

The School Plan for Student Achievement

School: Edith Landels Elementary School
CDS Code: 4369591604796
District: Mountain View Whisman School District
Principal: Pieter Dolmans
Revision Date: December 9, 2021

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on December 9, 2021.

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School Vision and Mission

Edith Landels Elementary School's Vision and Mission Statements

Every student, family, staff, and community member is engaged and committed to learning in a collaborative, diverse and innovative partnership

To inspire, prepare and empower every student

School Profile

Edith Landels Elementary is a K-5 school with an enrollment in August 2021 of 425 students. Our school community consists of 29.9% Hispanic/Latino students, 25.9% socio-economically disadvantaged students, 11% students with disabilities, and 21.1% English Learner students. Our staff team has 18 regular classroom teachers, 2 STEAM teachers, 2 special education teachers, an instructional coach, a principal, and classified support staff. We are a one-to-one school with each child having their own Chromebook.

Academic Achievement:

GOAL 1: English Language Arts

By June 2022, there will be an overall increase from 78% to 80% in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-5). We will also increase the percentage of students meeting or exceeding standards in ELA for the following subgroups:

- Students with Disabilities from 40% to 46%
- Socioeconomically Disadvantaged students from 54.4% to 59%
- English only students from 83.6% to 85.2%
- Asian students from 85.2% to 86.7%
- White students from 88.2% to 89.4%
- Hispanic/Latino students from 58.5% to 62.7%

By June 2022, there will be an increase from 59% to 63% in the number of students meeting their yearly growth targets in Reading as measured by the iReady diagnostic assessments (K-5). This meets the district annual growth target of 57%. We will also increase the number of students meeting their yearly growth targets in Reading for the following subgroups:

- Students with Disabilities from 53% to 58%
- Socioeconomically Disadvantaged students from 46% to 51%
- English only students from 60% to 64%
- Asian students from 64% to 68%
- White students from 64% to 68%
- Hispanic/Latino students from 45% to 51%

GOAL 2: Math

By June 2022, there will be an increase from 69% to 72% in the number of students meeting or exceeding standards in Math as measured by CAASPP (Gr 3-5). We will also increase the percentage of students meeting or exceeding standards in Math for the following subgroups:

- Students with Disabilities from 37.5% to 43.8%
- Socioeconomically Disadvantaged students from 29.8% to 36.8%
- English only students from 77.4% to 79.7%
- Asian students from 85.7% to 87.1%
- White students from 82.4% to 84.2%
- Hispanic/Latino students from 42.2% to 48%

By June 2022, there will be an increase from 46% to 51% in the number of students meeting their yearly growth targets in Math as measured by the iReady diagnostic assessments (K-5). This meets the district annual growth target of 48%. We will also increase the number of students meeting their yearly growth targets in Math for the following subgroups:

- Students with Disabilities from 42% to 48%
- Socioeconomically Disadvantaged students from 30% to 37%
- English only students from 50% to 55%

- Asian students from 59% to 63%
- White students from 45% to 51%
- Hispanic/Latino students from 29% to 36%

GOAL 3: English Language Learners

By June 2022, there will be a reduction in the number of At-risk or LTEL students status from 28 to 25.

By June 2022, there will be a 4% increase (from 61% to 65%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the Diagnostic 3 i-Ready Reading.

By June 2022, at least 80% of all English Learners that score a Level 4 on the ELPAC will reclassify or maintain at a Level 4 on the ELPAC.

Key Strategies for Goals 1, 2, and 3:

Continue using Sheltered Instruction Observation Protocol (SIOP) model

Response to Instruction - Provide intervention and enrichment

Designated and Integrated English Language Development - Focus on speaking, listening, reading and writing

Use iReady diagnostics and standards mastery assessments to monitor progress and make adjustments to instruction

Sustained focus on priority standards

After-school tutoring for students that are in need of additional support

GOAL 4: Social-Emotional Health and Wellness

By June 2022, there will be a 3% increase (from 67% to 70%) in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey.

By June 2022, there will be a 3% increase (from 74% to 77%) in the number of students who agreed or strongly agreed that my school focuses on a student's character as measured by the LCAP/Climate Survey.

GOAL 5: Inclusive and Welcoming Culture

By June 2022, the average student attendance rate for the school will be at or above 96.5%.

By June 2022, the average chronic absenteeism rate for the for the various subgroups will decrease by 0.5% (SED from 17% to 16.5%, ELs from 18% to 17.5%, LAT/HISP from 13% to 12.5%, SWD from 13% to 12.5%).

By June 2022, there will be a 2% increase (82% to 84%) in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey.

Key Strategies for Goals 4 and 5:

Continue using Toolbox Project as our SEL curriculum

Students will create their own book about Lanny the Lion using his Toolbox Tools to overcome challenges at school and at home

Hold weekly morning meetings to check in with students/staff on behavior trends. We will use this time to build community and reinforce Tools

Hold principal's coffee meetings monthly to check in with parents and offer a space for them to share concerns

Provide helpful tips/information on social/emotional health, behavior and attendance in weekly newsletter (Landels Latest)

Bring in Playworks to implement their Recess Reboot program, which focuses on safe play, community building, student leadership and SEL (to occur if/when visitors/outside vendors are allowed back on campus)

Home visits to help build relationships with families of students that are chronically absent or in need of additional support

Language Line Services for help with interpretation and reaching our non-English speaking families

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Analysis of Current Instructional Program

In conjunction with the needs assessments, the categories below may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement

All students take our district benchmark assessments (iReady) three times a year and students in grades 3 through 5 take the California Assessment of Student Performance and Progress (CAASPP) end-of-year assessments. All assessments are critical for monitoring student progress and informing future planning and instruction and the results from both the iReady benchmarks and CAASPP assessments are compared with the scores from previous years and are instrumental in developing the goals for our Single Plan for Student Achievement.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

At Landels, teachers regularly use formative and summative assessments aligned to the State Standards and to the district curriculum (Benchmark Advance, Eureka Math, TCI and Discovery Ed). Assessment data is used to monitor student progress, identify target areas in need of improvement and implement key strategies/interventions. We utilize staff meeting time and weekly grade level collaboration to analyze data.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Every Student Succeeds Act and California's State accountability system requires that Districts must identify the number of teachers that are in the following categories: 1. Misaligned (teaching without the appropriate credential) 2. Out of Field (teaching with a limited permit) 3. Ineffective (has taught less than 3 years). At Landels Elementary School, 100% of our teaching staff meets the requirements for highly qualified staff for their currently assigned positions. Teachers are fully credentialed to teach their assigned content areas and they also possess the authorizations required to teach English Language Learners. There are five teachers who are currently participating in the new teacher Induction program administered by Mountain View Whisman School District personnel.

4. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

We have a full-time instructional coach at Landels. Her role is to support all teachers with the implementation of curriculum, teacher's professional goals, professional learning presentations, and classroom management. This year she is highly focused on our work with Sheltered Instruction Observation Protocol (SIOP), RTI and ELD. Professional learning opportunities are planned for staff meetings, collaboration time, and district-wide professional development days.

5. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve)

Each grade level has dedicated collaboration time every Thursday afternoon. Thursdays are minimum days and the student are dismissed at 12:10 to allow for teachers to analyze data, monitor student progress, identify target areas in need of improvement and plan key strategies/interventions.

