

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: November 17, 2022

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 November 17, 2022.

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District Mission and Vision

Mission: We inspire, prepare and empower every student

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

District Values and Beliefs

We believe:

- Students and learning are at the center of all we do.
- Students thrive when presented with well-balanced, joyful learning experiences that challenge their academic, social, and emotional needs.
- Our diversity is a strength that builds students' capacities to be globally competent and culturally responsive citizens.
- Strong partnerships with students, families, educators, and the community are the foundation for creating an excellent education for each individual student.
- Learning experiences should engage students in academic excellence while building a collaborative community.
- Every student has a dynamic learner profile that must be considered when creating personalized learning experiences.
- Clear policies, procedures and responsible resource management support an effective school system.
- High expectations and continuous learning combined with a respectful and safe community create a positive educational environment.
- Modeling innovation and curiosity supports creativity and adaptability for learners.
- Students desire experiences that inspire, challenge, and build creativity and curiosity.
- Our backgrounds, life experiences, and aspirations are a strength of our community.

School Profile

Edith Landels Elementary is a K-5 school with an enrollment in August 2022 of 378 students. Our school community consists of 30% Hispanic/Latino students, 22% socio-economically disadvantaged students, 9% students with disabilities, and 18% English Learner students. Our staff team has 16 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 2023, there will be an overall increase from 69% to 72% 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 39% to 43%
- Socioeconomically Disadvantaged students from 33% to 40%
- English only students from 80% to 82%
- Asian students from 80% to 82%
- White students from 86% to 87%
- Hispanic/Latino students from 42% to 48%

By June 2023, there will be an increase from 61% to 65% in the number of students meeting their yearly growth targets in Reading as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5) . This meets the district annual growth target of 62%. We will also increase the number of students meeting their yearly growth targets in Reading for the following subgroups:

- Students with Disabilities from 50% to 55%
- Socioeconomically Disadvantaged students from 42% to 48%
- English only students from 66% to 70%
- Asian students from 67% to 70%
- White students from 69% to 72%
- Hispanic/Latino students from 45% to 51%

GOAL 2: Math

By June 2023, there will be an increase from 57% to 61% 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 22% to 30%
- Socioeconomically Disadvantaged students from 14% to 23%
- English only students from 70% to 73%
- Asian students from 76% to 78%
- White students from 79% to 81%
- Hispanic/Latino students from 23% to 31%

By June 2023, there will be an increase from 61% to 65% in the number of students meeting their yearly growth targets in Math as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5) . This meets the district annual growth target of 61%. 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 45% to 51%
- English only students from 61% to 65%
- Asian students from 70% to 73%
- White students from 67% to 70%
- Hispanic/Latino students from 44% to 50%

GOAL 3: English Language Learners

By June 2023, there will be a 4% increase (from 64% to 68%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-5).

By June 2023, the percentage of students who are At-Risk of becoming LTEL scoring at least one level higher overall on the ELPAC (or maintaining a 4) will increase from 45% to 56%.

By June 2023, 100% of all English Learners that score a Level 4 on the ELPAC will reclassify and the percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 58% to 62%.

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

Utilize reading intervention teacher and multi-sensory reading programs (OG and SPIRE) during small group reading blocks

GOAL 4: Social-Emotional Health and Wellness

By June 2023, there will be a 2% increase (from 85% to 87%) 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 2023, there will be a 3% increase (from 70% to 73%) 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 2023, the average student attendance rate for the school will be at or above 97%.

By June 2023, the average chronic absenteeism rate for the for the various subgroups will decrease by 2% (from 17% to 15%).

By June 2023, there will be a 2% increase (79% to 81%) 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

Increase parent participation/engagement through Project Cornerstone, LEAP, field trips, etc.

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 TeamUp 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

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. This year, all teachers will be participating in five 6-week data cycles, wherein we use the district's data protocol to analyze data aligned to specific standards or skills. This will help us measure the effectiveness of our reading intervention program.

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, teachers are fully credentialed to teach their assigned content areas and they also possess the authorizations required to teach English Language Learners. There are three teachers who are currently participating in the new teacher Induction program administered by Mountain View Whisman School District personnel. All other teaching staff meet the requirements for highly qualified staff for their current assigned positions.

