

# 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 7, 2023

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:

**Contact Person:** Pieter Dolmans  
**Position:** Principal  
**Phone Number:** 650-526-3520  
**Address:** 115 W. Dana St.  
Mountain View, CA  
**E-mail Address:** pdolmans@mvwsd.org

**The District Governing Board approved this revision of the SPSA on December 7, 2023.**

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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. The enrollment for the 22-23 school year was 390 students with 32% of students being Hispanic/Latino, 24% being socio-economically disadvantaged, 9% being students with disabilities, and 18% being English Learners. 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:

By June 2024, there will be an overall increase from 73% to 76% 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 33% to 40%
- Socioeconomically Disadvantaged students from 44% to 51%
- English only students from 84% to 86%
- Asian students from 86% to 87%
- White students from 90% to 91%
- Hispanic/Latino students from 51% to 56%

By June 2024, 100% of students will meet their yearly growth targets in Reading as measured by the i-Ready diagnostic assessments (K-5).

Key Strategies:

Data review meetings and Universal Data Cycles

Small group reading intervention

Differentiation

Culture of Reading

GOAL 2: Math

By June 2024, there will be an increase from 65% to 69% 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 27% to 34%
- Socioeconomically Disadvantaged students from 31% to 38%
- English only students from 70% to 73%
- Asian students from 81% to 83%
- White students from 82% to 84%
- Hispanic/Latino students from 40% to 46%

By June 2024, 100% of students will meet their yearly growth targets in Reading as measured by the i-Ready diagnostic assessments (K-5).

Key Strategies:

Departmentalization Pilot (Upper Grades)

Culture of Math

Math Olympiad

GOAL 3: English Language Learners

By June 2024, the number of students who are At-Risk of becoming LTEL or LTEL will decrease by 20%, from 28.6% to 22.9%.

By June 2024, there will be a 3% percentage point increase (from 68% to 71%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP.

By June 2024, 100% of all English Learners that score a Level 4 on the ELPAC will reclassify.

By June 2024, the percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 65.2% to 68.7%.

Key Strategies:

Integrated ELD (focus on lesson preparation, key vocabulary, and feedback)

Designated ELD Learning Cycles (pre-assessment, targeted instruction, post-assessment)

SIOP Comprehensible Input techniques

Data Review Meetings

Newcomer English Learner groups

Individual English Learner student-parent-school progress meetings

Monitoring of and professional development for designated ELD rotations/classes

GOAL 4: Social-Emotional Health and Wellness

By June 2024, there will be a 1% increase (from 86% to 87%) in the number of parents who agree or strongly agree that students' social emotional needs were met as measured by the LCAP/Climate Survey.

By June 2024, there will be a 4% increase from 56% to 60% in the number of students who agreed or strongly agreed that students at my school are treated with respect as measured by the LCAP/Climate Survey.

By June 2024, Sown to Grow Student Check-in rate will improve from 40% to 46% as measured by the Sown to Grow report.

By June 2024, Sown to Grow Teacher Feedback rate will improve from 23% to 31% as measured by the Sown to Grow report.

By June 2024, there will be

a 7% point decrease from 70% to 63% for Students with Disabilities as measured by the school suspension disproportionality data.

a 5% point decrease from 50% to 45% for students that are Socioeconomically Disadvantaged as measured by the school suspension disproportionality data.

a 5% point decrease from 50% to 45% for Hispanic/Latino students as measured by the school suspension disproportionality data.

By June 2024, there will be a 3% increase from 75% to 78% in the number of students who agreed or strongly agreed that there are clear and fair consequences for breaking rules at my school as measured by the LCAP/Climate Survey.

Key Strategies:

Weekly morning meetings

Sown to Grow data

Playworks  
Schoolwide Social Emotional Learning programs  
Behavior Response Standards System

#### GOAL 5: Inclusive and Welcoming Culture

By June 2024, the average student attendance rate for the school will be at or above 97%.

By June 2024, the overall chronic absenteeism rate for subgroups will decrease by 2% from 16% to 14% based on District Chronic Absenteeism data.

By June, 2024, we will have decreased the chronically absent rate of our students with disabilities from 19.4% to 17.5%.

By June 2024, there will be a 1% increase (87% to 88%) 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:

Family/parent engagement  
Access to information  
Systems to improve attendance

## 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, and TCI). 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 four 7-9-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 two teachers who are currently participating in the new teacher Induction program administered by Mountain View Whisman School District personnel. 1 teacher is in their second year of teaching. 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)

Research has shown that effective teacher collaboration leads to a culture of trust, continuous growth and improved student outcomes. At Landels Elementary, teachers have the opportunity to collaborate with colleagues during scheduled weekly collaboration meetings, staff meetings, and site development days.

The principal and the instructional coach regularly meet with teachers to help with refining instructional practices, providing assistance on utilizing district-adopted instructional materials, building a positive classroom climate centered around high expectations, and implementing effective SIOP and ELD strategies. An integral part of teacher collaboration is data analysis and progress monitoring in order to 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) and small groups blocks are 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, Thursday 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 does not receive Federal/ConApp funding.

### Funding

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

Every year, our School Site Council develops a plan to determine the most effective use of our funds based on school data. Input from the English Language Advisory Committee and teachers/staff helps us identify needs and areas of opportunity. At Landels, funds are used to provide literacy intervention and professional development in early literacy. Landels also receives donations through the Parent Teacher Association to support school day and after school enrichment programs. 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**

At Landels, the primary barrier that exists is ensuring all students get exactly what they need in terms of instruction and social-emotional support. For our English Learners (approximately 18% of students), one challenge we face is ensuring these students can access the content via language. 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.