Opportunity and Equal Educational Access

6. Services provided by the regular program that enable underperforming students to meet standards

Our teachers use instructional strategies and practices to support effective student learning. Landels teachers check for understanding during lessons and use formative or summative assessments to measure students' progress toward the learning objective and grade-level standards. Differentiation and SIOP are implemented throughout the day to meet the needs of all students. Students that need additional support will receive re-teaching and/or intervention. The response to Instruction (RTI) block is used for such purposes. In addition, every teacher has implemented 150 minutes of designated English language development per week - a time when students are working on their speaking, listening, reading and writing.

Parental Involvement

7. Resources available from family, school, district, and community to assist under-achieving students

The parents of Landels Elementary School are an integral part to our continued success. Parents regularly participate in committees and events such as School Site Council, Parent Teacher Association, English Learner Advisory Committee, Principal Coffees, Back to School Night, Monday morning meetings, parent-teacher conferences and other family events. Teachers and the School and Community Engagement Facilitator (SCEF) reach out to parents of students who are struggling to provide them with additional resources. The SCEF conducts regular home visits of targeted families. We also have an At-risk Intervention Specialist (ARIS) that provides behavioral and social emotional support for at-risk students. Both our SCEF and our ARIS are bilingual and help to enable our Spanish-speaking parents to participate in school activities and to communicate with school staff.

8. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

NA

Funding

9. Services provided by categorical funds that enable underperforming students to meet standards

Each site has been allocated \$120 per student to use this year to support student needs that have resulted from the pandemic and distance learning. Program 201 and Program 202 funds do not rollover and must be spent on this year's students. Program 201 and 202 funds are used to support areas identified in site's needs assessment including after school learning support and social emotional learning. Every year, our School Site Council, English Language Advisory Committee, and teachers/staff develop a plan to determine the most effective use of our funds based on school data. Everyone plays a role in the evaluation of our plan's goals and funding allocations. As we move through the school year we will continually monitor and revise our plan to make sure that we continue to meet the needs of every student.

Description of Barriers and Related School Goals

Landels has an incredibly diverse population, with 21% of students being English learners. One challenge we face is ensuring these students can access the content. We are committed to providing rigorous instruction that meets the needs of all students. In order to support English learners, we utilize the Sheltered Instruction Observation Protocol (SIOP) model, a research-based instructional model that has proven effective in addressing the academic needs of English learners. In addition, all teachers provide Designated English Language Development instruction for 150 minutes a week. We also offer a newcomer class for students that have moved to the U.S. within the last 12 months. This class focuses on making introductions, learning and using frequently used vocabulary at school, and building community.

The pandemic has created new challenges with students on average experiencing several months of learning loss during distance learning. We are addressing this by diving deep into the priority standards, differentiating instruction, providing 1:1 and small group tutoring opportunities for struggling students, implementing a Response to Instruction (RTI) period that provides differentiated support in reading, and continuously monitoring our progress and making adjustments to our instruction.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	72	71	84	69	70	80	69	70	80	95.8	98.6	95.2
Grade 4	88	71	62	85	71	61	85	71	61	96.6	100	98.4
Grade 5	87	87	77	83	87	74	83	87	74	95.4	100	96.1
All Grades	247	229	223	237	228	215	237	228	215	96	99.6	96.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2480.0	2486.6	2497.3	47.83	48.57	65.00	15.94	22.86	13.75	26.09	20.00	10.00	10.14	8.57	11.25
Grade 4	2474.3	2529.5	2534.6	30.59	52.11	50.82	24.71	22.54	26.23	12.94	18.31	11.48	31.76	7.04	11.48
Grade 5	2518.8	2530.0	2581.2	32.53	43.68	55.41	24.10	17.24	22.97	15.66	11.49	17.57	27.71	27.59	4.05
All Grades	N/A	N/A	N/A	36.29	47.81	57.67	21.94	20.61	20.47	17.72	16.23	13.02	24.05	15.35	8.84

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	53.62	54.29	57.50	27.54	32.86	32.50	18.84	12.86	10.00
Grade 4	32.94	50.70	50.82	42.35	40.85	39.34	24.71	8.45	9.84
Grade 5	36.14	45.98	58.11	34.94	29.89	33.78	28.92	24.14	8.11
All Grades	40.08	50.00	55.81	35.44	34.21	34.88	24.47	15.79	9.30

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	43.48	41.43	51.25	46.38	44.29	36.25	10.14	14.29	12.50
Grade 4	31.76	36.62	29.51	38.82	49.30	59.02	29.41	14.08	11.48
Grade 5	40.96	37.93	52.70	36.14	35.63	35.14	22.89	26.44	12.16
All Grades	38.40	38.60	45.58	40.08	42.54	42.33	21.52	18.86	12.09

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.03	54.29	56.25	50.72	44.29	37.50	7.25	1.43	6.25
Grade 4	22.35	36.62	39.34	60.00	61.97	52.46	17.65	1.41	8.20
Grade 5	26.51	27.59	44.59	56.63	54.02	50.00	16.87	18.39	5.41
All Grades	29.54	38.60	47.44	56.12	53.51	46.05	14.35	7.89	6.51

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.13	44.29	53.75	52.17	44.29	33.75	8.70	11.43	12.50
Grade 4	25.88	42.25	42.62	47.06	49.30	47.54	27.06	8.45	9.84
Grade 5	34.94	45.98	55.41	36.14	33.33	39.19	28.92	20.69	5.41
All Grades	32.91	44.30	51.16	44.73	41.67	39.53	22.36	14.04	9.30

Conclusions based on this data:

1. 5th grade made the greatest gains from 17-18 to 18-19 (approximately 18% more students met or exceeded proficiency)
2. Reading is a relative strength, indicating the importance of our continued focus on reading intervention during RTI

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	72	71	84	72	70	81	72	70	81	100	98.6	96.4
Grade 4	88	71	62	87	71	60	87	71	60	98.9	100	96.8
Grade 5	87	87	77	86	87	75	86	87	75	98.9	100	97.4
All Grades	247	229	223	245	228	216	245	228	216	99.2	99.6	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2479.1	2489.0	2489.4	43.06	44.29	46.91	22.22	30.00	32.10	25.00	17.14	8.64	9.72	8.57	12.35
Grade 4	2480.9	2524.5	2509.0	26.44	38.03	26.67	20.69	25.35	33.33	28.74	26.76	30.00	24.14	9.86	10.00
Grade 5	2528.4	2531.9	2564.1	39.53	36.78	53.33	9.30	18.39	12.00	20.93	17.24	17.33	30.23	27.59	17.33
All Grades	N/A	N/A	N/A	35.92	39.47	43.52	17.14	24.12	25.46	24.90	20.18	17.59	22.04	16.23	13.43

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.00	61.43	62.96	38.89	25.71	20.99	11.11	12.86	16.05
Grade 4	32.18	46.48	41.67	31.03	36.62	33.33	36.78	16.90	25.00
Grade 5	45.35	40.23	54.67	18.60	26.44	21.33	36.05	33.33	24.00
All Grades	42.04	48.68	54.17	28.98	29.39	24.54	28.98	21.93	21.30

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	51.39	51.43	50.62	34.72	31.43	34.57	13.89	17.14	14.81
Grade 4	31.03	43.66	35.00	36.78	40.85	55.00	32.18	15.49	10.00
Grade 5	37.21	37.93	42.67	27.91	35.63	45.33	34.88	26.44	12.00
All Grades	39.18	43.86	43.52	33.06	35.96	43.98	27.76	20.18	12.50

