School Year: 2024-25

CLAUDIA LANDEEN

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Claudia Landeen School	39685696104020	October 15, 2024	November 6, 2024

Purpose and Description

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

Schoolwide Program

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

The Claudia Landeen School Plan for Student Achievement (SPSA) addresses issues that prevent our students from reaching their highest academic potential. The school plan is developed using comprehensive needs that analyze multiple sources of data including: California School Dashboard, CAASPP and ELPAC assessment data, iReady, Attendance Works, Youth Truth, and additional site specific data. The Landeen School Plan is aligned with the Local Control and Accountability Plan (LCAP) goals that address college and career readiness, student achievement, and provide a premium education for all.

The following are a summary of the Claudia Landeen SPSA goals:

Goal 1: Measured by the CAASPP, the percentage of students in grades 3rd-8th grade at Claudia Landeen who meet or exceed standards in ELA will increase by 10% over the scores achieved on the CAASPP administered in May 2024.

Goal 2: Measured by the CAASPP, students who are meeting standards in math at Claudia Landeen in grades 3rd to 8th grade will improve by 10% in all grade levels.

Goal 3: English Learner Development (ELD) instruction will be provided in all classrooms to increase the percentage of students who are receive a 3 or 4 on the ELPAC by 10%.

Goal 4: Decrease the percentage of students with chronic absenteeism by at least 10% in all grades.

Goal 5: Landeen will increase the percentage of students who report that the culture and climate of Landeen is favorable by at least 10% in all areas of our measuring tool, the Youth Truth survey. Through this, we will see a school-wide increase of satisfactory attendance by 10% as well.

Goal 6: Students in all grades will have an opportunity to engage in instruction and be provided resources to be better prepared for high school, college, and career.

Comprehensive Needs Assessment Components

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

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Survey Categories and Purpose
Claudia Landeen uses the YouthTruth survey to gather information and input from students, staff, and families. The YouthTruth survey provides stakeholders an opportunity to give confidential, honest feedback. The survey is used to help create more equitable opportunities for our student and families at Claudia Landeen. The survey brings awareness to our areas of strength and areas of growth, according to our stakeholders. In the end, with the surveys, we hope to create an inclusive school environment where our students can achieve their highest potential.

Our Stakeholders surveyed (students, staff, and families) can provide feedback in a variety of categories, including:

(1) Engagement, (2) Relationships, (3) Culture, (4) Resources, (5) School Safety, (6) Academic Challenges, (7) Instructional Methods, (8) Belonging, (9) Professional Development & Support, and (10) Diversity, Equity, and Inclusion.

Survey Results
Family Survey
158 families responded to the survey, a decrease of about 9% from last year (61% this year, 70% last year). As you can see in the information below, we saw a decrease in all areas surveyed for parents/families this year except in engagement, where we grew 2%.

Engagement: 91% (89% last year)
Relationships: 85% (93% last year)
Culture: 90% (92% last year)
Communication   94% (99% last year)
Resources: 86% (94% last year)
School Safety: 91% (93% last year)

Student Survey
Our 5th-8th graders have an opportunity to take the Youth Truth survey. The survey is displayed in two different groups: 5-6 & 7-8. We had 100% participation in the survey for both groups. Below our results from both groups. We will continue to receive feedback from the students as their voices are very important when we are working to improve school culture and climate to increase engagement and academics.

Group Grades 5-6
Engagement: 62% (18% last year)
Academic Challenge: 18% (18% last year)
Culture: 49% (17% last year)
Belonging: 25% (20% last year)
Relationships: 82% (12% last year)
Instructional Methods. 93% (88% last year)
We saw an increase in all areas with this group, in particular in relationships. This summary measure describes the degree to which students have strong, supportive relationships with their teachers.

Group Grades 7-8
Engagement: 36% (55% last year)
Academic Challenge: 31% (45% last year)
Culture: 31% (37% last year)
Belonging: 45% (32% last year)
Relationships: 24% (16% last year)
Instructional Methods: **Not applicable
We saw a decrease in all areas in this group, in particular in the area of engagement. We will be working as a collaborative team to help make our middle school students feel more included and part of our school, achieve academically, and feel like they belong.

Staff Survey
35 staff members took the survey, which makes up 76% of our staff. Below are the results for the survey, where we saw a decrease in all areas except for School Safety. We will continue to work with our staff to make sure we support them in all ways possible.