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)

Landels is not designated as a Title 1 school. Landels receives all funding through the Local Control Funding Formula from the District.

Funding

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

Each site has been allocated \$100 per student to use this year to support student needs that have resulted from the pandemic and distance learning. Program 201 funds do not rollover and must be spent on this year's students. Program 201 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 18% 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, implementing a Response to Instruction (RTI) period as well as a small group reading block 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	84	65	65	80	0	60	80	0	60	95.2	0.0	92.3
Grade 4	62	83	57	61	0	54	61	0	54	98.4	0.0	94.7
Grade 5	77	56	79	74	0	76	74	0	76	96.1	0.0	96.2
All Grades	223	204	201	215	0	190	215	0	190	96.4	0.0	94.5

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2497.3		2499.9	65.00		60.00	13.75		16.67	10.00		11.67	11.25		11.67
Grade 4	2534.6		2501.3	50.82		40.74	26.23		18.52	11.48		18.52	11.48		22.22
Grade 5	2581.2		2551.7	55.41		42.11	22.97		27.63	17.57		10.53	4.05		19.74
All Grades	N/A	N/A	N/A	57.67		47.37	20.47		21.58	13.02		13.16	8.84		17.89

2019-20 Data:

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Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	57.50		50.00	32.50		40.00	10.00		10.00
Grade 4	50.82		46.30	39.34		40.74	9.84		12.96
Grade 5	58.11		35.53	33.78		50.00	8.11		14.47
All Grades	55.81		43.16	34.88		44.21	9.30		12.63

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	51.25		45.00	36.25		43.33	12.50		11.67
Grade 4	29.51		25.93	59.02		55.56	11.48		18.52
Grade 5	52.70		36.84	35.14		47.37	12.16		15.79
All Grades	45.58		36.32	42.33		48.42	12.09		15.26

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	56.25		23.33	37.50		65.00	6.25		11.67
Grade 4	39.34		18.52	52.46		64.81	8.20		16.67
Grade 5	44.59		25.00	50.00		67.11	5.41		7.89
All Grades	47.44		22.63	46.05		65.79	6.51		11.58

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	53.75		48.33	33.75		41.67	12.50		10.00
Grade 4	42.62		24.07	47.54		62.96	9.84		12.96
Grade 5	55.41		39.47	39.19		43.42	5.41		17.11
All Grades	51.16		37.89	39.53		48.42	9.30		13.68

2019-20 Data:

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Conclusions based on this data:

1. 3rd grade had the highest percentage of students meeting/exceeding standard (77%)
2. 4th grade had the lowest percentage of students meeting/exceeding standard (59%)
3. Reading is a relative strength, although students meeting/exceeding standard were 9% lower than in 2019 (69% vs 78%)

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	84	65	65	81	0	65	81	0	65	96.4	0.0	100.0
Grade 4	62	83	57	60	0	57	60	0	57	96.8	0.0	100.0
Grade 5	77	56	79	75	0	79	75	0	79	97.4	0.0	100.0
All Grades	223	204	201	216	0	201	216	0	201	96.9	0.0	100.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2489.4		2492.0	46.91		52.31	32.10		23.08	8.64		6.15	12.35		18.46
Grade 4	2509.0		2481.4	26.67		29.82	33.33		21.05	30.00		19.30	10.00		29.82
Grade 5	2564.1		2526.8	53.33		35.44	12.00		10.13	17.33		27.85	17.33		26.58
All Grades	N/A	N/A	N/A	43.52		39.30	25.46		17.41	17.59		18.41	13.43		24.88

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	62.96		58.46	20.99		26.15	16.05		15.38
Grade 4	41.67		29.82	33.33		36.84	25.00		33.33
Grade 5	54.67		36.71	21.33		30.38	24.00		32.91
All Grades	54.17		41.79	24.54		30.85	21.30		27.36

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	50.62		47.69	34.57		38.46	14.81		13.85
Grade 4	35.00		24.56	55.00		47.37	10.00		28.07
Grade 5	42.67		35.44	45.33		41.77	12.00		22.78
All Grades	43.52		36.32	43.98		42.29	12.50		21.39