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.44	64.29	54.32	43.06	22.86	37.04	12.50	12.86	8.64
Grade 4	34.48	47.89	38.33	35.63	36.62	51.67	29.89	15.49	10.00
Grade 5	31.40	34.48	44.00	38.37	40.23	36.00	30.23	25.29	20.00
All Grades	36.33	47.81	46.30	38.78	33.77	40.74	24.90	18.42	12.96

Conclusions based on this data:

1. 5th grade made the greatest gains from 17-18 to 18-19 (approximately 10% more students met or exceeded proficiency)
2. Problem solving & modeling/data analysis is a relative weakness, indicating that language support in math is needed

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
	20-21	20-21	20-21	20-21

Overall Language Percentage of Students at Each Performance Level for All Students					
Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
	20-21	20-21	20-21	20-21	20-21
K	23.08	61.54	15.38	0.00	13
1	30.77	15.38	53.85	0.00	13
2	40.00	40.00	10.00	10.00	10
3	30.77	38.46	15.38	15.38	13
4	26.32	36.84	15.79	21.05	19
5	33.33	44.44	11.11	11.11	9
All Grades	29.87	38.96	20.78	10.39	77

Oral Language Percentage of Students at Each Performance Level for All Students					
Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
	20-21	20-21	20-21	20-21	20-21
K	23.08	61.54	15.38	0.00	13
1	38.46	30.77	30.77	0.00	13
2	50.00	30.00	10.00	10.00	10
3	46.15	30.77	15.38	7.69	13
4	31.58	36.84	5.26	26.32	19
5	55.56	33.33	0.00	11.11	9
All Grades	38.96	37.66	12.99	10.39	77

Written Language Percentage of Students at Each Performance Level for All Students					
Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
	20-21	20-21	20-21	20-21	20-21
K	7.69	23.08	69.23	0.00	13
1	23.08	23.08	30.77	23.08	13
2	10.00	70.00	10.00	10.00	10
3	15.38	46.15	23.08	15.38	13
4	15.79	36.84	26.32	21.05	19
5	0.00	55.56	33.33	11.11	9
All Grades	12.99	40.26	32.47	14.29	77

Listening Domain Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
K	0.00	61.54	38.46	13
1	0.00	53.85	46.15	13
2	0.00	50.00	50.00	10
3	23.08	46.15	30.77	13
4	26.32	36.84	36.84	19
5	11.11	66.67	22.22	9
All Grades	11.69	50.65	37.66	77

Speaking Domain Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
K	0.00	76.92	23.08	13
1	7.69	69.23	23.08	13
2	10.00	30.00	60.00	10
3	7.69	30.77	61.54	13
4	15.79	26.32	57.89	19
5	11.11	0.00	88.89	9
All Grades	9.09	40.26	50.65	77

Reading Domain Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
K	0.00	100.00	0.00	13
1	30.77	38.46	30.77	13
2	10.00	70.00	20.00	10
3	30.77	61.54	7.69	13
4	26.32	57.89	15.79	19
5	22.22	66.67	11.11	9
All Grades	20.78	64.94	14.29	77

Writing Domain Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21

Conclusions based on this data:

1. Generally, students usually score higher on the speaking and listening portion however students scored higher on reading overall.
2. About 31% of students fall in level 1 or 2, indicating the need for a strong D-ELD and newcomer program.

School and Student Performance Data

iReady Diagnostic 3 Results

District Results

Math - Diagnostic 3 (May 2021)				
	Tier 1	Tier 2	Tier 3	Grand Total
Math Diagnostic 3 Overall	67%	20%	14%	
Ethnicity Subgroups				
Asian	91%	7%	2%	100%
Hispanic/Latino	34%	36%	30%	100%
White	80%	13%	6%	100%
Grand Total	67%	20%	14%	100%
Students with Disability (SWD)				
SWD	29%	25%	46%	100%
Not SWD	70%	20%	10%	100%
Grand Total	66%	21%	14%	100%
Socio-Economically Disadvantaged (SED)				
SED	30%	38%	32%	100%
Not SED	81%	13%	6%	100%
Grand Total	66%	21%	14%	100%
EL Status Subgroup Data				
EL	23%	40%	37%	100%
EO	79%	15%	6%	100%
IFEP	84%	14%	2%	100%
RFEP	61%	21%	18%	100%
Grand Total	66%	21%	14%	100%

Reading - Diagnostic 3 (May 2021)				
	Tier 1	Tier 2	Tier 3	Grand Total
Reading Diagnostic 3 Overall	71%	16%	13%	
Ethnicity Subgroups				
Asian	90%	7%	2%	100%
Hispanic/Latino	41%	29%	30%	100%

Reading - Diagnostic 3 (May 2021)				
White	84%	10%	6%	100%
Grand Total	71%	16%	13%	100%
Students with Disability (SWD)				
SWD	31%	25%	44%	100%
Not SWD	74%	16%	10%	100%
Grand Total	70%	17%	13%	100%
Socio-Economically Disadvantaged (SED)				
SED	37%	31%	32%	100%
Not SED	84%	11%	5%	100%
Grand Total	70%	17%	13%	100%
EL Status Subgroup Data				
EL	26%	34%	40%	100%
EO	83%	12%	5%	100%
IFEP	88%	10%	2%	100%
RFEP	65%	18%	17%	100%
Grand Total	70%	17%	13%	100%

iReady Diagnostic 3 Math 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)	
Grade Level	Met	Not Met
0	38%	62%
1	44%	56%
2	46%	54%
3	50%	50%
4	44%	56%
5	61%	39%
6	46%	54%
7	52%	48%
8	44%	56%
Grand Total	47%	53%
Students with Disability (SWD)	Met	Not Met
SWD	36%	64%
Socio-Economically Disadvantaged (SED)	Met	Not Met

SED	36%	64%
EL Status Subgroup Data	Met	Not Met
EL	31%	69%
EO	50%	50%
IFEP	50%	50%
RFEP	51%	49%
Grand Total	47%	53%
Ethnicity Subgroup Annual Typical Growth Data	Met	Not Met
Asian	59%	41%
Hispanic/Latino	36%	64%
White	49%	51%
Grand Total	48%	52%

iReady Diagnostic 3 Reading 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)	
Grade Level	Met	Not Met
0	33%	67%
1	47%	53%
2	56%	44%
3	60%	40%
4	57%	43%
5	63%	37%
6	63%	37%
7	66%	34%
8	60%	40%
Grand Total	56%	44%
Students with Disability (SWD)	Met	Not Met
SWD	44%	56%
Socio-Economically Disadvantaged (SED)	Met	Not Met
SED	44%	56%
EL Status Subgroup Data	Met	Not Met
EL	38%	62%
EO	60%	40%
IFEP	55%	45%

RFEP	63%	37%
Grand Total	56%	44%
Ethnicity Subgroup Annual Typical Growth Data	Met	Not Met
Asian	65%	35%
Hispanic/Latino	45%	55%
White	62%	38%
Grand Total	57%	43%