Engagement: 54% (81% last year)
Relationships: 44% (79% last year)
Culture: 62% (73% last year)
Professional Development: 43% (75% last year)
School Safety: 79% (77% last year)

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted by administrators for curriculum and content implementation. Through weekly walkthrough and formal observations, administrators work to provide effective feedback about curriculum usage, engaging strategies, intervention supports, and content comprehension.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories 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

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

A number of assessments are used to determine student placement, progress monitoring, and end of year evaluations. Below, some of the assessments that are used:
iReady
Dibbles/Amplify
Ellevation
ELPAC
CAASPP in ELA
CAASPP in Math
CAASPP in Science

Data is reviewed by teachers, staff, students, and families at various times during the year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staff is provided data to review during staff meetings, Leadership Team meetings, and during Academic Support Team (AST) meetings. Student Success Team (SST) meetings and family conferences are opportunities for our families to review the data themselves. All the data is used to monitor student progress as a team.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Landeen takes pride in being part of the district process that hires qualified certificated staff. All staff a Landeen are credentialed staff members. Our staff this year was short 1 staff member in our ELA 7/8 classroom. Due to this, we are working to hire someone who is qualified soon. Teachers who are credentialed also have to go through induction, which allows newly credentialed individuals to clear their preliminary credentials.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All adopted district curriculum aligns with our California State Standards. Staff is offered opportunities for professional development, especially with newly adopted curriculum for best practices and content knowledge.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Our teachers are offered grade-level meetings, both on site and during district wide meetings with other teachers across the district at least once a month. We will review data to better support and improve student achievment.

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

Support for our teachers can be seen at site-level with our tech specialist. At a district level we have new teacher program specialist, 2 teacher program curriculum and content specialists, a curriculum director, and director of instructional services. All are here to support our teachers with curriculum, content, and technology.

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

Grade-Level collaboration happens site based and district wide at least once a month. Teachers utilize this time to analyze data, address any concerns, and work to discuss best practices, especially with new curriculum adopted.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The curriculum used at Landeen is aligned with district and state standards. Our instruction includes whole group, small group, individual, and targeted support.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Recommended instructional minutes are given to teachers during leadership, grade-level, and staff meetings. Intervention and special education minutes are also reviewed by the intervention and special education team for individual students.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Instructional minutes are used to develop the master schedule and create pacing guides within grade-levels.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All our students have have access to standard-based materials, most in both written and digital forms. Every student has digital access through our Chromebooks.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Landeen uses district approved curriculum that aligns with state standards, including material that is used in our intervention and special education programs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

At Landeen students have access to curriculum and content through printed and electronic means. Small group instructions helps support students in the classroom who need additional support.

Evidence-based educational practices to raise student achievement

Landeen collects data to presents to staff to better review and inform practices. Through staff, leadership, and grade-level meetings, the data is used to reflect best practices.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Family and community engagement happens throughout the year through the following means:
1. School Site Council (SSC)
2. English Language Advisory Committee (ELAC)
3. Parent Student Teacher Association (PTSA)
4. Family Conferences
5. Family Events
6. Family Workshops
7. Volunteering Opportunities within school

Claudia Landeen administration and staff believes family involvement is vital to continue academic achievement and/or address student needs.

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)

Our family meetings help us inform and plan for school improvements that we should consider, which address the needs of all our students, especially our underachieving students.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Landeen funding for programing and support students, including underperforming students, include:
- Site Funds
- District Funds
- Title 1 Funds
- LCAP funds

Fiscal support (EPC)

Funding is provided by using formula based allocations, including:
- Site Based Funds
- District Funds
- Title 1 Funds
- LCAP funds

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

At Landeen, we value the involvement of a number of school and community groups. The following are the groups who are involved in the development, review, and progress monitoring of the SPSA.

Leadership Team
Our Landeen School Leadership Team is our group of certificated staff members that help develop and implement educational policies within a school. The team at Landeen is made up of a representative from each grade level, our Title 1 teacher, a counselor, and a special education representative.
24-25 Leadership meeting dates: August 29, September 12, October 10, November 14, December 12, January 9, February 13, March 13, April 3, May 8

School Site Council (SSC)
Our Landeen School Site Council is a group of parents/guardians, community representatives, teachers, and classified staff that help with the development, implementation, assessment, and accountability of school policies and plans, including the SPSA.
24-25 SSC meeting dates: October 15, November 19, December 16, January 13, February 11, March 17, April 7, May 12.