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	54.32		46.15	37.04		44.62	8.64		9.23
Grade 4	38.33		35.09	51.67		43.86	10.00		21.05
Grade 5	44.00		29.11	36.00		50.63	20.00		20.25
All Grades	46.30		36.32	40.74		46.77	12.96		16.92

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 3rd grade had the highest percentage of students meeting/exceeding standard (75%)
2. 5th grade had the lowest percentage of students meeting/exceeding standard (46%)
3. Students meeting/exceeding standard were 12% lower than in 2019 (57% vs 69%)

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
Grade K	1447.3	1466.1	1403.6	13
Grade 1	1479.9	1472.8	1486.5	13
Grade 2	1506.1	1520.1	1491.5	11
Grade 3	1488.4	1489.5	1486.9	13
Grade 4	1487.3	1483.9	1490.3	20
Grade 5	*	*	*	9
All Grades				79

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	0.00	15.38	61.54	23.08	13
1	0.00	53.85	15.38	30.77	13
2	9.09	9.09	45.45	36.36	11
3	15.38	15.38	38.46	30.77	13
4	20.00	15.00	40.00	25.00	20
All Grades	10.13	20.25	40.51	29.11	79

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	0.00	15.38	61.54	23.08	13
1	0.00	30.77	30.77	38.46	13
2	9.09	9.09	27.27	54.55	11
3	7.69	15.38	30.77	46.15	13
4	25.00	5.00	35.00	35.00	20
All Grades	10.13	12.66	36.71	40.51	79

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	0.00	69.23	23.08	7.69	13
1	23.08	30.77	23.08	23.08	13
2	9.09	18.18	63.64	9.09	11
3	15.38	23.08	46.15	15.38	13
4	20.00	30.00	35.00	15.00	20
All Grades	13.92	34.18	39.24	12.66	79

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	38.46	61.54	0.00	13
1	46.15	53.85	0.00	13
2	54.55	45.45	0.00	11
3	30.77	46.15	23.08	13
4	40.00	35.00	25.00	20
All Grades	39.24	49.37	11.39	79

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	23.08	76.92	0.00	13
1	23.08	69.23	7.69	13
2	54.55	36.36	9.09	11
3	61.54	30.77	7.69	13
4	60.00	25.00	15.00	20
All Grades	50.63	40.51	8.86	79

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	18.18	72.73	9.09	11
3	7.69	61.54	30.77	13
4	15.00	60.00	25.00	20
All Grades	13.92	65.82	20.25	79

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
K	30.77	69.23	0.00	13
1	23.08	76.92	0.00	13
2	18.18	63.64	18.18	11
3	30.77	53.85	15.38	13
4	10.00	70.00	20.00	20
All Grades	18.99	69.62	11.39	79

Conclusions based on this data:

1. Students typically score higher on the speaking and listening portion. This is also true for Landels with 37% of students scoring level 4 in oral language.
2. About 41% of students fall in level 1 or 2, indicating the need for a strong D-ELD and newcomer program.
3. 58% of students increased their overall score on the ELPAC. More than half the number of students that were at level 3 (53%) maintained the same score.

School and Student Performance Data

iReady Diagnostic 3 Results

District Results

Reading - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
MVWSD Overall	69%	16%	15%
Asian	91%	6%	3%
Hispanic/Latino	39%	30%	31%
White	84%	9%	7%
SWD	35%	22%	43%
Not SWD	73%	15%	12%
SED	34%	31%	35%
Not SED	84%	10%	6%
EL	27%	32%	41%
EO	83%	11%	6%
IFEP	88%	10%	2%
RFEP	64%	18%	18%
0	86%	14%	0%
1	71%	28%	1%
2	68%	18%	14%
3	78%	8%	14%
4	67%	20%	13%
5	62%	16%	22%
6	60%	15%	25%
7	66%	9%	25%
8	61%	15%	24%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	62%	38%
Asian	68%	32%
Hispanic/Latino	54%	46%
White	66%	34%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
SWD	53%	47%
Not SWD	63%	37%
SED	51%	49%
Not SED	67%	33%
EL	51%	49%
EO	66%	34%
IFEP	67%	33%
RFEP	59%	41%
0	66%	34%
1	64%	36%
2	60%	40%
3	68%	32%
4	62%	38%
5	62%	38%
6	56%	44%
7	61%	39%
8	56%	44%