Edith Landels Elementary School

Math - Diagnostic 3 (May 2021)				
	Tier 1	Tier 2	Tier 3	Grand Total
Math Diagnostic 3 Overall	69%	22%	9%	
Ethnicity Subgroups				
Asian	88%	11%	1%	
Hispanic/Latino	38%	36%	25%	
White	77%	20%	3%	
Grand Total	69%	22%	9%	
Students with Disability (SWD)				
SWD	36%	33%	31%	
Not SWD	71%	23%	6%	
Grand Total	67%	24%	9%	
Socio-Economically Disadvantaged (SED)				
SED	32%	42%	26%	
Not SED	81%	17%	2%	
Grand Total	67%	24%	9%	
EL Status Subgroup Data				
EL	24%	39%	37%	
EO	76%	21%	2%	
IFEP	83%	17%	0%	
RFEP	61%	27%	11%	
Grand Total	67%	24%	9%	

Reading - Diagnostic 3 (May 2021)

Reading - Diagnostic 3 (May 2021)				
	Tier 1	Tier 2	Tier 3	Grand Total
Reading Diagnostic 3 Overall	78%	14%	8%	
Ethnicity Subgroups				
Asian	91%	9%	1%	
Hispanic/Latino	51%	28%	20%	
White	89%	7%	4%	
Grand Total	78%	14%	8%	
Students with Disability (SWD)				
SWD	37%	29%	34%	
Not SWD	82%	14%	5%	
Grand Total	77%	15%	8%	
Socio-Economically Disadvantaged (SED)				
SED	47%	30%	23%	
Not SED	88%	10%	2%	
Grand Total	77%	15%	8%	
EL Status Subgroup Data				
EL	32%	38%	29%	
EO	87%	11%	2%	
IFEP	89%	7%	4%	
RFEP	76%	13%	11%	
Grand Total	77%	15%	8%	
iReady Diagnostic 3 Math 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)			
Grade Level	Met		Not Met	
0	48%		52%	
1	44%		56%	
2	43%		57%	
3	41%		59%	
4	37%		63%	
5	56%		44%	
6				
7				
8				

Reading - Diagnostic 3 (May 2021)		
Grand Total	44%	56%
Students with Disability (SWD)	Met	Not Met
SWD	30%	70%
Socio-Economically Disadvantaged (SED)	Met	Not Met
SED	42%	58%
EL Status Subgroup Data	Met	Not Met
EL	26%	74%
EO	50%	50%
IFEP	50%	50%
RFEP	38%	63%
Grand Total	44%	56%
Ethnicity Subgroup Annual Typical Growth Data	Met	Not Met
Asian	59%	41%
Hispanic/Latino	29%	71%
White	45%	55%
Grand Total	45%	55%

iReady Diagnostic 3 Reading 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)	
Grade Level	Met	Not Met
0	38%	62%
1	44%	56%
2	54%	46%
3	72%	28%
4	65%	35%
5	67%	33%
6		
7		
8		
Grand Total	57%	43%
Students with Disability (SWD)	Met	Not Met
SWD	46%	54%
Socio-Economically Disadvantaged (SED)	Met	Not Met

SED	53%	47%
EL Status Subgroup Data	Met	Not Met
EL	34%	66%
EO	60%	40%
IFEP	63%	37%
RFEP	71%	29%
Grand Total	57%	43%
Ethnicity Subgroup Annual Typical Growth Data	Met	Not Met
Asian	64%	36%
Hispanic/Latino	45%	55%
White	64%	36%
Grand Total	59%	41%

Conclusions based on this data:

1. Subgroup data shows a big discrepancy between Hispanic and other ethnicities, and SWD, SED and non-SWD and non-SED.
2. EL students are the lowest performing subgroup but still perform higher than the district average for ELs.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 1: Academic Achievement - English Language Arts
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students
School Goal 1: Academic Achievement - English Language Arts <ul style="list-style-type: none">• School Goal 1.a - CAASPP Goal• School Goal 1.b - One Year's Growth Goal
<p>By June 2022, there will be an overall increase from 78% to 80% in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-5). We will also increase the percentage of students meeting or exceeding standards in ELA for the following subgroups:</p> <ul style="list-style-type: none">• Students with Disabilities from 40% to 46%• Socioeconomically Disadvantaged students from 54.4% to 59%• English only students from 83.6% to 85.2%• Asian students from 85.2% to 86.7%• White students from 88.2% to 89.4%• Hispanic/Latino students from 58.5% to 62.7% <p>By June 2022, there will be an increase from 59% to 63% in the number of students meeting their yearly growth targets in Reading as measured by the iReady diagnostic assessments (K-5). This meets the district annual growth target of 57%. We will also increase the number of students meeting their yearly growth targets in Reading for the following subgroups:</p> <ul style="list-style-type: none">• Students with Disabilities from 53% to 58%• Socioeconomically Disadvantaged students from 46% to 51%• English only students from 60% to 64%• Asian students from 64% to 68%• White students from 64% to 68%• Hispanic/Latino students from 45% to 51%
Data Used to Form this Goal:
CAASPP and iReady Diagnostics (ELA)

Findings from the Analysis of this Data:

5th grade made the greatest gains from 17-18 to 18-19 (approximately 18% more students met or exceeded proficiency).
 Reading is a relative strength, indicating the importance of our continued focus on reading intervention during RTI.
 Subgroup data shows a big discrepancy between Hispanic and other ethnicities, and SWD, SED and non-SWD and non-SED.
 EL students are the lowest performing subgroup but still perform higher than the district average for ELs.

How the School will Evaluate the Progress of this Goal:

CAASPP
 District Benchmarks (iReady)
 Progress Monitoring of Action Steps
 Observation Data
 Student Data Tracker

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Adhere closely to district-wide pacing guides for ELA, with intentional planning using the SIOP framework, and intentional planning for reteaching, pre-teaching, or differentiating based on unfinished learning data and priority standards. Evidence: Collaboration logs, pacing guides, benchmark assessments, iReady assessments, lesson plans	All school year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			
Regularly use Formative/Summative Assessments (iReady Diagnostics, Standards Mastery Assessments, exit tickets, quizzes/tests, etc.) to monitor progress and identify skills/standards to target during RTI Evidence: iReady assessment data, student data tracker	All school year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Use staff meetings/district planning days to provide Professional Development on SIOP, differentiation, ELD, RTI, and other needs that arise. PD will be provided by district and school staff.</p> <p>Evidence: PD slides, staff surveys on the helpfulness/effectiveness of the PD, classroom observations, instructional coaching</p>	All school year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			
<p>Instructional coaching support for professional learning and resources. All teachers participate regularly in instructional coaching (frequency determined by need), especially around differentiating instruction. This includes demo lessons, co-planning lessons, analyzing data, presenting at staff meetings and facilitating team collaboration. The principal and coach will meet weekly to discuss trends and strategies for how to better support teachers/students.</p> <p>Evidence: Detailed notes between instructional coach and teachers. Notes from principal/coach meetings.</p>	All school year	Instructional Coach and Principal	No expenditures, part of regular staff responsibilities			
<p>Utilize iReady diagnostic and standards mastery assessments consistently to guide teaching and small group instruction so as to meet individual student needs during core instruction and RTI rotations. Standards mastery assessments will be used for pre and post assessments on priority standards and guide</p>	All school year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>teachers on how to differentiate (pre) and reteach (post).</p> <p>Evidence: iReady diagnostics and standards mastery assessments</p>						
<p>SIOP Implementation Plan (Components and Features)</p> <p>The school will focus specifically on component 1 (lesson preparation) and component 2 (building background).</p> <p>SIOP will be used in all content areas. A lesson will incorporate one or more of the four language areas: reading, writing, speaking and listening. Lesson preparation will include content objectives, language objectives, academic vocabulary, differentiation, small group instruction and student engagement.</p> <p>Evidence: Lesson plans, classroom observations, pacing guides</p>	All school year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			
<p>Additional planning/collaboration time for teachers (after hours). Teachers will create an agenda based on SPSA goals/needs assessment and share their notes from their planning session with the instructional coach and principal.</p> <p>Evidence: Collaboration logs, pacing guides, benchmark assessments, iReady assessments, lesson plans</p>	All school year	All teachers, Principal, Instructional Coach	3 hours of additional planning per month for each grade-level team.	1000-1999: Certificated Personnel Salaries	Program 201	9225

