

Claudia Landeen School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Claudia Landeen School
Street	4128 Feather River Dr
City, State, Zip	Stockton, CA, 95219-6541
Phone Number	(209) 953-8660
Principal	Marla Carrillo-Kelly
Email Address	mcarrillokelly@lUSD.net
School Website	http://cl.lUSD.net/
County-District-School (CDS) Code	39685696104020

2023-24 District Contact Information

District Name	Lincoln Unified School District
Phone Number	209-953-8700
Superintendent	Kelly Dextraze
Email Address	kdextraze@lUSD.net
District Website	www.lUSD.net

2023-24 School Description and Mission Statement

At Claudia Landeen we strive to provide a supportive, respectful, and inclusive learning environment to our diverse student population.

Our vision at Claudia Landeen School is for all students to understand the importance of determination, relationships, and community as they strive for personal excellence. Our mission at Claudia Landeen is to develop student understanding of the role education plays in future opportunities, to empower students to envision limitless possibilities, and to educate the whole child to be prepared for success in a changing world. As a school we work to accomplish this mission by facilitating learning opportunities for students that focus on improving literacy and writing through different content areas. Additionally, students receive enrichment opportunities through our music program and our Wellness Center, which presents social and emotional learning opportunities for our all students.

Our goals at Claudia Landeen are centered on improving the outcomes of our students and helping them reach their maximum potential. We have goals that are aimed at improving academic achievement through multi-tiered systems of support, creating a professional learning community with students, families, and staff, and implementing trauma-informed practices to address students' social emotional and mental health needs.

A variety of formal and informal assessments are given throughout the year to assess student learning. As a team, we review the data obtained through these assessments in grade level collaboration, Leadership, and whole staff. Data regarding attendance, discipline, and overall grades are reviewed periodically by the administration and staff.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	49

Grade 1	51
Grade 2	49
Grade 3	67
Grade 4	61
Grade 5	56
Grade 6	62
Grade 7	79
Grade 8	51
Total Enrollment	525

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4%
Male	52.6%
American Indian or Alaska Native	1%
Asian	9.3%
Black or African American	16%
Filipino	2.3%
Hispanic or Latino	52.6%
Native Hawaiian or Pacific Islander	1.5%
Two or More Races	7.2%
White	8.8%
English Learners	16.8%
Foster Youth	0.8%
Homeless	5.5%
Socioeconomically Disadvantaged	78.3%
Students with Disabilities	14.5%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.60	87.91	350.40	79.19	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	19.60	4.44	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	11.60	2.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.30	11.47	38.20	8.64	12115.80	4.41
Unknown	0.10	0.55	22.50	5.10	18854.30	6.86
Total Teaching Positions	29.20	100.00	442.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.80	78.88	340.20	78.99	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.62	22.60	5.25	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.62	8.00	1.88	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.80	10.24	32.10	7.45	11953.10	4.28
Unknown	1.00	3.62	27.60	6.42	15831.90	5.67
Total Teaching Positions	27.60	100.00	430.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00

Total Teachers Without Credentials and Misassignments	0.00	1.00
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The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	3.30	2.80
Total Out-of-Field Teachers	3.30	2.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	1.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Following a public hearing the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Reading/Language Arts, Mathematics, Science History/Social Science and Health. All students, including English Learners have textbooks or instructional materials, or both, to use in class or to take home.

Year and month in which the data were collected	September 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World Of Wonders Adoption Year 2023 McGraw-Hill Wonders California, 2017 Edition McGraw-Hill WondersWorks California, 2017 Edition Adoption Year 2016 McGraw-Hill CA StudySync, 2017 Edition Adoption Year 2017	Yes	0%

Mathematics	Great Minds Eureka Math, 2015 Edition Adoption Year 2014	Yes	0%
Science	Exploring Science - National Geographic/Cengage Adoption Year 2022 CA Inspire McGraw Hill Adoption Year 2022	Yes	0%
History-Social Science	Scott Foresman History/Social Science for California, 2006 Edition Adoption Year 2006 Teacher's Curriculum Institute History Alive California Middle School Program, 2017 Edition Adoption Year 2019	Yes	0%
Foreign Language			0%
Health	Health Connected, Teen Talk Middle School, 2017 Edition Adoption Year 2017	Yes	0%
Visual and Performing Arts			0%

School Facility Conditions and Planned Improvements

Claudia Landeen was built in 1984. Preschool through eighth grade students learn on a campus that was remodeled in August 2017. The main building, which houses administration, twelve classrooms, a library/media center, and a staff lounge was remodeled to improve the structure of classrooms. The north side of the campus includes a row of permanent classrooms, six of these classrooms were part of new construction completed in August 2016. The west side of campus portables house our music classes, middle school program, special education classes, intervention classes, preschool, and before and after school daycare program. The campus includes a large field area, playground structures, and basketball courts.