Math - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
MVWSD Overall	66%	21%	13%
Asian	92%	7%	2%
Hispanic/Latino	33%	37%	29%
White	82%	13%	5%
SWD	31%	27%	43%
Not SWD	70%	20%	10%
SED	29%	38%	33%
Not SED	81%	13%	5%
EL	25%	41%	33%
EO	78%	14%	7%
IFEP	86%	11%	3%

Math - Diagnostic 3 2021-2022

RFEP	63%	21%	16%
0	74%	26%	0%
1	69%	28%	3%
2	63%	26%	11%
3	72%	18%	9%
4	68%	17%	14%
5	65%	18%	18%
6	62%	18%	20%
7	61%	17%	22%
8	56%	17%	27%

Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	61%	39%
Asian	71%	29%
Hispanic/Latino	49%	51%
White	67%	33%
SWD	47%	53%
Not SWD	63%	37%
SED	49%	51%
Not SED	66%	34%
EL	51%	49%
EO	64%	36%
IFEP	66%	34%
RFEP	62%	38%
0	58%	42%
1	59%	41%
2	53%	47%
3	70%	30%
4	63%	37%
5	70%	30%
6	56%	44%
7	62%	38%

Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
8	59%	41%

Edith Landels Elementary School

Reading - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
Edith Landels Elementary School Overall	75%	16%	9%
Asian	91%	6%	3%
Hispanic/Latino	47%	30%	23%
White	86%	11%	2%
SWD	45%	24%	32%
Not SWD	78%	15%	6%
SED	42%	32%	26%
Not SED	85%	11%	4%
EL	40%	30%	30%
EO	85%	12%	2%
IFEP	85%	10%	5%
RFEP	71%	18%	10%
0	93%	7%	0%
1	71%	27%	2%
2	78%	16%	6%
3	83%	6%	11%
4	66%	21%	13%
5	58%	21%	22%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
Edith Landels Elementary School Overall	61%	39%
Asian	67%	33%
Hispanic/Latino	45%	55%
White	69%	31%
SWD	50%	50%
Not SWD	63%	38%
SED	42%	58%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
Not SED	67%	33%
EL	50%	50%
EO	66%	34%
IFEP	59%	41%
RFEP	60%	40%
0	68%	32%
1	56%	44%
2	65%	35%
3	77%	23%
4	50%	50%
5	51%	49%

Math - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
Edith Landels Elementary School Overall	70%	22%	9%
Asian	91%	9%	0%
Hispanic/Latino	35%	38%	26%
White	82%	18%	1%
SWD	37%	29%	34%
Not SWD	73%	21%	6%
SED	29%	42%	29%
Not SED	82%	16%	2%
EL	39%	39%	22%
EO	78%	18%	3%
IFEP	84%	11%	5%
RFEP	61%	22%	16%
0	81%	19%	0%
1	69%	25%	6%
2	80%	16%	4%
3	72%	23%	5%
4	57%	25%	18%

Math - Diagnostic 3 2021-2022

5	58%	23%	19%
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Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
Edith Landels Elementary School Overall	61%	39%
Asian	70%	30%
Hispanic/Latino	44%	56%
White	67%	33%
SWD	42%	58%
Not SWD	63%	37%
SED	45%	55%
Not SED	66%	34%
EL	54%	46%
EO	61%	39%
IFEP	67%	33%
RFEP	65%	35%
0	68%	32%
1	48%	52%
2	65%	35%
3	75%	25%
4	48%	52%
5	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.
3. Kinder is the highest performing grade in both reading and math. 4th grade was the lowest performing in math and 5th grade was the lowest performing in reading (CAASPP results had 4th as the lowest performing in reading and 5th as the lowest performing in math).