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
BrainPop school license for introducing and reinforcing concepts/skills aligned to priority standards. Also helpful for small group rotations and students can access content at home. Evidence: Lesson plans, classroom observations	All school year	Teacher	BrainPop license for the entire school.	5000-5999: Services And Other Operating Expenditures	Program 201	1600
Building leveled literacy libraries that promote SEL/cultural diversity for all classrooms to help support reading and access to reading at all levels. Evidence: Increase in students checking out books from the classroom library	All school year	Teacher, Instructional Coach	Leveled literacy books for classrooms.	4000-4999: Books And Supplies	Program 201	5322
HeyTutor: Tutor to help support classroom instruction and reduce group size in order to increase targeted support. Evidence: iReady diagnostics and standards mastery assessments, classroom observations	All school year	All teachers, Principal, Instructional Coach	Funding for 17 hours of tutoring per week for approximately 30 weeks.	5000-5999: Services And Other Operating Expenditures	TSSP	10000
Ensure teachers and students have access to the necessary supplies/materials for teaching and learning.	All school year	All staff	School supplies and operational expenses.	0001-0999: Unrestricted: Locally Defined	School Allocation	18955
SPIRE professional development + student workbooks to facilitate small group instruction on foundational reading skills. Professional development will be provided by SPIRE and will occur directly after school on 10/19, 10/26 and 11/2. PD	October	Teachers, Principal, Instructional Coach	Service fee for professional development	5000-5999: Services And Other Operating Expenditures	Program 201	1750
			Hourly pay for teachers to attend PD after hours	1000-1999: Certificated Personnel Salaries	Program 201	1350

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>sessions will be recorded for individuals that are not able to attend.</p> <p>SPIRE is a multisensory reading intervention program for students with dyslexia, nonreaders, and struggling readers.</p> <p>Evidence: SPIRE/Literably assessments</p>			Student workbooks for SPIRE	4000-4999: Books And Supplies	Program 201	800
<p>Two teachers will partner up for Response to Instruction (RTI), which will occur at least 2 x 40min a week. Students will be grouped based on ability and teachers will differentiate to meet the needs of students in groups.</p> <p>Small group: Teachers will use F&P and/or SPIRE to reach students that are still learning to read and require more phonics/phonological awareness.</p> <p>Large group: Teacher will reteach/reinforce priority standards identified in iReady diagnostic data.</p> <p>Evidence: Lesson plans, iReady assessments, classroom observations</p>	All school year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			
<p>Monthly data review meetings, wherein teachers compile data for tier 2/3 students and assess the progress made on priority standards. Data review will occur during staff meetings and PLC time.</p>	All school year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evidence: iReady assessments, student data tracker, meeting notes						
Conduct regular classroom walkthroughs. Principal will provide feedback (likely through email or during staff meetings) based on trends. Evidence: Walkthrough data	All school year	Instructional coach, principal	No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan.	All school year	All school staff	No expenditures, part of regular staff responsibilities			

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 2: Academic Achievement - Math
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students
School Goal 2: Academic Achievement - Math <ul style="list-style-type: none">● School Goal 2.a - CAASPP Goal● School Goal 2.b - One Year's Growth Goal
<p>By June 2022, there will be an increase from 69% to 72% in the number of students meeting or exceeding standards in Math as measured by CAASPP (Gr 3-5). We will also increase the percentage of students meeting or exceeding standards in Math for the following subgroups:</p> <ul style="list-style-type: none">● Students with Disabilities from 37.5% to 43.8%● Socioeconomically Disadvantaged students from 29.8% to 36.8%● English only students from 77.4% to 79.7%● Asian students from 85.7% to 87.1%● White students from 82.4% to 84.2%● Hispanic/Latino students from 42.2% to 48% <p>By June 2022, there will be an increase from 46% to 51% in the number of students meeting their yearly growth targets in Math as measured by the iReady diagnostic assessments (K-5). This meets the district annual growth target of 48%. We will also increase the number of students meeting their yearly growth targets in Math for the following subgroups:</p> <ul style="list-style-type: none">● Students with Disabilities from 42% to 48%● Socioeconomically Disadvantaged students from 30% to 37%● English only students from 50% to 55%● Asian students from 59% to 63%● White students from 45% to 51%● Hispanic/Latino students from 29% to 36%
Data Used to Form this Goal:
CAASPP and iReady Diagnostics (Math)

Findings from the Analysis of this Data:

5th grade made the greatest gains from 17-18 to 18-19 (approximately 10% more students met or exceeded proficiency).
 Problem solving & modeling/data analysis is a relative weakness, indicating that language support in math is needed.
 Subgroup data shows a big discrepancy between Hispanic and other ethnicities, and SWD, SED and non-SWD and non-SED.
 EL students are the lowest performing subgroup but still perform higher than the district average for ELs.

How the School will Evaluate the Progress of this Goal:

CAASPP
 District Benchmarks (iReady)
 Progress Monitoring of Action Steps
 Observation Data
 Student Data Tracker