Hispanic/Latino Students (32%), Students with Disabilities (9%) and our Socioeconomically Disadvantaged Students (24%) consistently underperform in both reading and math when compared to other subgroups. In addition to language, another barrier is ensuring all students receive instruction at their level. Following the district's MTSS, students receive quality tier 1 instruction in all content areas, with teachers differentiating instruction in order to provide students with multiple opportunities to access the content. Landels has a designated reading and RTI block (tier 2) built into the master schedule. During these blocks, students are grouped according to skill and are given explicit direct instruction on those skills. These actions have helped to reduce the achievement gap according to iReady and CAASPP results.

One other barrier that exists is ensuring all students feel welcome and respected while at Landels. We have a number of SEL programs at Landels, including Kimochis for Kinder, the Toolbox Project and Sown to Grow. In addition to SEL in the classroom, we will also use other venues to help students feel connected to each other and to the school, including morning meeting, lunch and recess, and community events.

Our funding is implemented to support our teachers' professional development and students' literacy development and English language acquisition.

## 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	65	65	50	0	60	47	0	60	47	0.0	92.3	94.0
Grade 4	83	57	59	0	54	52	0	54	52	0.0	94.7	88.1
Grade 5	56	79	62	0	76	57	0	76	57	0.0	96.2	91.9
All Grades	204	201	171	0	190	156	0	190	156	0.0	94.5	91.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2499.9	2525.1		60.00	68.09		16.67	17.02		11.67	12.77		11.67	2.13
Grade 4		2501.3	2539.2		40.74	53.85		18.52	23.08		18.52	13.46		22.22	9.62
Grade 5		2551.7	2532.8		42.11	40.35		27.63	19.30		10.53	19.30		19.74	21.05
All Grades	N/A	N/A	N/A		47.37	53.21		21.58	19.87		13.16	15.38		17.89	11.54

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		50.00	63.83		40.00	34.04		10.00	2.13	
Grade 4		46.30	40.38		40.74	53.85		12.96	5.77	
Grade 5		35.53	33.33		50.00	52.63		14.47	14.04	
All Grades		43.16	44.87		44.21	47.44		12.63	7.69	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		45.00	42.55		43.33	53.19		11.67	4.26
Grade 4		25.93	40.38		55.56	51.92		18.52	7.69
Grade 5		36.84	38.60		47.37	42.11		15.79	19.30
All Grades		36.32	40.38		48.42	48.72		15.26	10.90



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.33	38.30		65.00	59.57		11.67	2.13
Grade 4		18.52	19.23		64.81	76.92		16.67	3.85
Grade 5		25.00	26.32		67.11	57.89		7.89	15.79
All Grades		22.63	27.56		65.79	64.74		11.58	7.69

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		48.33	48.94		41.67	48.94		10.00	2.13
Grade 4		24.07	38.46		62.96	59.62		12.96	1.92
Grade 5		39.47	31.58		43.42	47.37		17.11	21.05
All Grades		37.89	39.10		48.42	51.92		13.68	8.97

**Conclusions based on this data:**

1. 3rd grade had the highest percentage of students meeting/exceeding standard (85%)
2. 4th grade had the lowest percentage of students meeting/exceeding standard (60%)
3. Reading is a relative strength, with students meeting/exceeding standard were 5% higher than in 2021-22 (74% vs 69%)

## 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	65	65	50	0	65	50	0	65	50	0.0	100.0	100.0
Grade 4	83	57	59	0	57	59	0	57	59	0.0	100.0	100.0
Grade 5	56	79	62	0	79	60	0	79	60	0.0	100.0	96.8
All Grades	204	201	171	0	201	169	0	201	169	0.0	100.0	98.8

\* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2492.0	2502.0		52.31	56.00		23.08	24.00		6.15	8.00		18.46	12.00
Grade 4		2481.4	2509.9		29.82	33.90		21.05	27.12		19.30	23.73		29.82	15.25
Grade 5		2526.8	2508.0		35.44	31.67		10.13	11.67		27.85	20.00		26.58	36.67
All Grades	N/A	N/A	N/A		39.30	39.64		17.41	20.71		18.41	17.75		24.88	21.89

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		58.46	62.00		26.15	24.00		15.38	14.00
Grade 4		29.82	38.98		36.84	45.76		33.33	15.25
Grade 5		36.71	31.67		30.38	35.00		32.91	33.33
All Grades		41.79	43.20		30.85	35.50		27.36	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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		47.69	50.00		38.46	34.00		13.85	16.00
Grade 4		24.56	35.59		47.37	52.54		28.07	11.86
Grade 5		35.44	28.33		41.77	40.00		22.78	31.67
All Grades		36.32	37.28		42.29	42.60		21.39	20.12

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		46.15	54.00		44.62	34.00		9.23	12.00
Grade 4		35.09	28.81		43.86	55.93		21.05	15.25
Grade 5		29.11	20.00		50.63	51.67		20.25	28.33
All Grades		36.32	33.14		46.77	47.93		16.92	18.93

**Conclusions based on this data:**

1. 3rd grade had the highest percentage of students meeting/exceeding standard (80%)
2. 5th grade had the lowest percentage of students meeting/exceeding standard (44%)
3. Students meeting/exceeding standard were 8% higher than in 2021-22 (65% vs 57%)