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 2023, there will be an overall increase from 69% to 72% 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 39% to 43%● Socioeconomically Disadvantaged students from 33% to 40%● English only students from 80% to 82%● Asian students from 80% to 82%● White students from 86% to 87%● Hispanic/Latino students from 42% to 48% <p>By June 2023, there will be an increase from 61% to 65% in the number of students meeting their yearly growth targets in Reading as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5) . This meets the district annual growth target of 62%. 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 50% to 55%● Socioeconomically Disadvantaged students from 42% to 48%● English only students from 66% to 70%● Asian students from 67% to 70%● White students from 69% to 72%● Hispanic/Latino students from 45% to 51%
Data Used to Form this Goal:
CAASPP (ELA) and iReady Diagnostics (Reading)

Findings from the Analysis of this Data:

Overall increase from 78% to 80% in the number of students meeting or exceeding standards in ELA as measured by CAASPP.

Not met: 69% meeting/exceeding

Students with Disabilities from 40% to 46%

Not met: 39% meeting/exceeding

Socioeconomically Disadvantaged students from 54.4% to 59%

Not met: 33% meeting/exceeding

English only students from 83.6% to 85.2%

Not met: 80% meeting/exceeding

Asian students from 85.2% to 86.7%

Not met: 79% meeting/exceeding

White students from 88.2% to 89.4%

Not met: 87% meeting/exceeding

Hispanic/Latino students from 58.5% to 62.7%

Not met: 42% meeting/exceeding

Increase in the number of students meeting their yearly growth target from 59% to 63%.

Not Met: 61% met yearly growth target

Students with Disabilities from 53% to 58%

Not Met: 50% met yearly growth target

Socioeconomically Disadvantaged students from 46% to 51%

Not Met: 42% met yearly growth target

English only students from 60% to 64%

Met: 66% met yearly growth target

Asian students from 64% to 68%

Met: 67% met yearly growth target

White students from 64% to 68%

Met: 69% met yearly growth target

Hispanic/Latino students from 45% to 51%

Not Met: 45% met yearly growth target

3rd grade had the greatest percentage of students meeting/exceeding standards in both ELA and math. They also had the highest percentage of students meeting their ATG goal.

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
 Data Cycles

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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.</p> <p>Evidence: Collaboration logs, pacing guides, benchmark assessments, iReady assessments, lesson plans</p>	All school year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			
<p>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</p> <p>Evidence: iReady assessment data, student data tracker</p>	All school year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			
<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</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
PD, classroom observations, instructional coaching						
<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 teachers on how to differentiate (pre) and reteach (post).</p> <p>Evidence: iReady diagnostics and standards mastery assessments</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>SIOP Implementation Plan (Components and Features)</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 the use of sentence frames to promote student interaction.</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>Hire a reading intervention teacher to help facilitate small group reading instruction. During this block of instruction, students will be grouped by ability and will receive targeted instruction based on need (SPIRE, OG, book study, etc.). This individual will help support reading intervention for three grades and will help reduce the class size by 20-33% during the small group reading block.</p> <p>Evidence: Reading data (OG, SPIRE, etc.), iReady diagnostics and standards mastery assessments, Literably</p>	All school year	Reading intervention teacher, K-5 teachers, STEAM teachers, Principal, Instructional Coach	Salary + benefits for a 0.4 FTE teacher	1000-1999: Certificated Personnel Salaries	Covid Recovery Funds	40200
			Salary + benefits for a 0.4 FTE teacher	1000-1999: Certificated Personnel Salaries	TSSP	12000
<p>Additional materials for reading intervention (i.e. SPIRE workbooks, multi-sensory reading and writing resources, etc.)</p>	All school year	Reading intervention teacher, K-5 teachers, STEAM teachers, Principal,	Instructional materials	4000-4999: Books And Supplies	TSSP	4200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Instructional Coach				
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	14510
Hourly compensation for 5 teachers to attend a 5-day comprehensive training on how to use the Orton-Gillingham program. Orton-Gillingham is a multi-sensory reading intervention program for students with dyslexia, nonreaders, and struggling readers. Evidence: OG Assessments/Literably	Summer 2022	Four K-2 teachers + Instructional Coach	Hourly pay for teachers to attend PD after hours	1000-1999: Certificated Personnel Salaries	TSSP	7400
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. 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. Large group: Teacher will reteach/reinforce priority standards identified in iReady diagnostic data. Evidence: Lesson plans, iReady assessments, classroom observations	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 will participate in 6-week data cycles, wherein teachers identify target skills for a subset of students and assess the progress made on those skills. Data review will occur during staff meetings and PLC time using the district's data protocol.</p> <p>Evidence: district and classroom assessments</p>	All school year	All teachers, Principal, Instructional Coach	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			
<p>Analyze data from benchmarks, observations, and feedback and revise plan as needed.</p>	All school year	All school staff	No expenditures, part of regular staff responsibilities			
<p>Implement new or revised strategies based on revision of plan.</p>	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 2023, there will be an increase from 57% to 61% 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 22% to 30%● Socioeconomically Disadvantaged students from 14% to 23%● English only students from 70% to 73%● Asian students from 76% to 78%● White students from 79% to 81%● Hispanic/Latino students from 23% to 31% <p>By June 2023, there will be an increase from 61% to 65% in the number of students meeting their yearly growth targets in Math as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5) . This meets the district annual growth target of 61%. 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 45% to 51%● English only students from 61% to 65%● Asian students from 70% to 73%● White students from 67% to 70%● Hispanic/Latino students from 44% to 50%
Data Used to Form this Goal:
CAASPP and iReady Diagnostics (Math)