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Adhere closely to district-wide pacing guides for math, with intentional planning using the SIOP framework, and intentional planning for reteaching, pre-teaching, or differentiating based on unfinished learning data and priority standards. Evidence: Collaboration logs, pacing guides, benchmark assessments, iReady assessments, lesson plans	All school year	All teachers, Instructional Coach, Principal	No expenditures, part of regular staff responsibilities			
SIOP Implementation Plan (Components and Features) The school will focus specifically on component 1 (lesson preparation) and component 2 (building background). SIOP will be used in all content areas, including math. A lesson will incorporate one or more of the four language areas: reading, writing, speaking and listening. Lesson	All school year	All teachers, Instructional Coach, Principal	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>preparation will include content objectives, language objectives (how will students be using language as they engage in the math content), academic vocabulary, differentiation, small group instruction and student engagement.</p> <p>Evidence: Lesson plans, classroom observations, pacing guides</p>						
<p>Utilize the Eureka math exit ticket/reflection time to check in with students on the Content and Language Objectives. Use sentence frames to help students communicate if they met the objectives.</p> <p>Evidence: Exit tickets, standards mastery assessments, classroom observations</p>	All school year	All teachers, Instructional Coach, Principal	No expenditures, part of regular staff responsibilities			
<p>Instructional coaching support for professional learning and resources. All teachers participate regularly in instructional coaching (frequency determined by need), especially around differentiating instruction. This includes demo lessons, co-planning lessons, analyzing data, presenting at staff meetings and facilitating team collaboration. The principal and coach will meet weekly to discuss trends and strategies for how to better support teachers/students.</p> <p>Evidence: Detailed notes between instructional coach and teachers.</p>	All school year	Instructional Coach and Principal	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Notes from principal/coach meetings.						
<p>Utilize iReady diagnostic and standards mastery assessments consistently to guide teaching and small group instruction so as to meet individual student needs during core instruction. Standards mastery assessments/exit tickets will be used for pre and post assessments on priority standards and guide teachers on how to differentiate (pre) and reteach (post).</p> <p>Students who have demonstrated mastery complete daily problem sets and exit tickets to practice skills and verify understanding and use supplemental problem solving materials for enrichment (such as the Art of Problem Solving for grades 2-5).</p> <p>Students not yet demonstrating mastery will have more direct instruction and small group time with the teacher.</p> <p>Evidence: iReady diagnostics and standards mastery assessments</p>	All school year	All teachers, Instructional Coach, Principal	No expenditures, part of regular staff responsibilities			
<p>Use staff meetings/district planning days to provide Professional Development on SIOP, differentiation, and other needs that arise. PD will be provided by district and school staff.</p> <p>Evidence: PD slides, staff surveys on the helpfulness/effectiveness of the</p>	All school year	Instructional Coach, Principal	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PD, classroom observations, instructional coaching						
<p>Additional planning/collaboration time for teachers (after hours). Teachers will create an agenda based on SPSA goals/needs assessment and share their notes from their planning session with the instructional coach and principal.</p> <p>Evidence: Collaboration logs, pacing guides, benchmark assessments, iReady assessments, lesson plans</p>	All school year	All teachers, Instructional Coach, Principal	3 hours of additional planning per month for each grade-level team.	1000-1999: Certificated Personnel Salaries	Program 201	9225
<p>HeyTutor: Tutor to help support classroom instruction and reduce group size in order to increase targeted support.</p> <p>Evidence: iReady diagnostics and standards mastery assessments, classroom observations</p>	All school year	All teachers, Instructional Coach, Principal	Funding for 17 hours of tutoring per week for approximately 30 weeks.	5000-5999: Services And Other Operating Expenditures	TSSP	10000
<p>BrainPop school license for introducing and reinforcing concepts/skills aligned to priority standards. Also helpful for small group rotations and students can access content at home.</p> <p>Evidence: Lesson plans, classroom observations</p>	All school year	Teachers	BrainPop license for the entire school.	5000-5999: Services And Other Operating Expenditures	Program 201	1600
<p>Art of Problem Solving math enrichment books for all 2-5 classrooms. Books focus on PBL and math puzzles, which can be used in small groups and allow the teacher to</p>	All school year	Teachers	Set of PBL books for each class in grades 2-5	4000-4999: Books And Supplies	Program 201	1300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>focus on Tier 2/3 students needing extra support.</p> <p>Evidence: Classroom observations, student feedback</p>						
<p>Math Olympiad will occur virtually every week after school for 4th and 5th graders. Students learn about new techniques and practice solving challenging and engaging MOEMS (www.moems.org) style math problems and participate in the elementary school competitions throughout the year.</p>	All school year	Supervising teacher, parent volunteers	Teacher hours for after school supervision	1000-1999: Certificated Personnel Salaries	After School Enrichment - Elementary Schools	1500
<p>Ensure teachers and students have access to the necessary supplies/materials for teaching and learning.</p>	All school year	All school staff	School supplies and operational expenses.	0001-0999: Unrestricted: Locally Defined	School Allocation	18955
<p>Monthly data review meetings, wherein teachers compile data for tier 2/3 students and assess the progress made on priority standards. Data review will occur during staff meetings and PLC time.</p> <p>Evidence: iReady assessments, student data tracker, meeting notes</p>	All school year	All teachers, Instructional Coach, Principal	No expenditures, part of regular staff responsibilities			
<p>Conduct regular classroom walkthroughs. Principal will provide feedback (likely through email or during staff meetings) based on trends.</p> <p>Evidence: Walkthrough data</p>	All school year	Instructional coach, principal	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement new or revised strategies based on revision of plan.	All school year	All school staff	No expenditures, part of regular staff responsibilities			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 3 - Academic Achievement - English Language Learners
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students
School Goal 3: Academic Achievement - English Language Learners <ul style="list-style-type: none">● School Goal 3.a - LTEL/At-Risk Goal● School Goal 3.b - RFEP Goal● School Goal 3.c - ELPAC Goal
By June 2022, there will be a 4% increase (from 61% to 65%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the Diagnostic 3 i-Ready Reading. By June 2022, at least 80% (54 of 68) of English Learners will increase an ELPAC level or reclassify as a fluent English speaker.
Data Used to Form this Goal:
ELPAC data, EL status and reclassification data
Findings from the Analysis of this Data:
Generally, students usually score higher on the speaking and listening portion however students scored higher on reading overall. About 31% of students fall in level 1 or 2, indicating the need for a strong D-ELD and newcomer program.
How the School will Evaluate the Progress of this Goal:
ELPAC data EL status and reclassification data Progress Monitoring of Action Steps Observation Data Student Data Tracker