# School and Student Performance Data

## ELPAC Results

ELPAC OVERALL LEVEL Growth between Summative 2022 and Summative 2023 - totals									
Decreased by 2 levels	Decreased by 1 level	Maintained a 1, 2, or 3	Increased by 1 level or maintained an overall 4	Increased by 2 levels	Increased by 3 levels	Grand Total	% who maintained a 4 or increase at least one level	% who maintained a 4 or increased at least one level AND whose home language is Spanish	% who increased or maintained a 4 and are SED
	*	12	23	*		46	65.2%	34.8%	36.96%

ELPAC OVERALL LEVEL Growth between Summative 2022 and Summative 2023 - totals										
Grade	Decreased by 2 levels	Decreased by 1 level	Maintained a 1, 2, or 3	Increased by 1 level or maintained an overall 4	Increased by 2 levels	Increased by 3 levels	Grand Total	% who maintained a 4 or increase at least one level	% who maintained a 4 or increased at least one level AND whose home language is Spanish	% who increased or maintained a 4 and are SED
TK/K				*			*	100.00%	100.00%	100.00%
1		*	*	*	*		14	50.0%	14.29%	14.29%
2			*	*	*		*	60.0%	20.00%	30.00%
3			*	*	*		*	80.0%	60.00%	60.00%
4				*	*		*	100.0%	50.00%	50.00%
5			*	*	*		12	66.67%	50.00%	50.00%

2023 ELPAC Summative Overall Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*	*	18
Grade 1	*	*	*	*	13
Grade 2	*	*	*	*	*
Grade 3	*			*	11
Grade 4	*	*	*	*	15
Grade 5	*	*	*	*	15
Grand Total	26	11	18	25	80

2023 ELPAC Summative Oral Language Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*		*	*	18

2023 ELPAC Summative Oral Language Level					
Grade 1	*	*	*	*	13
Grade 2	*		*	*	*
Grade 3	*	*		*	11
Grade 4	*	*	*	*	15
Grade 5	*	*	*	*	15
Grand Total	23	*	16	34	80

2023 ELPAC Summative WritLangten Language Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*		18
Grade 1	*	*	*	*	13
Grade 2	*	*	*	*	*
Grade 3	*	*	*		11
Grade 4	*	*	*	*	15
Grade 5	*	*	*	*	15
Grand Total	30	13	28	*	80

2023 ELPAC Summative Listening Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*		18
Grade 1	*	*	*		13
Grade 2	*	*	*		*
Grade 3	*	*	*		11
Grade 4	*	*	*		15
Grade 5	*	*	*		15
Grand Total	21	28	31		80

2023 ELPAC Summative Speaking Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*		18
Grade 1	*	*	*		13
Grade 2	*		*		*
Grade 3	*	*	*		11
Grade 4	*	*	*		15
Grade 5	*	*	*		15
Grand Total	22	21	37		80

2022 ELPAC Summative Reading Level					
Grade Level	1	2	3	4	Grand Total

2022 ELPAC Summative Reading Level					
Grade K	*	*	*		18
Grade 1	*	*	*		13
Grade 2	*	*	*		*
Grade 3	*	*			11
Grade 4	*	*	*		15
Grade 5	*	*	*		15
Grand Total	31	34	15		80

2023 ELPAC Summative Writing Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	11			18
Grade 1	*	*	*		13
Grade 2	*	*	*		*
Grade 3	*	*	*		11
Grade 4	*	*	*		15
Grade 5	*	*	*		15
Grand Total	28	30	22		80

**Conclusions based on this data:**

1. Students typically score higher on the speaking and listening portion. This is also true for Landels with 43% of students scoring level 4 in oral language.
2. About 46% of students fall in level 1 or 2, indicating the need for a strong D-ELD and newcomer program.
3. All students at a level 4 prior to the spring 2023 ELPAC were able to reclassify.

## School and Student Performance Data

### iReady Diagnostic 3 Results

#### District Results

Reading - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
<b>MVWSD Overall</b>	66%	17%	17%
Asian	89%	8%	3%
Hispanic/Latino	35%	30%	35%
White	83%	10%	7%
SWD	34%	21%	45%
Not SWD	70%	17%	14%
SED	32%	30%	38%
Not SED	82%	11%	7%
EL	23%	32%	45%
EO	81%	12%	7%
IFEP	89%	9%	2%
RFEP	65%	17%	17%
0	78%	22%	0%
1	65%	28%	7%
2	67%	19%	14%
3	71%	9%	20%
4	66%	20%	14%
5	64%	17%	18%
6	56%	13%	31%
7	63%	11%	26%
8	61%	13%	26%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
<b>MVWSD Overall</b>	61%	39%
Asian	71%	29%
Hispanic/Latino	50%	50%
White	67%	33%

<b>Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets</b>	<b>Met</b>	<b>Not Met</b>
SWD	52%	48%
Not SWD	62%	38%
SED	49%	51%
Not SED	66%	34%
EL	51%	49%
EO	64%	36%
IFEP	70%	30%
RFEP	56%	44%
0	63%	37%
1	60%	40%
2	65%	35%
3	65%	35%
4	63%	37%
5	65%	35%
6	54%	46%
7	57%	43%
8	53%	47%

<b>Math - Diagnostic 3 2022-2023</b>			
	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>MVWSD Overall</b>	64%	21%	15%
Asian	91%	7%	2%
Hispanic/Latino	31%	37%	32%
White	84%	11%	5%
SWD	30%	28%	42%
Not SWD	68%	20%	12%
SED	28%	39%	33%
Not SED	82%	12%	6%
EL	23%	40%	37%
EO	79%	14%	7%
IFEP	86%	12%	2%