Findings from the Analysis of this Data:

Overall increase from 69% to 72% in the number of students meeting or exceeding standards in Math as measured by CAASPP.

Not met: 57% meeting/exceeding

Students with Disabilities from 37.5% to 43.8%

Not met: 22% meeting/exceeding

Socioeconomically Disadvantaged students from 29.8% to 36.8%

Not met: 14%

English only students from 77.4% to 79.7%

Not met: 70% meeting/exceeding

Asian students from 85.7% to 87.1%

Not met: 77% meeting/exceeding

White students from 82.4% to 84.2%

Not met: 80% meeting/exceeding

Hispanic/Latino students from 42.2% to 48%

Not met: 24% meeting/exceeding

Increase in the number of students meeting their yearly growth target from 46% to 51%

Met: 61% met yearly growth target

Students with Disabilities from 42% to 48%

Not Met: 42%

Socioeconomically Disadvantaged students from 30% to 37%

Met: 45%

English only students from 50% to 55%

Met: 61%

Asian students from 59% to 63%

Met: 70%

White students from 45% to 51%

Met: 67%

Hispanic/Latino students from 29% to 36%

Met: 44%

3rd grade had the greatest percentage of students meeting/exceeding standards in both ELA and math. They also had the highest percentage of students meeting their ATG goal.

Communicating reasoning 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.

SED students are the lowest performing subgroup at 42%, which is lower than the district average of 49%.

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
<p>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.</p> <p>Evidence: Collaboration logs, pacing guides, benchmark assessments, iReady assessments, lesson plans</p>	All school year	All teachers, Instructional Coach, Principal	No expenditures, part of regular staff responsibilities			
<p>SIOP Implementation Plan (Components and Features)</p> <p>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 preparation will include content objectives, language objectives, academic vocabulary, differentiation, small group instruction, and the use of sentence frames to promote student interaction.</p> <p>Evidence: Lesson plans, classroom observations, pacing guides</p>	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>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. 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. Standards mastery assessments/exit tickets will be used for pre and post assessments on priority standards and guide teachers</p>	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>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>						
<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 PD, classroom observations, instructional coaching</p>	All school year	Instructional Coach, Principal	No expenditures, part of regular staff responsibilities			
<p>Math Olympiad will occur 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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure teachers and students have access to the necessary supplies/materials for teaching and learning.	All school year	All school staff	School supplies and operational expenses.	0001-0999: Unrestricted: Locally Defined	School Allocation	14510
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			
Analyze data from benchmarks, observations, and feedback and revise plan as needed.	All school year	All school staff	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 #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
<p>By June 2023, there will be a 4% increase (from 64% to 68%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-5).</p> <p>By June 2023, the percentage of students who are At-Risk of becoming LTEL scoring at least one level higher overall on the ELPAC (or maintaining a 4) will increase from 45% to 56%.</p> <p>By June 2023, 100% of all English Learners that score a Level 4 on the ELPAC will reclassify and the percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 58% to 62%.</p>
Data Used to Form this Goal:
ELPAC data, EL status and reclassification data
Findings from the Analysis of this Data:
<p>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.</p> <p>Met: 71% meeting/exceeding</p> <p>80% (54 of 68) of English Learners will increase an ELPAC level or reclassify as a fluent English speaker.</p> <p>Not met: 67% increased or reclassified (22 students reclassified)</p> <p>Generally, students usually score higher on the speaking and listening portion however students scored higher on reading overall.</p> <p>About 31% of students fall in level 1 or 2, indicating the need for a strong D-ELD and newcomer program.</p>