English Language Advisory Committee (ELAC)
Our Landeen English Language Advisory Committee (ELAC) provides parents/families of English Learners an opportunity to discuss school policies and programs, specifically those used to help support the needs of our English Learners.
24-25 ELAC meeting dates: August 20, November 4, December 16, January 27, March 15, May 5

Resource Inequities

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

No identified Resource Inequities at Landee.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.95%	0.19%	0	5	1
African American	16.95%	16%	16.38%	91	84	86
Asian	10.61%	9.33%	9.71%	57	49	51
Filipino	2.61%	2.29%	1.90%	14	12	10
Hispanic/Latino	51.77%	52.57%	52.95%	278	276	278
Pacific Islander	1.30%	1.52%	0.95%	7	8	5
White	9.12%	8.76%	8.38%	49	46	44
Multiple/No Response	6.70%	7.24%	8.00%	36	38	42
			Total Enrollment	537	525	525

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			
Kindergarten	52	49	48
Grade 1	48	51	50
Grade 2	66	49	61
Grade3	58	67	47
Grade 4	56	61	64
Grade 5	64	61	59
Grade 6	74	64	63
Grade 7	49	82	55
Grade 8	70	51	78
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	537	525	525

Conclusions based on this data:

1. Our numbers have stayed about the same the last couple years.

2. We now have TK at our school, which means an additional class on campus.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	100	88	81	16.7%	18.6%	15.4%
Fluent English Proficient (FEP)	31	36	40	7.7%	5.8%	7.6%
Reclassified Fluent English Proficient (RFEP)	4	4		6.1%	5.2%	

Conclusions based on this data:

1. Our numbers for ELs declined by 3% due to reclassification.

2. We did have 4 newcomers to our school in the 23-24 school year, which created special challenges.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	65	67	45	63	67	44	63	67	44	96.9	100.0	97.8
Grade 4	58	62	62	56	62	62	56	62	62	96.6	100.0	100
Grade 5	66	61	63	64	60	61	64	60	61	97.0	98.4	96.8
Grade 6	74	63	63	71	63	63	71	63	63	95.9	100.0	100
Grade 7	54	82	55	52	80	55	51	80	55	96.3	97.6	100
Grade 8	76	50	82	75	48	79	75	48	79	98.7	96.0	96.3
All Grades	393	385	370	381	380	364	380	380	364	96.9	98.7	98.4

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2361.	2367.	2387.	6.35	5.97	4.55	19.05	19.40	25.00	17.46	22.39	36.36	57.14	52.24	34.09
Grade 4	2434.	2424.	2414.	10.71	12.90	8.06	23.21	11.29	19.35	25.00	33.87	25.81	41.07	41.94	46.77
Grade 5	2452.	2457.	2466.	7.81	8.33	8.20	26.56	23.33	27.87	14.06	31.67	22.95	51.56	36.67	40.98
Grade 6	2491.	2480.	2490.	9.86	4.76	9.52	16.90	28.57	31.75	35.21	28.57	19.05	38.03	38.10	39.68
Grade 7	2510.	2498.	2505.	5.88	8.75	10.91	31.37	18.75	21.82	21.57	36.25	23.64	41.18	36.25	43.64
Grade 8	2521.	2525.	2530.	9.33	12.50	8.86	21.33	27.08	30.38	33.33	29.17	26.58	36.00	31.25	34.18
All Grades	N/A	N/A	N/A	8.42	8.68	8.52	22.63	21.05	26.37	25.00	30.53	25.27	43.95	39.74	39.84

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.52	2.99	2.27	52.38	64.18	68.18	38.10	32.84	29.55
Grade 4	10.71	11.29	6.45	64.29	59.68	58.06	25.00	29.03	35.48
Grade 5	10.94	6.67	9.84	51.56	63.33	65.57	37.50	30.00	24.59
Grade 6	8.45	9.52	9.52	59.15	52.38	53.97	32.39	38.10	36.51
Grade 7	7.84	5.00	9.09	58.82	63.75	61.82	33.33	31.25	29.09
Grade 8	10.67	12.50	7.59	48.00	47.92	59.49	41.33	39.58	32.91
All Grades	9.74	7.63	7.69	55.26	59.21	60.71	35.00	33.16	31.59