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>SIOP Implementation Plan (Components and Features)</p> <p>The school will focus specifically on component 1 (lesson preparation) and component 2 (building background).</p> <p>SIOP will be used in all content areas. A lesson will incorporate one or more of the four language areas: reading, writing, speaking and listening. Lesson preparation will include content objectives, language objectives, academic vocabulary, differentiation, small group instruction and student engagement.</p> <p>Evidence: Lesson plans, classroom observations, pacing guides</p>	All school year.	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			
<p>Identify our "At-Risk" English Language Learners and and continually monitor their progress through monthly data review meetings during staff meetings or PLC time, wherein teachers compile data for EL students and assess the progress made on their English Language Development and priority standards.</p> <p>Use data in all aspects of instruction when grouping at-risk. The curriculum, iReady assessments/lessons and Learning A-Z will be used in conjunction to increase the level of achievement and help ensure that students are placed appropriately for ELD and RTI.</p>	All school year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evidence: Assessment data including iReady assessments, student data tracker, meeting notes, collaboration logs						
<p>Instructional coaching support for professional learning and resources. All teachers participate regularly in instructional coaching (frequency determined by need), especially around supporting ELs and RFEPs and differentiating instruction. This includes demo lessons, co-planning lessons, analyzing data, presenting at staff meetings, facilitating teacher release days and team collaboration. The principal and coach will meet weekly to discuss trends and strategies for how to better support teachers/students.</p> <p>Evidence: Detailed notes between instructional coach and teachers. Notes from principal/coach meetings.</p>	All school year	Instructional Coach	No expenditures, part of regular staff responsibilities			
<p>Kid Talks with particular focus on ELs and RFEPs. Principal, School Psychologist and teacher will meet for 30 minutes twice a year to discuss interventions for students that are struggling to meet grade-level standards and are in need of additional support.</p> <p>Evidence: Meeting notes, student data tracker</p>	Nov and March	Principal, All teachers, Instructional Coach, School Psychologist, SCEF	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Newcomer Class:</p> <p>This class spans all grade levels and is meant to support students that are new to the country and U.S. schools (having arrived in the last 12 months) and do not speak English. Students will meet with the teacher 1-2 times weekly for 30 minutes to work on making introductions, learning and using common vocabulary words, and building community.</p> <p>Evidence: Classroom observations, student/teacher feedback</p>	All school year	SCEF, teacher	No expenditures, part of regular staff responsibilities			
<p>Information provided to EL students and families regarding curriculum resources, ELPAC assessments and reclassification.</p> <p>Evidence: Weekly Landels Latest (English and Spanish version), ELAC agendas/meetings, parent education nights</p>	All school year	Principal, SCEF, district	No expenditures, part of regular staff responsibilities			
<p>Utilize iReady diagnostic and standards mastery assessments consistently to guide teaching and small group instruction so as to meet individual student needs during core instruction, RTI rotations and D-ELD blocks. Standards mastery assessments will be used for pre and post assessments on priority standards and guide teachers on how to differentiate (pre) and reteach (post). RTI rotations will occur twice weekly for 40-55 minutes depending on grade level.</p>	All school year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evidence: iReady diagnostics and standards mastery assessments						
Implement a designated ELD block for 150 minutes a week - time to intentionally focus on language development using speaking, listening, reading and writing. Evidence: Master schedule, lesson plans, collaboration logs	All school year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			
Use staff meetings/district planning days to provide Professional Development on SIOP, differentiation, ELD and other needs that arise. PD will be provided by district and school staff. Evidence: PD slides, staff surveys on the helpfulness/effectiveness of the PD, classroom observations, instructional coaching	All school year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			
Language Line Services for help with interpretation and reaching our non-English speaking families.	All school year	Principal, SCEF	Language interpretation services	5000-5999: Services And Other Operating Expenditures	TSSP	2000
HeyTutor: Additional 30 weeks of live, in-person tutoring for 1 hour a week for up to 84 tier 2/3 students in English Language Development. Evidence: HeyTutor tutoring session assessments, iReady data	All school year	All teachers, Principal, Instructional Coach	See goal 1 and goal 2 for expenditure information.			
Conduct SIOP implementation walkthroughs	All school year	Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evidence: Walkthrough data						
<p>Utilize Supplemental Designated ELD curriculum in addition to core Benchmark Advance Curriculum (Reading A-Z ELL Edition).</p> <p>Explore, research and purchase ELD Curriculum Resources to help support teaching and learning during the Designated ELD block.</p> <p>Evidence: Classroom observations, lesson plans, RAZ data</p>	All school year	All teachers, Principal, Instructional Coach	ELD resources	4000-4999: Books And Supplies	TSSP	2000
<p>Meet with EL students in December to discuss the ELPAC, test-taking strategies and encourage students to begin preparing for the test. Implement reward system for EL students that make gains and/or participate in additional practice.</p> <p>Evidence: Meeting notes, ELPAC scores, Completion rate for extra practice, Tutoring attendance</p>	December, Ongoing	Principal, Instructional Coach, SCEF	Rewards for EL students that participate in additional practice and attend tutoring	4000-4999: Books And Supplies	TSSP	750
Implement new or revised strategies based on revision of plan.	All school year	All school staff	No expenditures, part of regular staff responsibilities			

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 4 - Social-Emotional Health and Wellness			
LCAP Goal 2:			
Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.			
Strategic Plan Goal Area #2:			
Student Social Emotional Health			
School Goal 4: Social-Emotional Health and Wellness <ul style="list-style-type: none"> • School Goal 4.a - Parent Goal • School Goal 4.b - Student Goal 			
<p>By June 2022, there will be a 3% increase (from 67% to 70%) in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey.</p> <p>By June 2022, there will be a 3% increase (from 74% to 77%) in the number of students who agreed or strongly agreed that my school focuses on a student's character as measured by the LCAP/Climate Survey.</p>			
Data Used to Form this Goal:			
2020-2021 LCAP Survey Data.			
Findings from the Analysis of this Data:			
Without historical data, I believe the numbers have been impacted by distance learning and parents inability to attend morning meetings in person (along with other campus events).			
How the School will Evaluate the Progress of this Goal:			
2021-2022 LCAP Survey Progress Monitoring of Action Steps			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue utilizing the Toolbox Project to educate students on "tools" that they can use to overcome challenges.	All school year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evidence: Staff observations, behavior logs, weekly morning meetings						
Kinder will use the Kimochis program to supplement our SEL curriculum (Toolbox). Evidence: Classroom observations	All school year	Kinder teachers	No expenditures, part of regular staff responsibilities			
Use staff meetings/district planning days to provide Professional Development on Toolbox, restorative justice, SEL and other needs that arise. PD will be provided by district and school staff. Evidence: PD slides, staff surveys on the helpfulness/effectiveness of the PD, classroom observations, instructional coaching	All school year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			
Use google surveys/reflection forms at the end of trimester 1 and 2 to gather data on students' feelings about school, their teacher and their classmates. Are they feeling included, connected, valued, etc.? Respond to student data as needed. Evidence: Survey data	All school year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			
Create positively stated school rules and expectations for all common areas of the school. Continuously teach, rehearse, reinforce, and review expectations and rules.	All school year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Hold morning meetings weekly to check in with students/staff on behavior trends. We will use this time to build community and reinforce Tools. We will also recognize students that have received a ROAR for being safe, responsible or respectful. Set schoolwide goals around behavior during weekly morning meetings.</p> <p>Evidence: Morning meetings, staff observations</p>						
<p>Hold principal's coffee meetings monthly to check in with parents and offer a space for them to share concerns.</p> <p>Evidence: Agendas for principal's coffee, parent feedback</p>	All school year	Principal, front office staff	No expenditures, part of regular staff responsibilities			
<p>Provide helpful tips/information on social/emotional health, behavior and attendance in weekly newsletter (Landels Latest).</p>	All school year	Principal	No expenditures, part of regular staff responsibilities			
<p>Bring in Playworks to implement their Recess Reboot program, which focuses on safe play, community building, student leadership and SEL.</p> <p>Evidence: Observations of playground/recess behavior, implementation of student leadership program, staff feedback</p>	All school year	All teachers, Principal, Instructional Coach	Service fee for Playworks	5000-5999: Services And Other Operating Expenditures	Program 201	11000
<p>Build an SEL/Cultural Diversity library based on the need to develop students' character and social emotional health (from the needs</p>	All school year	All teachers, Principal, Instructional Coach	Books	4000-4999: Books And Supplies	Program 201	1428

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
assessment).						
Students will create their own book about Lanny the Lion using his Toolbox Tools to overcome challenges at school and at home. Evidence: Lesson plans, physical book for all students to take home and read with families.	All school year	All teachers, Principal, Instructional Coach	Book printing costs	4000-4999: Books And Supplies	Program 202	8920
Positive behavior reinforcement system (Pride Challenge) focused on improving behavior in outdoor spaces (keeping hands and feet to ourselves, using kind and respectful language, follow directions and cleaning up after ourselves). Evidence: Behavioral data will be captured weekly, Lion Leadership Board	All school year	Campus supervisors, Principal, Instructional Coach, Teachers	Funds to reward positive behavior (rewards/events on campus)	4000-4999: Books And Supplies	TSSP	1250
Implement new or revised strategies based on revision of plan.	All school year	All school staff	No expenditures, part of regular staff responsibilities			