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>SIOB Implementation Plan (Components and Features)</p> <p>SIOB will be used in all content areas. A lesson will incorporate one or more of the four language areas: reading, writing, speaking and listening. All teachers are expected to create and refer to content and language objectives, give explicit instruction on academic vocabulary, and use sentence frames to promote student interaction.</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 continually monitor their progress during data review meetings, staff meetings or PLC time.</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			
Conduct SIOP implementation walkthroughs Evidence: Walkthrough data	All school year	Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			
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. Evidence: Meeting notes, ELPAC	December, Ongoing	Principal, Instructional Coach, SCEF	Rewards for EL students that participate in additional practice and attend tutoring	0001-0999: Unrestricted: Locally Defined	School Allocation	750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
scores, Completion rate for extra practice, Tutoring attendance						
Analyze data from benchmarks, observations, and feedback and revise plan as needed.	All school year	All school staff	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 #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
By June 2023, there will be a 2% increase (from 85% to 87%) 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 2023, there will be a 3% increase (from 70% to 73%) 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.
Data Used to Form this Goal:
2021-2022 LCAP Survey Data.
Findings from the Analysis of this Data:
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. Met: 85% agree or strongly agree 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. Not met: 70% agree or strongly agree I believe the numbers have been impacted by distance learning and parents inability to attend morning meetings or volunteer in person (along with other campus events).
How the School will Evaluate the Progress of this Goal:
2022-2023 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
<p>Continue utilizing the Toolbox Project to educate students on "tools" that they can use to overcome challenges.</p> <p>Evidence: Staff observations, behavior logs, weekly morning meetings</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</p>	All school year	Kinder teachers	No expenditures, part of regular staff responsibilities			
<p>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.</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>Use google surveys/reflection forms in trimester 1 and 3 to gather data on students' feelings about school, their teacher and their classmates. Are they feeling included, connected, valued, etc.?</p> <p>Utilize Sown to Grow's weekly check-ins to monitor how students are feeling.</p> <p>Respond to student data as needed.</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: Survey data						
<p>Create positively stated school rules and expectations for all common areas of the school. Continuously teach, rehearse, reinforce, and review expectations and rules.</p> <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>	All school year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			
<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 TeamUp program, which focuses on safe play, community building, student leadership and SEL while promoting physical fitness.</p>	All school year	All teachers, Principal, Instructional Coach	Service fee for Playworks	5000-5999: Services And Other Operating Expenditures	School Allocation	4400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evidence: Observations of playground/recess behavior, implementation of student leadership program, staff and feedback						
Community Health Awareness Council (CHAC) will be pushing into all classes in order to provide SEL lessons.	All school year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			
Robust parent-led after-school enrichment program (aka LEAP). Evidence: Staff/parent/student input/feedback, enrollment numbers	All school year	All teachers, Principal, parents	Hourly rate for teacher supervision	1000-1999: Certificated Personnel Salaries	After School Enrichment - Elementary Schools	1260
Analyze data from benchmarks, observations, and feedback and revise plan as needed.	All school year	All school staff	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 #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 2023, the average student attendance rate for the school will be at or above 97%.</p> <p>By June 2023, the average chronic absenteeism rate for subgroups will decrease by 2% from 17% to 15% based on District Chronic Absenteeism data.</p> <p>By June 2023, there will be a 2% increase (79% to 81%) 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:
<p>Attendance data</p> <p>LCAP Survey</p>

Findings from the Analysis of this Data:

Average student attendance rate for the school will be at or above 96.5%.

Not met: 93.9% average daily attendance

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%).

Not met: Chronic absenteeism rate was 17%

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.

Not met: 79% agree or strongly agree

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. Now that parents/volunteers are allowed back on campus, it is likely that they will feel more engaged and welcome at Landels.