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	3.17	2.99	4.55	41.27	50.75	52.27	55.56	46.27	43.18
Grade 4	8.93	9.68	0.00	55.36	54.84	59.68	35.71	35.48	40.32
Grade 5	9.38	3.33	8.20	50.00	63.33	50.82	40.63	33.33	40.98
Grade 6	4.23	0.00	9.52	54.93	55.56	55.56	40.85	44.44	34.92
Grade 7	15.69	7.50	12.73	49.02	56.25	45.45	35.29	36.25	41.82
Grade 8	9.33	18.75	13.92	66.67	41.67	53.16	24.00	39.58	32.91
All Grades	8.16	6.58	8.52	53.42	54.21	53.02	38.42	39.21	38.46

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	3.17	7.46	4.55	77.78	65.67	72.73	19.05	26.87	22.73
Grade 4	5.36	1.61	11.29	78.57	75.81	62.90	16.07	22.58	25.81
Grade 5	6.25	1.67	4.92	65.63	81.67	80.33	28.13	16.67	14.75
Grade 6	11.27	9.52	19.05	70.42	69.84	55.56	18.31	20.63	25.40
Grade 7	7.84	3.75	10.91	72.55	73.75	70.91	19.61	22.50	18.18
Grade 8	8.00	8.33	8.86	74.67	72.92	78.48	17.33	18.75	12.66
All Grades	7.11	5.26	10.16	73.16	73.16	70.33	19.74	21.58	19.51

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	1.59	7.46	15.91	71.43	58.21	63.64	26.98	34.33	20.45
Grade 4	12.50	9.68	6.45	71.43	67.74	69.35	16.07	22.58	24.19
Grade 5	9.38	5.00	11.48	59.38	61.67	60.66	31.25	33.33	27.87
Grade 6	16.90	12.70	12.70	66.20	63.49	65.08	16.90	23.81	22.22
Grade 7	3.92	15.00	14.55	76.47	57.50	56.36	19.61	27.50	29.09
Grade 8	10.67	14.58	22.78	60.00	64.58	53.16	29.33	20.83	24.05
All Grades	9.47	10.79	14.29	66.84	61.84	60.99	23.68	27.37	24.73

Conclusions based on this data:

1. We were very excited to see that our number of students who were at or above standard in ELA.

2. We have also looked at our numbers diagonally to follow our students and see their growth, too.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	65	67	45	64	66	43	64	66	43	98.5	98.5	95.6
Grade 4	58	62	62	56	62	60	56	62	60	96.6	100.0	96.8
Grade 5	66	61	63	63	58	60	62	58	60	95.5	95.1	95.2
Grade 6	74	63	63	71	63	63	71	63	63	95.9	100.0	100
Grade 7	54	82	55	51	80	54	51	80	54	94.4	97.6	98.2
Grade 8	77	50	82	75	48	79	75	48	79	97.4	96.0	96.3
All Grades	394	385	370	380	377	359	379	377	359	96.4	97.9	97

* 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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	2380.	2399.	2394.	7.81	12.12	2.33	18.75	16.67	34.88	25.00	24.24	23.26	48.44	46.97	39.53
Grade 4	2428.	2433.	2445.	7.14	8.06	13.33	16.07	12.90	21.67	41.07	37.10	33.33	35.71	41.94	31.67
Grade 5	2425.	2447.	2445.	9.68	8.62	10.00	6.45	17.24	8.33	17.74	25.86	18.33	66.13	48.28	63.33
Grade 6	2473.	2464.	2449.	8.45	9.52	4.76	12.68	14.29	19.05	30.99	25.40	20.63	47.89	50.79	55.56
Grade 7	2443.	2461.	2468.	7.84	3.75	3.70	3.92	10.00	12.96	19.61	28.75	24.07	68.63	57.50	59.26
Grade 8	2469.	2455.	2467.	4.00	10.42	3.80	8.00	2.08	7.59	22.67	18.75	17.72	65.33	68.75	70.89
All Grades	N/A	N/A	N/A	7.39	8.49	6.41	11.08	12.47	16.16	26.12	27.06	22.56	55.41	51.99	54.87

