at 96%, but the other two were insignificant and matched our daily attendance rate. This caused administration to stop this incentive as it was not a justifying expenditure. For students who were chronically absent, phone calls

were made on a consistent basis by office staff to see if support could be given. In addition, SART meetings were held five times during the year with the counselor, Parent Engagement representative from the district, classroom teacher, and administration.

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

One major difference was the salary of the behavior paraprofessional as the initial salary budgeted was not reflective of her actual salary.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal outside of making adjustments to the allocations based on the actual expenditures. Efforts will continue to support chronic absenteeism in 25-26.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

All students at Landau Elementary School will increase grade level proficiency in standards in the core academic subjects: English language arts, math, social studies and science. Student groups (including but not limited to EL, GATE, SWD, and SED) will be given the scaffolds and enrichment opportunities to make academic growth. EL students will also increase in their English proficiency.

LCAP Goal

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

Identified Need

1. In 2024-2025, STAR assessments indicate a need to continue to focus on literacy with only 44.6% of students in grades TK-2 being proficient on the district Early Literacy assessment. ESGI shows that as of April 2-25, 88% and 85% of TK/K student s know their uppercase and lowercase letters respectively; 84% are proficient on their sounds. It also shows that in grades 3-5, 48.8% of our students are reading proficiently on the District STAR test in ELA and only 43% of all students are currently proficient in the district STAR math test. ESGI shows that our students in grades TK/K are working on number recognition (77%), counting by ones (61%), and are able to determine how many (78%). Currently STAR estimates that only 34% of students in grades 3-5 will score proficient on the ELA SBAC and 26.2% in the math SBAC. On state testing in 2024 Landau remained 42.9 points below standard in ELA and in Math we remained 50.5 points below standard indicating a need to continue to improve first instruction and support student need through targeted interventions.
2. SBAC results in ELA for 23-24 indicated that all major subgroups including English Learners (70 points below), Hispanic (50.8 points below), SED (44.5 point below), and SWD (129.2 points below) are below proficiency, indicating a need for targeted support in ELA. SBAC results in math for 23-24 indicated that all major subgroups including English Learners (71.3 points below), Hispanic (55.9 points below), SED (51.7 point below), and SWD (124.3 points below) are below proficiency, indicating a need for targeted support in math.
3. We need to continue to target/focus on science instruction as a school because only 30.7% of our 5th grade students are meeting or exceeding the standard for Science (CAST). Further focus on implementation of the Amplify Science curriculum in all grades will support us making progress in this area.
4. Our current RFEP rate stands at 6.7%, which is below the rates for PSUSD (9.6%). Our reclassification rate is lower representing a need to improve supports and instruction for EL students to increase reclassification rate. In 2023, our ELPI indicator reflects that only 50.6% of our EL's are making progress towards proficiency. In ELA, ELs are performing 27.1 points lower than our All Student group in ELA and 20.8 points lower in math. In the most recent STAR assessment, 11.6% of our EL subgroup are projected to be proficient on the SBAC as compared to 34% for the all student group in ELA and 12.8% of our EL subgroup met standard as compared to 26.2% for the all student group in math.
5. Our Students with Disabilities subgroup is currently performing well below non-SWD students. In ELA, SWD are performing 64.7 points lower than our All Student group in ELA and 62.7 points lower in math. In the most recent STAR assessment, 4.4% of our SWD subgroup are projected to be proficient on the

SBAC as compared to 34% for the all student group in ELA and 3.5% of our SWD subgroup met standard as compared to 26.2% for the all student group in math.

6. According to the 23-24 SBAC, 36.28% of our 3rd graders met or exceeded on the ELA test. We need to support the 42.16% of the students who are at a level 1 with more intervention and professional development encompassing early reading skills may need to be introduced as well as focus on comprehension.

2025-2026 Reflections as per October 14, 2025 SSC meeting:

Based on SBAC data, math is a concern. Current allocated funds need to ensure student support not only in ELA, but in math as well. Focus on upper grade support as math content gets more complex in grades 4 and 5. Continue monitoring STAR data more frequently to track EL students and SWD (2 additional progress monitoring opportunities will be scheduled). Teachers will focus on target students in these sub groups. Additionally, RSP teachers will pick target students in ELA and math to help increase achievement as well. Some LCFF funds from this goal need to be shifted to support a new action in goal 3 to support student safety.