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			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Use alternatives to suspension in order to minimize 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>Language Line Services for help with interpretation and reaching our non-English speaking families.</p>	All school year	All school staff	Language interpretation services	5000-5999: Services And Other Operating Expenditures	TSSP	400
<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 of additional support, frequently communicating tiered intervention process</p>	All school year	Principal, Instructional coach, SCEF and ARIS	No expenditures, part of regular staff responsibilities			
<p>Follow SART attendance 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.</p> <p>Evidence: SST/parent meeting notes, regularly scheduled meetings with SCEF and ARIS to discuss</p>	All school year	Principal, 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
attendance/behavior						
<p>Research and Implement parent and family engagement opportunities for Landels School: Parent U Extensions SEL presentation Workshops Science night Author nights Multicultural night Etc.</p> <p>Evidence: Attendance, staff/parent/student input/feedback</p>	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)	5629
<p>Create positively stated school rules and expectations for all common areas of the school. Continuously teach, rehearse, reinforce, and review expectations and rules.</p> <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>	All school year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			
<p>Hold principal's coffee meetings monthly to check in with parents and offer a space for them to share concerns.</p>	All school year	Principal, front office staff	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: Agendas for principal's coffee, parent feedback						
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			
Promote and encourage parents to volunteer for specific school-related events: Project Cornerstone, Make-it Monday, Junior Coach support, other classroom activities, field trips, LEAP, etc. Evidence: Staff/parent/student input/feedback	All school year	All school staff, parents	No expenditures, part of regular staff responsibilities			
Robust parent-led after-school enrichment program (aka LEAP). Evidence: Staff/parent/student input/feedback, enrollment numbers	All school year	All teachers, Principal, parents	Hourly rate for teacher supervision	1000-1999: Certificated Personnel Salaries	After School Enrichment - Elementary Schools	1260
Analyze data from benchmarks, observations, and feedback and revise plan as needed.	All school year	All school staff	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	25,628	34,170	0.00
School Facility	227	303	303.00
Covid Recovery Funds	30,150	40,200	0.00
TSSP	18,000	24,000	0.00
After School Enrichment -	3,015	4,020	0.00
Parent Engagement	4,221	5,629	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School Enrichment - Elementary Schools	4,020.00
Covid Recovery Funds	40,200.00
Parent Engagement (PIQE/FEI/PU)	5,629.00
School Allocation	34,170.00
TSSP	24,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	29,770.00
1000-1999: Certificated Personnel Salaries	63,620.00
4000-4999: Books And Supplies	4,200.00
5000-5999: Services And Other Operating Expenditures	10,429.00

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	4,020.00
1000-1999: Certificated Personnel Salaries	Covid Recovery Funds	40,200.00
5000-5999: Services And Other Operating	Parent Engagement (PIQE/FEI/PU)	5,629.00
0001-0999: Unrestricted: Locally Defined	School Allocation	29,770.00
5000-5999: Services And Other Operating	School Allocation	4,400.00
1000-1999: Certificated Personnel Salaries	TSSP	19,400.00
4000-4999: Books And Supplies	TSSP	4,200.00
5000-5999: Services And Other Operating	TSSP	400.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	78,310.00
Goal 2	16,010.00
Goal 3	750.00
Goal 4	5,660.00
Goal 5	7,289.00

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				
Katarina Ling				X	
Michael Andre				X	
Dean Chu				X	
James Perkins				X	
Luis Cheng-Guajardo				X	
Dorothy Lau		X			
Dominic Ruggio		X			
Kate Schnalzer		X			
Ann Moorti			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				
				X	
				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):

English Learner Advisory Committee

Clear



Signature

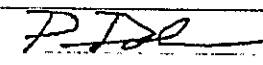
- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5 This SPSA is based on a thorough analysis 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 10/10/2022

Attested.

Pieter Dolmans

Typed Name of School Principal

Clear



Signature of School Principal

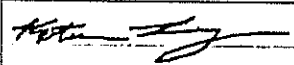
11/9/22

Date

Katarina Ling

Typed Name of SSC Chairperson

Clear



Signature of SSC Chairperson

11/8/22

Date