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	7.94	16.67	6.98	47.62	34.85	53.49	44.44	48.48	39.53
Grade 4	7.14	14.52	15.00	53.57	41.94	46.67	39.29	43.55	38.33
Grade 5	9.68	8.62	5.00	33.87	51.72	38.33	56.45	39.66	56.67
Grade 6	5.63	9.52	7.94	47.89	41.27	31.75	46.48	49.21	60.32
Grade 7	5.88	3.75	9.26	33.33	38.75	33.33	60.78	57.50	57.41
Grade 8	6.67	4.17	3.80	34.67	27.08	37.97	58.67	68.75	58.23
All Grades	7.14	9.55	7.80	41.80	39.52	39.55	51.06	50.93	52.65

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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	14.06	13.64	9.30	40.63	45.45	53.49	45.31	40.91	37.21
Grade 4	7.14	9.68	23.33	55.36	46.77	36.67	37.50	43.55	40.00
Grade 5	9.68	8.62	8.33	38.71	39.66	38.33	51.61	51.72	53.33
Grade 6	7.04	9.52	4.76	52.11	41.27	44.44	40.85	49.21	50.79
Grade 7	5.88	7.50	3.70	45.10	52.50	44.44	49.02	40.00	51.85
Grade 8	4.00	8.33	2.53	52.00	41.67	51.90	44.00	50.00	45.57
All Grades	7.92	9.55	8.36	47.49	45.09	44.85	44.59	45.36	46.80

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	6.25	10.61	2.33	57.81	57.58	69.77	35.94	31.82	27.91
Grade 4	7.14	8.06	11.67	53.57	50.00	58.33	39.29	41.94	30.00
Grade 5	1.61	6.90	6.67	43.55	60.34	58.33	54.84	32.76	35.00
Grade 6	5.63	11.11	4.76	59.15	50.79	58.73	35.21	38.10	36.51
Grade 7	5.88	3.75	3.70	49.02	56.25	68.52	45.10	40.00	27.78
Grade 8	4.00	6.25	5.06	60.00	56.25	54.43	36.00	37.50	40.51
All Grades	5.01	7.69	5.85	54.35	55.17	60.45	40.63	37.14	33.70

Conclusions based on this data:

1. Our math scores are lower than ELA.

2. We saw little growth in math in grades 3rd grade, 4th grade, and 7th grade.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1403.3	*	1343.7	1419.8	*	1349.8	1364.8	*	1329.6	13	5	12
1	1426.4	1393.2	*	1442.8	1414.6	*	1409.5	1371.3	*	11	12	6
2	1407.1	1457.7	1428.2	1418.1	1459.9	1432.4	1395.6	1454.9	1423.5	15	13	13
3	*	1486.4	1470.2	*	1493.3	1469.8	*	1479.2	1469.8	7	12	12
4	1520.0	*	*	1522.8	*	*	1516.7	*	*	12	7	9
5	*	*	*	*	*	*	*	*	*	10	8	7
6	*	*	*	*	*	*	*	*	*	7	10	6
7	1533.5	*	*	1539.9	*	*	1526.5	*	*	13	9	7
8	1566.9	1557.4	*	1570.4	1560.9	*	1562.8	1553.3	*	12	11	6
All Grades										100	87	78

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	*	0.00	15.38	*	8.33	76.92	*	41.67	7.69	*	50.00	13	*	12
1	0.00	0.00	*	18.18	16.67	*	45.45	41.67	*	36.36	41.67	*	11	12	*
2	0.00	7.69	0.00	33.33	23.08	38.46	26.67	46.15	38.46	40.00	23.08	23.08	15	13	13
3	*	8.33	8.33	*	41.67	33.33	*	41.67	25.00	*	8.33	33.33	*	12	12
4	25.00	*	*	50.00	*	*	8.33	*	*	16.67	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	15.38	*	*	38.46	*	*	38.46	*	*	7.69	*	*	13	*	*
8	33.33	18.18	*	50.00	54.55	*	8.33	18.18	*	8.33	9.09	*	12	11	*
All Grades	13.00	12.64	6.41	32.00	35.63	37.18	40.00	35.63	30.77	15.00	16.09	25.64	100	87	78