We have three custodians who ensure our grounds are clean, safe and secure. The head custodian performs monthly maintenance checks on the building and outside equipment. The campus classrooms are cleaned daily. To ensure student safety, all outside gates are locked to secure the campus at the beginning of each school day.

Year and month of the most recent FIT report

December 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	31	30	44	45	47	46
Mathematics (grades 3-8 and 11)	18	21	27	28	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	385	380	98.70	1.30	29.74
Female	197	192	97.46	2.54	33.33
Male	188	188	100.00	0.00	26.06
American Indian or Alaska Native	--	--	--	--	--
Asian	44	44	100.00	0.00	18.18
Black or African American	51	51	100.00	0.00	19.61
Filipino	--	--	--	--	--
Hispanic or Latino	206	203	98.54	1.46	31.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	28	93.33	6.67	39.29
White	38	38	100.00	0.00	44.74
English Learners	59	58	98.31	1.69	18.97
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	243	238	97.94	2.06	23.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	61	96.83	3.17	11.48

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	385	377	97.92	2.08	20.95
Female	197	190	96.45	3.55	16.84
Male	188	187	99.47	0.53	25.13
American Indian or Alaska Native	--	--	--	--	--
Asian	44	44	100.00	0.00	25.00
Black or African American	51	51	100.00	0.00	17.65
Filipino	--	--	--	--	--
Hispanic or Latino	206	201	97.57	2.43	19.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	28	93.33	6.67	21.43
White	38	37	97.37	2.63	29.73
English Learners	59	57	96.61	3.39	12.28
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	243	235	96.71	3.29	17.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	59	93.65	6.35	11.86

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	12.77	16.67	22.23	24.92	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	111	108	97.30	2.70	16.67
Female	53	50	94.34	5.66	16.00
Male	58	58	100.00	0.00	17.24
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	64	62	96.88	3.12	17.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	21.43
English Learners	20	19	95.00	5.00	5.26
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	69	66	95.65	4.35	10.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for

these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	93%	93%	92%	93%	95%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

At Claudia Landeen we strive to foster a collaborative partnership between the school and parents/guardians/families to help create a supportive learning environment for all students. Active participation in a child's education can enhance academic achievement, promote positive behavior, and contribute to the overall success of our school community.

Below are family involvement opportunities at Claudia Landeen:

School Site Council (SSC)

Our Landeen School Site Council (SSC) committee is a group of parents who are involved in the decision-making process of the school, including policies, procedures, and financial decisions that help improve our school community.

English Language Advisory Committee (ELAC)

The English Language Advisory Committee (ELAC) is composed of parents/guardians/families of English learners. They play a role in advising on matters related to English Learners, but also the decision-making process of the school community.

Parents, Teacher, and Student Association (PTSA)

Landeen families, staff members, and students can join the PTSA as members and, some, as board leaders on the PTSA board. PTSA strives to provide opportunities for our students through events and school improvement opportunities.

Volunteering in School

Our Landeen families can volunteer at our school in a variety of ways, including classroom helper, event/activity support, and field trip chaperones.

Family Engagement Events

Led by educators and Landeen staff, we provide our Landeen families to engage in educational events such as family nights, back-to-school nights, academic nights, and community events.

Parent/Guardian Conferences

Parents/guardians are provided an opportunity to meet with teachers during conference weeks, both in-person and virtually.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
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All Students	594	577	223	38.6
Female	290	277	106	38.3
Male	304	300	117	39.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	5	5	100.0
Asian	54	54	20	37.0
Black or African American	100	97	50	51.5
Filipino	13	13	7	53.8
Hispanic or Latino	312	302	101	33.4
Native Hawaiian or Pacific Islander	8	8	2	25.0
Two or More Races	46	42	21	50.0
White	48	48	14	29.2
English Learners	101	98	34	34.7
Foster Youth	10	9	4	44.4
Homeless	37	37	28	75.7
Socioeconomically Disadvantaged	488	472	199	42.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	100	95	38	40.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.87	6.21	7.58	1.00	6.62	6.80	0.20	3.17	3.60
Expulsions	0.16	0.31	0.17	0.02	0.76	0.61	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.58	0.17
Female	6.21	0