**Math - Diagnostic 3 2022-2023**

RFEP	63%	19%	18%
0	71%	29%	0%
1	65%	31%	4%
2	63%	28%	9%
3	67%	20%	13%
4	69%	15%	16%
5	69%	14%	17%
6	59%	17%	24%
7	57%	16%	27%
8	57%	14%	29%

<b>Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets</b>	<b>Met</b>	<b>Not Met</b>
<b>MVWSD Overall</b>	59%	41%
Asian	69%	31%
Hispanic/Latino	47%	53%
White	66%	34%
SWD	47%	53%
Not SWD	61%	39%
SED	47%	53%
Not SED	65%	35%
EL	49%	51%
EO	63%	37%
IFEP	68%	32%
RFEP	54%	46%
0	59%	41%
1	59%	41%
2	62%	38%
3	64%	36%
4	59%	41%
5	69%	31%
6	55%	45%
7	56%	44%

<b>Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets</b>	<b>Met</b>	<b>Not Met</b>
8	48%	52%

**Edith Landels Elementary School**

<b>Reading - Diagnostic 3 2022-2023</b>			
	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Edith Landels Elementary School Overall</b>	72%	19%	9%
Asian	84%	13%	3%
Hispanic/Latino	46%	34%	19%
White	86%	9%	5%
SWD	43%	32%	25%
Not SWD	75%	18%	7%
SED	40%	38%	23%
Not SED	83%	13%	4%
EL	32%	36%	32%
EO	83%	14%	3%
IFEP	89%	8%	3%
RFEP	71%	29%	0%
0	82%	18%	0%
1	76%	19%	5%
2	76%	18%	6%
3	86%	2%	12%
4	59%	28%	13%
5	54%	26%	20%

<b>Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets</b>	<b>Met</b>	<b>Not Met</b>
<b>Edith Landels Elementary School Overall</b>	65%	35%
Asian	70%	30%
Hispanic/Latino	54%	46%
White	71%	29%
SWD	57%	43%
Not SWD	65%	35%
SED	52%	48%

<b>Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets</b>	<b>Met</b>	<b>Not Met</b>
Not SED	69%	31%
EL	60%	40%
EO	64%	36%
IFEP	71%	29%
RFEP	65%	35%
0	62%	38%
1	64%	36%
2	64%	36%
3	80%	20%
4	54%	46%
5	66%	34%

<b>Math - Diagnostic 3 2022-2023</b>			
	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Edith Landels Elementary School Overall</b>	68%	24%	8%
Asian	87%	11%	2%
Hispanic/Latino	38%	44%	18%
White	81%	15%	4%
SWD	36%	43%	21%
Not SWD	71%	22%	7%
SED	30%	49%	21%
Not SED	82%	15%	4%
EL	30%	45%	25%
EO	77%	19%	4%
IFEP	87%	13%	0%
RFEP	72%	22%	6%
0	63%	37%	0%
1	73%	25%	2%
2	65%	29%	6%
3	82%	12%	6%
4	70%	18%	13%

**Math - Diagnostic 3 2022-2023**

5	59%	18%	23%
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<b>Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets</b>	<b>Met</b>	<b>Not Met</b>
<b>Edith Landels Elementary School Overall</b>	61%	39%
Asian	72%	28%
Hispanic/Latino	47%	53%
White	65%	35%
SWD	50%	50%
Not SWD	62%	38%
SED	50%	50%
Not SED	65%	35%
EL	58%	42%
EO	64%	36%
IFEP	57%	43%
RFEP	56%	44%
0	42%	58%
1	64%	36%
2	68%	32%
3	68%	32%
4	57%	43%
5	64%	36%

**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 in both reading and math but still perform higher than the district average for ELs.
3. Third grade is the highest performing grade in both reading and math. Fifth grade was the lowest performing in reading and math (which was also true for CAASPP).

## 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:

<b>School Goal 1: Academic Achievement - English Language Arts</b>
<b>LCAP Goal 1:</b>
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
<b>Strategic Plan Goal Area #1:</b>
Effective and consistent instructional practices that meet the needs of all students
<b>School Goal 1: Academic Achievement - English Language Arts</b> <ul style="list-style-type: none"><li>● <b>School Goal 1.a - CAASPP Goal</b></li><li>● <b>School Goal 1.b - One Year's Growth Goal</b></li></ul>
<p>By June 2024, there will be an overall increase from 73% to 76% 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"><li>● Students with Disabilities from 33% to 40%</li><li>● Socioeconomically Disadvantaged students from 44% to 51%</li><li>● English only students from 84% to 86%</li><li>● Asian students from 86% to 87%</li><li>● White students from 90% to 91%</li><li>● Hispanic/Latino students from 51% to 56%</li></ul> <p>By June 2024, 100% of students will meet their yearly growth targets in Reading as measured by the i-Ready diagnostic assessments (K-5).</p> <p>Key Strategies: Data review meetings and Universal Data Cycles Small group reading intervention Differentiation Culture of Reading</p>
<b>Data Used to Form this Goal:</b>
CAASPP (ELA) and iReady Diagnostics (Reading)