Measuring and Reporting Results

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)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	 Orange	42.9 points below standard	Maintained 0.3 points	All	Orange	39.9 points below standard	+3 points
	EL	 Orange	70.0 points below standard	Declined 7.5 points	EL	Orange	67 points below standard	
	Hisp	 Orange	50.8 points below standard	Maintained 1.3 points	Hisp	Orange	47.8 points below standard	
	AA	 No Performance Color		Less than 11 Students	SED	Orange	41.5 points below standard	+3 points
	SED	 Orange	44.5 points below standard	Maintained 1.5 points	SWD	Red	126.2 points below standard	+3 points
	SWD	 Red	129.2 points below standard	Declined 21.4 points				
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	 Orange	50.5 points below standard	Maintained 1.4 points	All	Orange	47.5 points below standard	+3 points
	EL	 Orange	71.3 points below standard	Declined 10.3 points	EL	Orange	68.3 points below standard	+3 points

Metric/Indicator	Baseline				Expected Outcome			
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Hisp	 Orange	55.9 points below standard	Maintained 2.7 points	Hisp	Orange	52.9 points below standard	+3 points
	AA	 No Performance Color		Less than 11 Students	SED	Orange	48.7 points below standard	+3 points
	SED	 Orange	51.7 points below standard	Maintained 0.0 points	SWD	Red	121.3 points below standard	+3 points
	SWD	 Red	124.3 points below standard	Declined 9.7 points				
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 29.45%				California Science Test - Percent of Students Who Meet or Exceed Standard (+.5%) Grade 5 - 30%			
California School Dashboard – English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
	English Learner Progress Indicator	 Green	50.6%	5 11.8		English Learner Progress Indicator	Green	51.1% +5%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 4.9%				English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate (+.5%) - 5.4%			
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) ELA - 41.37%				3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) (+.5%) ELA - 41.87%			
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%				Williams Textbook/Materials Compliance - 100%			

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	1400
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Site licenses for online programs such as Classroom Screen and Novel Effect
Amount	5400
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Site licenses for online program - Lumos
Amount	6000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Collaboration costs - subs or stipends

Amount	2000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher PLC - Multi-Tiered System of Support (MTSS) PLC Leads - 4 @ \$500 each.
Amount	517
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits for MTSS Leads
Amount	1241
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	ELA and EL materials and supplies to support researched instructional practices
Amount	24553
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	ELA and EL materials and supplies to support researched instructional practices
Amount	2000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Conferences
Amount	300
Source	Title I

Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Travel expenses for conferences

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

<u>X</u>	All
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Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration, teachers

Proposed Expenditures for this Strategy/Activity

Amount	6917
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Numeracy and math development materials and supplies to support researched instructional practices
Amount	5024
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Title I carryover funds - Collaboration costs - subs or stipends
Amount	1500
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description

Site License for Math Fact Lab

Strategy/Activity 3

Landau Elementary will prioritize serving English Language Learners through best-first instruction, pushing into designated ELD to work solely with EL students, ELA and math intervention, and implementing research-based strategies for all academic tiers (I - III) within the MTSS pyramid. Metrics from English Learners on SBAC and ELPAC assessments will be utilized to monitor progress.

Students to be Served by this Strategy/Activity☒ English Learner**Timeline**

7/1/2025-6/30/2026

Person(s) Responsible

Administration, teachers

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

26962

Source

Title I

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Bilingual Aide salary (One 5.75 hr. position) to support ELA / ELD instruction and strategies

Amount

12653

Source

Title I

Budget Reference

3000-3999: Employee Benefits

Description

Bilingual Aide benefits (One 5.75 hr. position at)

Amount

43542

Source

LCFF

Budget Reference

2000-2999: Classified Personnel Salaries

Description	Bilingual Aide Salary (Two 3.75 hr. positions at 100%) to support ELA / ELD instruction and strategies
Amount	14750
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits for Bilingual Aides (Two 3.75 hr. positions at 100%)

Strategy/Activity 4

Landau Elementary will support and develop our Students With Disabilities population through targeted interventions as aligned with student IEPs and implementing research-based strategies to support academic growth. To support teacher development, SWD teachers will be offered collaboration monthly to better practice. Metrics from ESGI, STAR, and SBAC assessments will be utilized to monitor progress.