Male	8.88	0.33
Non-Binary		
American Indian or Alaska Native	0	0
Asian	5.56	0
Black or African American	12	1
Filipino	7.69	0
Hispanic or Latino	7.05	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	8.7	0
White	4.17	0
English Learners	5.94	0
Foster Youth	0	0
Homeless	10.81	0
Socioeconomically Disadvantaged	7.79	0.2
Students Receiving Migrant Education Services	0	0
Students with Disabilities	12	0

2023-24 School Safety Plan

Emergency Response Procedures were developed in coordination with the California Safe Schools program and are revised and updated each year with the support of LUSD security and LUSD School Resource Officer. These are detailed in the School Safety Plan and support responses needed depending on the type of emergency. The staff is trained on procedures to follow during an emergency. The staff and students participate in regular drills to practice the procedures. The School Safety Plan was last reviewed and updated in February 2023.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		2	
1	19	3		
2	20	1	2	
3	23		3	
4	29		3	
5	30		3	
6	33		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		2	
1	24		2	
2	22	1	2	
3	19	3		
4	28		2	
5	32		2	
6	25		3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	0	2	0
1	26	0	2	0
2	25	0	2	0
3	22	0	3	0
4	31	0	2	0
5	28	0	2	0
6	31	0	2	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	525

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4,097	\$424	\$3,673	\$63,008
District	N/A	N/A	\$4,878	\$81,043
Percent Difference - School Site and District	N/A	N/A	-28.2	-25.0
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-69.8	-32.4

Fiscal Year 2022-23 Types of Services Funded

At Landeen we strive to support our students in a variety of ways, always looking for opportunities of growth. The programs, committees, and/or resources that we house at Landeen are to better support our students and families.

One of our staple resources at Landeen is our Wellness Center, which supports students and families in a variety of ways. Our Wellness team is composed of our counselors, an outreach worker, and a paraprofessional. The Wellness Center team works closely to support our students academically and with any social-emotional concerns. Our outreach worker has good connections with our community and a variety of resources are available for our families both inside and outside of our school.

Fiscal Year 2022-23 Types of Services Funded

Our counselors and outreach worker provide weekly lessons to our students in the classroom that cover a variety of social topics, including bullying, attendance, depression and anxiety, and grades.

Our Academic Support Team (AST) is composed of our Title 1 teacher, school counselor, special education teacher, Speech Language Pathologist, general education teachers, and the school administrators. The team meets to discuss student needs and progress and to determine next steps. Our Student Success Team (SST) meetings are held to address the needs, concerns, behaviors, and student progress with teachers, families, counselors, and administrators.

Our full-time Title 1 teacher and intervention teacher work together to provide intervention support for our students who require additional support. Additionally, we have three Title 1 paraprofessionals who work directly with our general education teachers and support students in the classroom. Our 4-hour bilingual interpreter provides services to students and families who need Spanish language translations. Our 5th-8th grade teachers implement AVID strategies that are aimed at preparing students for high school, college or career. The AVID program includes support from a paraprofessional who supports and tutors our students.

With our Special Education team, students on an Individualized Education Plan (IEP) receive additional support to help make progress toward their goals. Our two special education teachers along with our special education paraprofessionals (2), provide support in and outside the classroom. The special education team also includes our speech-language pathologist and psychologist. Our special education team also includes a 7th and 8th grade SDC class with two paraprofessionals.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,902	\$54,190
Mid-Range Teacher Salary	\$77,966	\$85,111
Highest Teacher Salary	\$106,702	\$104,999
Average Principal Salary (Elementary)	\$137,656	\$132,492
Average Principal Salary (Middle)	\$137,656	\$140,987
Average Principal Salary (High)	\$172,684	\$153,884
Superintendent Salary	\$238,213	\$255,503
Percent of Budget for Teacher Salaries	33.22%	32.09%
Percent of Budget for Administrative Salaries	5.93%	5.25%

Professional Development

Lincoln Unified School District is committed to supporting school district staff through quality professional development and providing opportunities to engage in collaborative discussions. Lincoln Unified provides professional development days annually for staff, as part of the contract. Through all these professional learning opportunities, our goal is to provide teachers with the tools, skills, and strategies necessary to implement high-quality instruction to our K-8th grade students.

On Mondays, an early dismissal schedule is observed to provide teachers time to collaborate with other grade-level and/or department teachers. One Monday a month districtwide collaboration days are held to allow grade-level teachers across different schools to meet and discuss grade-level or department content, curriculum, and instruction.

Professional Development

As a district, professional development learning opportunities are provided to staff members throughout the year, both virtually and in person. These professional learning opportunities cover a wide range of topics, including the implementation of new curricula, best practices and instructional strategies to support all learners, and analyze data.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	4