**Findings from the Analysis of this Data:**

2022-23 CAASPP ELA Goals

Overall increase from 69% to 72% meeting or exceeding standards

Goal met: increased to 73%

Students with Disabilities from 35% to 42%

Goal not met: decreased to 33%

Socioeconomically Disadvantaged students from 33% to 40%

Goal met: increased to 44%

English only students from 80% to 82%

Goal met: increased to 84%

Asian students from 80% to 82%

Goal met: increased to 86%

White students from 86% to 87%

Goal met: increased to 90%

Hispanic/Latino students from 42% to 48%

Goal met: increased to 51%

2022-23 iReady Annual Typical Growth Goals

Overall increase from 61% to 65% meeting or exceeding ATG

Goal met: increased to 65%

Students with Disabilities from 50% to 55%

Goal met: increased 57%

Socioeconomically Disadvantaged students from 42% to 48%

Goal met: increased to 52%

English only students from 66% to 70%

Goal not met: decreased to 64%

Asian students from 67% to 70%

Goal met: increased to 70%

White students from 69% to 72%

Goal not met: increased to 71%

Hispanic/Latino students from 45% to 51%

Goal met: increased to 54%

**How the School will Evaluate the Progress of this Goal:**

We will use common formative assessment data, grade level collaboration logs, Universal Data Cycle documents, Benchmark Advance, iReady and CAASPP data, observations and feedback on the use of RTI and Small Groups.

What short-term outcomes will you expect?

Teachers will regroup for RTI and Small Groups within the first few weeks of school based on iReady diagnostic and ELPAC data. Teachers will conduct data review meetings (following the Universal Data Cycle protocol and UDC calendar) to identify student needs and set goals.

What early evidence of change will demonstrate the school is on track?

Students will show improvement on post-assessments during Small Groups. Students will meet at least 40% of their ATG on the November iReady diagnostic.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Implement small groups reading intervention: Grades 1, 2 and 3-5 will regroup students among the grade level bands based on reading ability/skill. Students below grade level and/or still learning to read will be placed in an intervention group that uses Orton Gillingham, a multisensory approach to explicit and direct phonics instruction. Students at or above grade level will focus on analyzing and comprehending informational texts.</p> <p>Evidence: Formative assessment data, iReady diagnostics and standards mastery assessments, Literably</p>	All school year	All teachers, Principal, Instructional Coach	<p>Hiring 0.2 FTE intervention teacher</p> <p>4 teachers attending IMSE Orton Gillingham training</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	TSSP  School Allocation	<p>11300</p> <p>6000</p>
<p>Partner with after-school program providers to provide tutoring and/or homework help in reading.</p> <p>Evidence: Regularly scheduled meetings with program leads, meeting notes</p>	All school year	Principal, SCEF, ARIS, Program leads	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>Establish and implement a space for students to receive additional support in reading outside of school hours. This will help students make progress towards their Annual Typical Growth goal.</p> <p>Evidence: Regularly scheduled time for students to get reading help.</p>	All school year	Principal, Teachers, Instructional Coach	Teacher hours for after school supervision	1000-1999: Certificated Personnel Salaries	School Allocation	2000
<p>Ensure teachers and students have access to the necessary supplies/materials for teaching and learning.</p>	All school year	All staff	School supplies and operational expenses.	0001-0999: Unrestricted: Locally Defined	School Allocation	14200
<p>MTSS: Implement the district's MTSS with an emphasis on quality first teaching. Data review meetings following the UDC calendar and using MVWSD's universal data protocol, with a focus on informational texts and foundational reading skills. Teachers review data and make adjustments every 7-9 weeks. This will help students make progress towards their Annual Typical Growth goal.</p> <p>Evidence: UDC forms, data review notes, collaboration logs</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: Calendar of walkthroughs, individual and group feedback</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
Analyze data from benchmarks, observations, and feedback and revise plan as needed.  Evidence: Data review notes, collaboration logs, site council agendas and minutes	All school year	All school staff, School Site Council	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:

<b>School Goal 2: Academic Achievement - Math</b>
<b>LCAP Goal 1:</b>
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
<b>Strategic Plan Goal Area #1:</b>
Effective and consistent instructional practices that meet the needs of all students
<b>School Goal 2: Academic Achievement - Math</b> <ul style="list-style-type: none"><li>● <b>School Goal 2.a - CAASPP Goal</b></li><li>● <b>School Goal 2.b - One Year's Growth Goal</b></li></ul>
<p>By June 2024, there will be an increase from 65% to 69% 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"><li>● Students with Disabilities from 27% to 34%</li><li>● Socioeconomically Disadvantaged students from 31% to 38%</li><li>● English only students from 70% to 73%</li><li>● Asian students from 81% to 83%</li><li>● White students from 82% to 84%</li><li>● Hispanic/Latino students from 40% to 46%</li></ul> <p>By June 2024, 100% of students will meet their yearly growth targets in Reading as measured by the i-Ready diagnostic assessments (K-5).</p> <p>Key Strategies: Departmentalization Pilot (Upper Grades) Culture of Math Math Olympiad</p>
<b>Data Used to Form this Goal:</b>
CAASPP and iReady Diagnostics (Math)

**Findings from the Analysis of this Data:**

2022-23 CAASPP Math Goals

Overall increase from 57% to 61% meeting or exceeding standards

Goal met: increased to 65%

Students with Disabilities from 19% to 27%

Goal met: increased to 27%

Socioeconomically Disadvantaged students from 15% to 24%

Goal met: increased to 31%

English only students from 70% to 73%

Goal not met: maintained at 70%

Asian students from 76% to 78%

Goal met: increased to 81%

White students from 79% to 81%

Goal met: increased to 82%

Hispanic/Latino students from 23% to 31%

Goal met: increased to 40%

2022-23 iReady Annual Typical Growth Goals

Overall increase from 61% to 65% meeting or exceeding ATG

Goal not met: maintained at 61%

Students with Disabilities from 42% to 48%

Goal met: increased to 50%

Socioeconomically Disadvantaged students from 45% to 51%

Goal not met: increased to 50%

English only students from 61% to 65%

Goal not met: increased to 64%

Asian students from 70% to 73%

Goal not met: increased to 72%

White students from 67% to 70%

Goal not met: decreased to 65%

Hispanic/Latino students from 44% to 50%

Goal not met: increased to 47%

**How the School will Evaluate the Progress of this Goal:**

We will use common formative assessment data, grade level collaboration logs, Eureka, iReady and CAASPP data, observations and feedback.