Students to be Served by this Strategy/Activity

☒ Students with Disabilities
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Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administration, teachers

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Collaboration costs SWD - subs or stipends
Amount	2000
Source	Title I
Budget Reference	4000-4999: Books And Supplies

Description

Intervention materials and supplies to support researched instructional practices for SWD

Strategy/Activity 5

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

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount

140

Source

LCFF

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Site License for Breakout EDU

Amount

8300

Source

LCFF

Budget Reference

5800: Professional/Consulting Services And Operating Expenditures

Description

Consultant fees for art class

Amount

7000

Source

LCFF

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description	Fees and transportation costs for TK-5 field trips that support and align to CCSS
Amount	23382
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	5.75 hour Technology Support Para to develop and lead CCSS based STEM activities
Amount	9349
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Benefits for 5.75 hour Technology Support Para
Amount	1000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplies to support STEM activities provided by Technology Support Para

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

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

LCAP Goal

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

Identified Need

1. Approximately 151 parents completed the LCAP survey this school year. We need to improve efforts to get at least 200 surveys completed in 2025-26.
 2. One question on the Panorama Survey asked parents if they feel the staff treats them with respect. Parents answered 91% favorable with a decrease of 1% in this last year. Another question asks if the school staff takes their concerns seriously - that is sitting at 91% which is a decrease in 1% last year. Also, 91% of parents also state that the school has high expectations for all students, which is down 2% from last year. It is important to schedule more parent activities to show parents that they are welcome on campus and an important part of their child's education. That action would also educate parents to understand inclusionary policies and supports for students which would show them that there are high expectations for all students, no matter what their situation is.
 3. Additional academic-specific nights need to be offered to parents; at least in-person academic event per trimester. Include one of those nights to have parents understand our restorative practices and legal obligations to students.
- 2025-2026 Reflections as per October 14, 2025 SSC meeting:
- The SSC was pleased of the number of opportunities for parent/family events on campus. Funds from LCFF will need to pivot from certain actions to be reallocated to goal 3 for student safety.

Measuring and Reporting Results

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

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration, teachers

Proposed Expenditures for this Strategy/Activity

Amount	1250
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Extra Duty including translating and parent support
Amount	499
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Benefits for Classified Extra Duty which includes translating and parent support
Amount	687
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies for parent meetings and events (plus Title I Part A: carryover of
Amount	1500
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipends for Parent Education Committee (1 teachers at \$1500)
Amount	388
Source	Title I Part A: Parent Involvement
Budget Reference	3000-3999: Employee Benefits

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

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

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

LCAP Goal

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

Identified Need

1. There is a continued need for behavioral support and interventions for students even though the suspension rates are at .2% for the 24-25 school year; there have been at least 17 major office referrals with at least 55 students needing daily supports from staff. This indicate that classroom teachers need additional support with some student behaviors.
2. The school's student Panorama survey indicates and increase in students' SEL this school year. Even those some progress was made, students are sitting below 75% in all areas. Notably student self-management at 68%, self-efficacy at 57%, perseverance at 59%, social awareness at 60%, and growth mindset at 71%). This indicates that supports are still needed and increased SEL activities at the school.
3. Landau's attendance currently at 92.9% as of April 2025. It is below the 93.6% goal that the district has set for attendance. This includes our all students chronic absenteeism rate at 29.9%; sub groups are as follows: SWD 27.1%, EL 28.2%, and Hispanic 30%.
4. Landau needs to maintain a 0% suspension and expulsion rate of the previous years. Continue utilizing alternate means of correction to keep students in school.
5. The overall student sense of belonging/school connectedness according to Panorama has decreased 2% to 72%. Landau need to improve on student SEL so students feel they are treated fairly and have someone they feel they can trust at school.
6. Panorama also indicates an increase in student safety from 57% to 62%. We need to continue to work with the students on being kind, managing behaviors, and using positive words towards others while on campus.

2025-2026 Reflections as per October 14, 2025 SSC meeting:

Due to a cut position from the district this school year (Playworks Coach) there is a need for an additional support person in during the school day for safety reasons. Monies in LCFF were discussed and reallocated to goal 3 for an additional supervision aide from goal 1 and 2. This also resulted in some actions being funded by Title I instead of LCFF.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																																																								
Student Attendance Rates All Students (ALL)	Student Attendance Rates - June 2024 All Students (ALL) - 91.65%	Student Attendance Rates - June 2025 All Students (ALL) - 93.65%																																																								
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Red</td><td>33.1% Chronically Absent</td><td>Maintained 0.4</td></tr><tr><td>EL</td><td>Orange</td><td>30.2% Chronically Absent</td><td>Declined 2.6</td></tr><tr><td>Hisp</td><td>Orange</td><td>33.1% Chronically Absent</td><td>Declined 1.7</td></tr><tr><td>AA</td><td>No Performance Color</td><td>63.2% Chronically Absent</td><td>Increased 20.9</td></tr><tr><td>SED</td><td>Orange</td><td>33% Chronically Absent</td><td>Declined 0.5</td></tr><tr><td>SWD</td><td>Orange</td><td>33.6% Chronically Absent</td><td>Declined 3.3</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Red	33.1% Chronically Absent	Maintained 0.4	EL	Orange	30.2% Chronically Absent	Declined 2.6	Hisp	Orange	33.1% Chronically Absent	Declined 1.7	AA	No Performance Color	63.2% Chronically Absent	Increased 20.9	SED	Orange	33% Chronically Absent	Declined 0.5	SWD	Orange	33.6% Chronically Absent	Declined 3.3	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Orange</td><td>32.6%</td><td>Declined -0.5</td></tr><tr><td>EL</td><td>Orange</td><td>29.7%</td><td>Declined -0.5</td></tr><tr><td>Hisp</td><td>Orange</td><td>32.6%</td><td>Declined -0.5</td></tr><tr><td>AA</td><td>No Performance Color</td><td>62.7%</td><td>Declined -0.5</td></tr><tr><td>SED</td><td>Orange</td><td>32.5%</td><td>Declined -0.5</td></tr><tr><td>SWD</td><td>Orange</td><td>33.5%</td><td>Declined -0.5</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Orange	32.6%	Declined -0.5	EL	Orange	29.7%	Declined -0.5	Hisp	Orange	32.6%	Declined -0.5	AA	No Performance Color	62.7%	Declined -0.5	SED	Orange	32.5%	Declined -0.5	SWD	Orange	33.5%	Declined -0.5
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Metric/Indicator	Baseline				Expected Outcome			
	SED	Blue	0.2% suspended at least one day	Maintained 0.2%	SWD	Blue	0%	Maintained 0%
	SWD	Blue	0% suspended at least one day	Maintained 0%				
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Panorama Survey - School Safety Baseline Data: All students: 62% EL: 67% AA: NA Hisp: 63%				Panorama Survey - School Safety All students: 64% EL: 69% AA: NA Hisp: 64%			
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - NA Socioeconomically Disadvantaged (SED) - 0% Students with Disabilities (SWD) - 0%				Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - NA			
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness Baseline Data: All students: 72% EL: 71% Hisp: 72%				Panorama Survey - School Connectedness (goal +2%) All Students (ALL) - 74% English Learner (EL) - 73% Hispanic (Hisp) - 74%			
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety Baseline Data: All students: 62% EL: 67% AA: NA Hisp: 63%				Panorama Survey - School Safety All students: 64% EL: 69% AA: NA Hisp: 64%			

Metric/Indicator	Baseline	Expected Outcome
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/25-6/30/26

Person(s) Responsible

Administration, Teacher facilitator

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipend for Lynx Leader facilitator
Amount	388
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits for Lynx Leader stipend

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/25-6/30/26

Person(s) Responsible

Administration; Attendance Clerk; Classroom Teachers

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	29297
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Supervision aides salary (one 3.75 hour and one .5 hour);
Amount	5407
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Supervision Benefits
Amount	500
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Supervision Extra Duty for additional meetings and trainings outside the work day
Amount	38046
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Behavior Paraprofessional salary (7-hours)
Amount	32615
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits - Behavior Paraprofessional (7-hours)
Amount	12000

Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Incentives to reinforce positive behavior (PBIS)
Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Incentives to recognize student participation in schoolwide activities
Amount	3000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Site License for PBIS Rewards

Centralized Services for Planned Improvements in Student Performance

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

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Math Collaboration and Professional Development	July 1, 2025 - June 30, 2026	Collaboration time for continued professional development and collaborative planning to support the implementation of math routines and strategies for the development of conceptual understanding	6,667	Title I
Primary Reading Intervention Program	July 1, 2025 - June 30, 2026	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2 funded via the Learning Recovery Emergency Block Grant	205,062	None Specified
Technology Teacher on Assignment (TOSA)	July 1, 2025 - June 30, 2026	Support students and staff with the integration of technology into instruction	6,083	Title II

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Family engagement events and classes	July 1, 2025 - June 30, 2026	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,500	LCFF

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development				
Youth Mental Health First Aid Training	July 1, 2025 - June 30, 2026	Training and accompanying books and materials	2,962	Title IV

Note: Centralized services may include the following direct services:

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

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$124,748
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$339,708.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	133,490	0.00
Title I Part A: Parent Involvement	2,575	0.00
LCFF	203,643	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	\$133,490.00
Title I Part A: Parent Involvement	\$2,575.00