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 5 - Inclusive and Welcoming Culture
LCAP Goal 3:
Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.
Strategic Plan Goal Area # 3:
Inclusive and welcoming culture
School Goal 5: Inclusive and Welcoming Culture <ul style="list-style-type: none">● School Goal 5.a - Attendance Goal● School Goal 5.b - Chronic Absenteeism Goal● School Goal 5.c - Welcoming Environment Goal
<p>By June 2022, the average student attendance rate for the school will be at or above 96.5%.</p> <p>By June 2022, the average chronic absenteeism rate for the for the various subgroups will decrease by 0.5% (SED from 17% to 16.5%, ELs from 18% to 17.5%, LAT/HISP from 13% to 12.5%, SWD from 13% to 12.5%).</p> <p>By June 2022, there will be a 2% increase (82% to 84%) in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey.</p>
Data Used to Form this Goal:
Attendance data LCAP Survey
Findings from the Analysis of this Data:
Without historical data, I believe the percentage of parents who feel the school creates a welcoming environment was likely impacted by distance learning and the inability for parents to come on campus. The challenge for this school year is to find ways for families to be involved and feel welcome when the physical campus is only open for students.
How the School will Evaluate the Progress of this Goal:
Attendance data LCAP survey data Progress Monitoring of Action Steps

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Continue utilizing the Toolbox Project to educate students on "tools" that they can use to overcome challenges.</p> <p>Evidence: Classroom observations (teachers frequently using/referring to tools), weekly morning meetings, Landels Latest Newsletter</p>	All School Year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			
<p>Kinder will use the Kimochis program to supplement our SEL curriculum (Toolbox).</p> <p>Evidence: Classroom observations (teachers frequently using/referring to tools)</p>	All school year	Kinder teachers	No expenditures, part of regular staff responsibilities			
<p>Use alternatives to suspension in order to maintain zero suspensions and create an environment where students feel safe and welcome. These include:</p> <p>Restorative conversations Reflection forms/Apology letters Natural consequences Referral to Community Health Awareness Council (CHAC) or to ARIS</p> <p>Evidence: Behavior logs, staff observations</p>	All school year	Principal, Instructional coach, SCEF, ARIS, and Teachers	No expenditures, part of regular staff responsibilities			
<p>Push-in assistance from the principal, instructional coach, SCEF or ARIS will be provided for students that need additional behavior support to maintain focus on academics.</p> <p>Evidence: Teachers taking advantage</p>	All school year	Principal, Instructional coach, SCEF and ARIS	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
of additional support, frequently communicating tiered intervention process						
Track/monitor students that are chronically absent or at-risk of being chronically absent. Hold meeting with family when necessary. Create a plan for improved attendance. Evidence: SST/parent meeting notes, regularly scheduled meetings with SCEF and ARIS to discuss attendance/behavior	All school year	Principal, SCEF and ARIS	No expenditures, part of regular staff responsibilities			
Research and Implement parent engagement opportunities for Landels School: Parenting class SEL presentation Workshops Science night Author nights Etc. Evidence: Attendance, parent feedback	All school year	Parents, SCEF, Principal	Service fee, hourly pay for staff, books, other materials needed for events	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	6612
Create positively stated school rules and expectations for all common areas of the school. Continuously teach, rehearse, reinforce, and review expectations and rules. Hold morning meetings weekly to check in with students/staff on behavior trends. We will use this time to build community and reinforce Tools. We will also recognize students that have received a ROAR for being	All school year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
safe, responsible or respectful. Set schoolwide goals around behavior during weekly morning meetings. Evidence: Morning meetings, staff observations						
Hold principal's coffee meetings monthly to check in with parents and offer a space for them to share concerns. Evidence: Agendas for principal's coffee, parent feedback	All school year	Principal, front office staff	No expenditures, part of regular staff responsibilities			
Provide helpful tips/information on social/emotional health, behavior and attendance in weekly newsletter (Landels Latest).	All school year	Principal	No expenditures, part of regular staff responsibilities			
Home visits to help build relationships with families of students that are chronically absent or in need of additional support Evidence: Home visit logs, parent feedback, attendance data	All school year	SCEF	No expenditures, part of regular staff responsibilities			
Scholarships for SED families to attend after-school enrichment programs for target families (when allowed) Evidence: Enrollment data, system to invite students (parent engagement)	All school year	Principal, SCEF	Admission/Enrollment for target students	5000-5999: Services And Other Operating Expenditures	TSSP	2544
Language Line Services for help with interpretation and reaching our non-English speaking families. See goal 2 for expenditure.	All school year	Principal, SCEF	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Robust after-school enrichment program offerings (when allowed) Evidence: Staff/parent/student input/feedback, enrollment numbers	All school year	Principal	Service fee for outside providers	5000-5999: Services And Other Operating Expenditures	After School Enrichment - Elementary Schools	2960
Adhere to school COVID Safety Plan	All school year	All school staff	No expenditures, part of regular staff responsibilities			
Follow SART attendance process	All school year	Principal, SCEF, ARIS	No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan.	All school year	All school staff	No expenditures, part of regular staff responsibilities			

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source

Funding Source	Allocation 75%	Allocation 100%	Balance (Allocations-
School Allocation	28,433	37,910	0.00
Program 201	33,450	44,600	0.00
Program 202	6,690	8,920	0.00
TSSP	21,408	28,544	0.00
After School Enrichment -	3,345	4,460	0.00
Parent Engagement	4,959	6,612	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School Enrichment - Elementary Schools	4,460.00
Parent Engagement (PIQE/FEI/PU)	6,612.00
Program 201	44,600.00
Program 202	8,920.00
School Allocation	37,910.00
TSSP	28,544.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	37,910.00
1000-1999: Certificated Personnel Salaries	21,300.00
4000-4999: Books And Supplies	21,770.00
5000-5999: Services And Other Operating Expenditures	50,066.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	After School Enrichment - Elementary	1,500.00
5000-5999: Services And Other Operating	After School Enrichment - Elementary	2,960.00
5000-5999: Services And Other Operating	Parent Engagement (PIQE/FEI/PU)	6,612.00
1000-1999: Certificated Personnel Salaries	Program 201	19,800.00
4000-4999: Books And Supplies	Program 201	8,850.00
5000-5999: Services And Other Operating	Program 201	15,950.00
4000-4999: Books And Supplies	Program 202	8,920.00
0001-0999: Unrestricted: Locally Defined	School Allocation	37,910.00
4000-4999: Books And Supplies	TSSP	4,000.00
5000-5999: Services And Other Operating	TSSP	24,544.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	49,002.00
Goal 2	42,580.00
Goal 3	4,750.00
Goal 4	22,598.00
Goal 5	12,116.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Pieter Dolmans	X				
Nadja Togasaki				X	
Michael Andre				X	
Jamsheed Agahi				X	
James Perkins				X	
Alvaro Martinez Echevarria				X	
Margaret Poor		X			
Liz Parry		X			
Vanessa Bui/Klancey Haley		X			
Barbara Dolan			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.

ELAC Membership

Name of ELAC Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Pieter Dolmans	X				
Monica Cadena (President)				X	
Livier Perez (Vice-President)				X	
M. Bea Claas			X		
Numbers of ELAC Members of each category:	1	0	2	3	

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

X English Learner Advisory Committee


Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 11/3/2021.

Attested:

Pieter Dolmans

Typed Name of School Principal



Signature of School Principal

11/19/21

Date

Nadja Togasaki

Typed Name of SSC Chairperson



Signature of SSC Chairperson

11/9/21

Date