What short-term outcomes will you expect?

What early evidence of change will demonstrate the school is on track?

Students will show improvement on iReady diagnostics, meeting at least 40% of their ATG on the November iReady diagnostic.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Departmentalization: The 5th grade teachers will pilot departmentalization in an effort to strengthen math instruction by having one teacher focus on math.</p> <p>Evidence: Formative assessment data, iReady diagnostics and CAASPP data</p>	All school year	5th grade teachers, instructional coach, principal	No expenditures, part of regular staff responsibilities			
<p>Partner with after-school program providers to provide tutoring and/or homework help in math.</p> <p>Evidence: Regularly scheduled meetings with program leads, meeting notes</p>	All school year	Principal, SCEF, ARIS, Program leads	No expenditures, part of regular staff responsibilities			
<p>Establish and implement a space for students to receive additional support in math outside of school hours. This will help students make progress towards their Annual Typical Growth goal.</p> <p>Evidence: Regularly scheduled time for students to get math help.</p>	All school year	Principal, Teachers, Instructional Coach	Teacher hours for after school supervision	1000-1999: Certificated Personnel Salaries	School Allocation	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Model how to plan and deliver Eureka math lessons to new teachers to the district. All other teachers will participate in coaching on quality first teaching and following the district's MTSS. This will help students make progress towards their Annual Typical Growth goal.</p> <p>Evidence: Observations and debrief notes</p>	All school year	Principal, Instructional Coach, All teachers	No expenditures, part of regular staff responsibilities			
<p>Math Olympiad: 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 (<a href="http://www.moems.org">www.moems.org</a>) style math problems and participate in the elementary school competitions throughout the year.</p>	All school year	Parent volunteers	No cost. PTA will rent facilities and parent volunteers will run the program.			
<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	14200
<p>Conduct regular classroom walkthroughs. Principal will provide feedback (likely through email or during staff meetings) based on trends.</p> <p>Evidence: Calendar of walkthroughs, individual and group feedback</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, School Site Council	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: Data review notes, collaboration logs, site council agendas and minutes						
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:

<b>School Goal 3 - Academic Achievement - English Language Learners</b>
<b>LCAP Goal 1:</b>
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
<b>Strategic Plan Goal Area #1:</b>
Effective and consistent instructional practices that meet the needs of all students
<b>School Goal 3: Academic Achievement - English Language Learners</b> <ul style="list-style-type: none"><li>● School Goal 3.a - LTEL/At-Risk Goal</li><li>● School Goal 3.b - RFEP Goal</li><li>● School Goal 3.c - ELPAC Goal</li></ul>
By June 2024, the number of students who are At-Risk of becoming LTEL or LTEL will decrease by 20%, from 28.6% to 22.9%.
By June 2024, there will be a 3% percentage point increase (from 68% to 71%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP.
By June 2024, 100% of all English Learners that score a Level 4 on the ELPAC will reclassify.
By June 2024, the percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 65.2% to 68.7%.
Key Strategies: Integrated ELD (focus on lesson preparation, key vocabulary, and feedback) Designated ELD Learning Cycles (pre-assessment, targeted instruction, post-assessment) SIOP Comprehensible Input techniques Data Review Meetings Newcomer English Learner groups Individual English Learner student-parent-school progress meetings Monitoring of and professional development for designated ELD rotations/classes

<b>Data Used to Form this Goal:</b>
Summative ELPAC data Initial ELPAC CAASPP ELA EL status Reclassification data
<b>Findings from the Analysis of this Data:</b>
2022-23 CAASPP RFEP Goal CAASPP ELA: 71% to 74% in the number of RFEP students meeting or exceeding Goal not met: decreased to 68%
2022-23 ELPAC Goal 80% (48 of 60) of English Learners will increase an ELPAC level or reclassify Goal not met: went from 58% to 65%, which met the criteria of a 10% reduction in students not meeting All students who scored ELPAC 4 reclassified
<b>How the School will Evaluate the Progress of this Goal:</b>
We will use common formative assessment data, grade level collaboration logs, Universal Data Cycle documents, i-Ready and Literably data, CAASPP data, observations and feedback on the use of SIOP strategies in all content lessons and designated ELD instruction and Small Groups.  What short-term outcomes will you expect? Students will show improvement on CFAs in ELA and math, students will meet daily language objectives. EL students in grades 3-5 will show improvement in their ELD UDC cycles as measured by pre and post assessments.  What early evidence of change will demonstrate the school is on track? Teams plan lessons using SIOP framework. Students are interacting with each other through structured oral language practice and hands-on activities. Students' post-assessment scores on Designated ELD cycles increase.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers participate in professional development led by district ELD TOSA on language development needs for ELs.  Evidence: participant notes, classroom walkthrough observation notes	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>Implement small groups for ELD: All grades will regroup EL students among the grade level bands based on ELPAC scores. We will hire an intervention teacher to help create smaller groups and provide Designated English Language Development to students in grades 3-5. All EL students will receive 150 minutes of D-ELD (120 minutes in Kinder).</p> <p>Evidence: Formative assessment data, iReady diagnostics and ELPAC summative assessment</p>	All school year	All teachers, Principal, Instructional Coach	Hiring 0.2 FTE intervention teacher	1000-1999: Certificated Personnel Salaries	TSSP	11300
Monitoring and feedback of instructional initiatives by principal.	All school year	Principal	No expenditures, part of regular staff responsibilities			
<p>Newcomer Class: This class spans grades 1-5 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 for 85 minutes weekly to work on making introductions, learning and using common vocabulary, and building community.</p> <p>Evidence: Classroom observations, student/teacher feedback</p>	All school year	SCEF, Newcomer teacher, Principal	No expenditures, part of regular staff responsibilities			
<p>Analyze data from benchmarks, observations, and feedback and revise plan as needed.</p> <p>Evidence: Data review notes,</p>	All school year	All school 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
collaboration logs, site council agendas and minutes						
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:

<b>School Goal 4 - Social-Emotional Health and Wellness</b>
<b>LCAP Goal 2:</b>
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**

- **School Goal 4.a - Parent Goal**
- **School Goal 4.b - Student Goal**

By June 2024, there will be a 1% increase (from 86% to 87%) in the number of parents who agree or strongly agree that students' social emotional needs were met as measured by the LCAP/Climate Survey.

By June 2024, there will be a 4% increase from 56% to 60% in the number of students who agreed or strongly agreed that students at my school are treated with respect as measured by the LCAP/Climate Survey.

By June 2024, Sown to Grow Student Check-in rate will improve from 40% to 46% as measured by the Sown to Grow report.

By June 2024, Sown to Grow Teacher Feedback rate will improve from 23% to 31% as measured by the Sown to Grow report.

By June 2024, there will be  
a 7% point decrease from 70% to 63% for Students with Disabilities as measured by the school suspension disproportionality data.  
a 5% point decrease from 50% to 45% for students that are Socioeconomically Disadvantaged as measured by the school suspension disproportionality data.  
a 5% point decrease from 50% to 45% for Hispanic/Latino students as measured by the school suspension disproportionality data.

By June 2024, there will be a 3% increase from 75% to 78% in the number of students who agreed or strongly agreed that there are clear and fair consequences for breaking rules at my school as measured by the LCAP/Climate Survey.

**Key Strategies:**

- Weekly morning meetings
- Sown to Grow data
- Playworks
- Schoolwide Social Emotional Learning programs
- Behavior Response Standards System

**Data Used to Form this Goal:**

Sown to Grow Check-in and Feedback data, LCAP Survey, PowerSchool behavior data

**Findings from the Analysis of this Data:**

Goals for 2022-23:

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

Goal not met: increased to 86%

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

Goal not met: increased to 71%

Landels Elementary School began use of the Sown to Grow platform during the 2022-23 school year. During year one implementation, the baseline Student Check-in Rate was 40% as measured by the Sown to Grow report. The baseline Teacher Feedback rate was 23% as measured by the Sown to Grow report.

**How the School will Evaluate the Progress of this Goal:**

Monthly Sown to Grow usage/engagement reports, LCAP/Climate Survey data, incorporation of Sown to Grow into Coordination of Services Team (COST) and Universal Data Cycle meetings.

What short term outcomes will you expect?

Staff using ROAR tickets to reinforce positive behavior

SEL lessons in the classroom

SEL connections in the weekly morning meeting

Updating PowerSchool with behavioral incidents

What early evidence of change will demonstrate the school is on track?

Positive usage trends on Sown to Grow as well as positive responses from students. Reduced behavioral incidents with the same students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>SEL: Continue utilizing the Toolbox Project to educate students on "tools" that they can use to overcome challenges. Utilize Sown to Grow check-ins to provide students with opportunities to share their feelings with school staff. Kinder will use Kimochis as a supplemental SEL tool.</p> <p>Evidence: Staff observations, behavior logs, Sown to Grow data</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>Implement and utilize the district's Behavior Response Standards system to address, support and document behavior issues that arise.</p> <p>Evidence: PowerSchool behavior data</p>	All school year	All school staff	No expenditures, part of regular staff responsibilities			
<p>Montly focus/lessons to support MVWSD's #BetterTogether initiative.</p> <p>Evidence: lesson plans, student work</p>	All school year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			
<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>Monthly parent-led Project Cornerstone lessons with classroom follow up.</p> <p>Evidence: lesson plans</p>	All school year	Teachers	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> <p>Evidence: Observations of playground/recess behavior,</p>	All school year	All teachers, Principal, Instructional Coach	No expenditures, paid for by the PTA			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
implementation of student leadership program, staff and student feedback						
Analyze data from benchmarks, observations, and feedback and revise plan as needed.  Evidence: Data review notes, collaboration logs, site council agendas and minutes	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:

<b>School Goal 5 - Inclusive and Welcoming Culture</b>
<b>LCAP Goal 3:</b>
Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.
<b>Strategic Plan Goal Area # 3:</b>
Inclusive and welcoming culture
<b>School Goal 5: Inclusive and Welcoming Culture</b> <ul style="list-style-type: none"><li>● <b>School Goal 5.a - Attendance Goal</b></li><li>● <b>School Goal 5.b - Chronic Absenteeism Goal</b></li><li>● <b>School Goal 5.c - Welcoming Environment Goal</b></li></ul>
By June 2024, the average student attendance rate for the school will be at or above 97%.
By June 2024, the overall chronic absenteeism rate for subgroups will decrease by 2% from 16% to 14% based on District Chronic Absenteeism data.
By June, 2024, we will have decreased the chronically absent rate of our students with disabilities from 19.4% to 17.5%.
By June 2024, there will be a 1% increase (87% to 88%) 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: Family/parent engagement Access to information Systems to improve attendance
<b>Data Used to Form this Goal:</b>
LCAP Survey, PowerSchool Attendance Data

**Findings from the Analysis of this Data:**

Goals for 2022-23:

Average student attendance rate for the school will be at or above 97%.

Goal not met: 93.4% ADA

Average chronic absenteeism rate for the for the various subgroups will decrease by 2% (from 17% to 15%).

Goal not met: decreased to 16%

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.

Goal met: increase to 87% agree or strongly agree

**How the School will Evaluate the Progress of this Goal:**

LCAP/Climate Survey data, PowerSchool attendance data.

What short term outcomes will you expect?

Engaging families in conversations around absenteeism

Creating opportunities for families to participate in school or school events

What early evidence of change will demonstrate the school is on track?

Improved chronic absenteeism data and strong parent participation in school events.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Family/Parent Engagement: Create opportunities for parents to engage with and participate in school activities (SSC, ELAC, Principal's Coffee, Community Events, Family Outings, Parent U Extensions, Volunteer Opportunities)  Evidence: Event attendance, staff/parent/student input/feedback	All School Year	All teachers, Principal, Instructional Coach	responsibilities	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	3049
			Payment for the instructor of Parent U Seminario (Spanish Parent U)	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	605
			Lunch and buses for family trip and tour of Stanford campus	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	570
			Service fee for math night	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	787
Language Line Services for help with interpretation and reaching our non-English speaking families.	All school year	All school staff	Language interpretation services	5000-5999: Services And Other Operating Expenditures	TSSP	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Transmitting all communications in English and Spanish.						
<p>ATSI Chronic Absenteeism Abatement Activities:</p> <ul style="list-style-type: none"> <li>Proactive letters, phone calls and emails will be sent to parents of students who are at risk of being chronically absent.</li> <li>Work with parents to complete an attendance success plan, that will help staff track and follow up with (all) students who are chronically absent.</li> <li>During IEP meetings, identify the root cause of the chronic absenteeism and brainstorm solutions with the IEP team.</li> <li>Highlight various cultures throughout the year to promote belonging and allyship (with #BetterTogether), especially during recognition months (i.e. Lat/Hispanic Heritage Month) in order to validate/celebrate diversity.</li> <li>Create opportunities for students to connect with each other and staff, both schoolwide (i.e. morning meeting) and within the classroom (i.e. community circles).</li> </ul>	All school year	Principal, School Leadership Team, Teachers, Coach, ARIS, 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
Evidence: Parent meeting notes, IEP notes, PowerSchool attendance data						
Analyze data from benchmarks, observations, and feedback and revise plan as needed.  Evidence: Data review notes, collaboration logs, site council agendas and minutes	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	28800	38400	0.00
TSSP	17250	23000	0.00
Parent Engagement	3758	5011	0.00

#### Total Expenditures by Funding Source

Funding Source	Total Expenditures
Parent Engagement (PIQE/FEI/PU)	5,011.00
School Allocation	38,400.00
TSSP	23,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
0001-0999: Unrestricted: Locally Defined	28,400.00
1000-1999: Certificated Personnel Salaries	26,600.00
4000-4999: Books And Supplies	3,049.00
5000-5999: Services And Other Operating Expenditures	2,362.00
5800: Professional/Consulting Services And Operating	6,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

<b>Object Type</b>	<b>Funding Source</b>	<b>Total Expenditures</b>
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	3,049.00
5000-5999: Services And Other Operating	Parent Engagement (PIQE/FEI/PU)	1,962.00
0001-0999: Unrestricted: Locally Defined	School Allocation	28,400.00
1000-1999: Certificated Personnel Salaries	School Allocation	4,000.00
5800: Professional/Consulting Services And	School Allocation	6,000.00
1000-1999: Certificated Personnel Salaries	TSSP	22,600.00
5000-5999: Services And Other Operating	TSSP	400.00



**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	33,500.00
<b>Goal 2</b>	16,200.00
<b>Goal 3</b>	11,300.00
<b>Goal 5</b>	5,411.00

## 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				
Michael Andre				X	
Rachel Burstein				X	
Dean Chu				X	
James Perkins				X	
Eve Byer Young				X	
Dorothy Lau		X			
Dominic Ruggio		X			
Kate Schnalzer		X			
Ann Moorti			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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				
Livier Perez				X	
Michael Andre				X	
M. Bea Claas			X		
<b>Numbers of ELAC Members of each category:</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>3</b>	

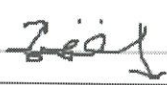
### Recommendations and Assurances

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


11/16/23


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 10/2/2023.

Attested:

Pieter Dolmans  
 Typed Name of School Principal

Clear



Signature of School Principal

11/8/23  
 Date

Michael Andre  
 Typed Name of SSC Chairperson

Clear



Signature of SSC Chairperson

11/8/23  
 Date