Subtotal of additional federal funds included for this school: \$136,065.00

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	\$203,643.00

Subtotal of state or local funds included for this school: \$203,643.00

Total of federal, state, and/or local funds for this school: \$339,708.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	203,643.00
Title I	133,490.00
Title I Part A: Parent Involvement	2,575.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	20,025.00
2000-2999: Classified Personnel Salaries	163,479.00
3000-3999: Employee Benefits	76,766.00
4000-4999: Books And Supplies	50,398.00
5000-5999: Services And Other Operating Expenditures	18,740.00
5800: Professional/Consulting Services And Operating Expenditures	10,300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	3,500.00
2000-2999: Classified Personnel Salaries	LCFF	111,385.00
3000-3999: Employee Benefits	LCFF	53,677.00
4000-4999: Books And Supplies	LCFF	15,241.00
5000-5999: Services And Other Operating Expenditures	LCFF	11,540.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	8,300.00
1000-1999: Certificated Personnel Salaries	Title I	15,025.00
2000-2999: Classified Personnel Salaries	Title I	52,094.00
3000-3999: Employee Benefits	Title I	22,701.00
4000-4999: Books And Supplies	Title I	34,470.00
5000-5999: Services And Other Operating Expenditures	Title I	7,200.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,500.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	388.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	687.00

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				
Wendy Nelson		X			
Alicia Ford				X	
Sara Quintana				X	
Kaitie King		X			
Katya Quintanna				X	
Crystal Quintana				X	
Adrianna Covarrubias			X		
Irene Torres				X	
Shelby Dean		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 14, 2025.

Attested:



Principal, Wendy Meka on 10/14/25



SSC Chairperson, Alicia Ford on 10/14/25

Title I and LCFF Funded Program Evaluation

Goal #1:
All students at Landau Elementary School will increase grade level proficiency in standards in the core academic subjects: English language arts, math, social studies and science. Student groups (including but not limited to EL, GATE, SWD, and SED) will be given the scaffolds and enrichment opportunities to make academic growth. EL students will also increase in their English proficiency.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Landau Elementary will prioritize literacy through best-first instruction and implementing research-based strategies for all academic tiers (I - III) within the MTSS pyramid. Metrics from ESGI, STAR, and SBAC assessments will be utilized to monitor progress.			
Landau Elementary will prioritize numeracy and math development through best-first instruction and implementing research-based strategies for all academic tiers (I - III) within the MTSS pyramid. Metrics from ESGI, STAR, and SBAC assessments will be utilized to monitor progress.			
Landau Elementary will prioritize serving English Language Learners through best-first instruction, pushing into designated ELD to work solely with EL students, ELA and math intervention, and implementing research-based strategies for all academic tiers (I - III) within the MTSS pyramid. Metrics from English Learners on SBAC and ELPAC assessments will be utilized to monitor progress.			
Landau Elementary will support and develop our Students With Disabilities population through targeted interventions as aligned with student IEPs and implementing research-based strategies to support academic growth. To support teacher development, SWD teachers will be offered collaboration monthly to better practice. Metrics from ESGI, STAR, and SBAC			

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

Goal #2:

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

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Establish a Parent Education Committee to create opportunities for parents to feel connected to the school and help organize parent education events. Offer translation for all parent activities which includes, but is not limited to parent conferences, parent education nights, SSC, ELAC, and all after school events. Offer daycare opportunities for parents during parent education events. Metrics from staff surveys and Panorama data will be utilized to monitor progress as well as frequency of services utilized (such as translation or daycare).			

Goal #3:

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

Actions/ Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
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	<i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<i>Continue or discontinue and why?</i>
Landau Elementary will provide opportunities for students in grades 4 and 5 to become leaders on campus (Lynx Leaders). Some activities could include but not limited to volunteering for community or school events, participating in and organizing school-wide spirit events, supporting the general school community. Metrics from student/staff surveys and Panorama data will be utilized to monitor progress.			
Landau's School Attendance Review Team (SART) will meet at least monthly with parents of students with at-risk attendance (chronically absent including homeless and white subgroups)and will create a watch list to communicate with teachers to support student attendance. Students with increased attendance will be recognized at awards assemblies and those with superior attendance will recognized monthly. Landau will monitor and support student attendance by reviewing metrics from our student information system, Synergy. Monthly data generated by the District that includes chronic absentee information will also be used.			
Landau Elementary will support PBIS systems, social-emotional learning (SEL), and foster common language amongst students and staff. Landau will provide adequate supervision and offer both group and individual support in and out of the classroom, reinforcing positive behaviors among students. Metrics from suspension, behavior referrals, and Panorama Survey data will be used to evaluate effectiveness.			

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64004 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65004, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA-and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64004(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:

- i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
- c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseininvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseininvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64004[a] as amended by Assembly Bill [AB] 716, effective January 1, 2049).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2049).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64004(a), both as amended by AB 716, effective January 1, 2049.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2049