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	*	0.00	30.77	*	8.33	61.54	*	41.67	7.69	*	50.00	13	*	12
1	9.09	8.33	*	27.27	25.00	*	45.45	33.33	*	18.18	33.33	*	11	12	*
2	20.00	23.08	7.69	40.00	23.08	53.85	13.33	15.38	23.08	26.67	38.46	15.38	15	13	13
3	*	8.33	16.67	*	75.00	33.33	*	8.33	33.33	*	8.33	16.67	*	12	12
4	66.67	*	*	16.67	*	*	16.67	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	38.46	*	*	38.46	*	*	23.08	*	*	0.00	*	*	13	*	*
8	50.00	36.36	*	41.67	54.55	*	0.00	0.00	*	8.33	9.09	*	12	11	*
All Grades	30.00	21.84	20.51	36.00	44.83	37.18	26.00	17.24	23.08	8.00	16.09	19.23	100	87	78

Grade Level	Written Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	14.29	*	0.00	28.57	*	*	35.71	*	*	21.43	*	*	14	*	*
1	0.00	0.00	0.00	18.18	8.33	8.33	27.27	50.00	50.00	54.55	41.67	41.67	11	12	12
2	*	0.00	0.00	*	46.15	46.15	*	15.38	15.38	*	38.46	38.46	*	13	13
3	0.00	0.00	0.00	23.08	25.00	25.00	53.85	50.00	50.00	23.08	25.00	25.00	13	12	12
4	0.00	*	*	18.18	*	*	27.27	*	*	54.55	*	*	11	*	*
5	0.00	*	*	36.36	*	*	54.55	*	*	9.09	*	*	11	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	7.69	*	*	23.08	*	*	38.46	*	*	30.77	*	*	13	*	*
8	16.67	18.18	18.18	25.00	27.27	27.27	33.33	27.27	27.27	25.00	27.27	27.27	12	11	11
All Grades	4.00	6.90	6.90	24.00	24.14	24.14	35.00	39.08	39.08	37.00	29.89	29.89	100	87	87

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
K	0.00	*	0.00	84.62	*	41.67	15.38	*	58.33	13	*	12
1	27.27	8.33	*	45.45	41.67	*	27.27	50.00	*	11	12	*
2	20.00	23.08	15.38	53.33	53.85	69.23	26.67	23.08	15.38	15	13	13
3	*	33.33	25.00	*	66.67	50.00	*	0.00	25.00	*	12	12
4	66.67	*	*	25.00	*	*	8.33	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	7.69	*	*	61.54	*	*	30.77	*	*	13	*	*
8	8.33	18.18	*	91.67	72.73	*	0.00	9.09	*	12	11	*
All Grades	21.00	20.69	23.08	64.00	59.77	51.28	15.00	19.54	25.64	100	87	78

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
K	0.00	*	8.33	92.31	*	33.33	7.69	*	58.33	13	*	12
1	9.09	0.00	*	63.64	75.00	*	27.27	25.00	*	11	12	*
2	6.67	23.08	7.69	66.67	53.85	69.23	26.67	23.08	23.08	15	13	13
3	*	25.00	9.09	*	66.67	81.82	*	8.33	9.09	*	12	11
4	25.00	*	*	66.67	*	*	8.33	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	84.62	*	*	15.38	*	*	0.00	*	*	13	*	*
8	58.33	72.73	*	33.33	27.27	*	8.33	0.00	*	12	11	*
All Grades	35.00	37.93	31.17	54.00	51.72	45.45	11.00	10.34	23.38	100	87	77

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	*	0.00	92.31	*	41.67	7.69	*	58.33	13	*	12
1	0.00	0.00	*	36.36	33.33	*	63.64	66.67	*	11	12	*
2	0.00	15.38	0.00	40.00	53.85	61.54	60.00	30.77	38.46	15	13	13
3	*	0.00	0.00	*	50.00	50.00	*	50.00	50.00	*	12	12
4	0.00	*	*	66.67	*	*	33.33	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	15.38	*	*	23.08	*	*	61.54	*	*	13	*	*
8	16.67	18.18	*	41.67	36.36	*	41.67	45.45	*	12	11	*
All Grades	5.00	11.49	6.41	47.00	44.83	44.87	48.00	43.68	48.72	100	87	78

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.38	*	16.67	38.46	*	33.33	46.15	*	50.00	13	*	12
1	0.00	0.00	*	63.64	58.33	*	36.36	41.67	*	11	12	*
2	6.67	0.00	0.00	40.00	61.54	69.23	53.33	38.46	30.77	15	13	13
3	*	8.33	8.33	*	75.00	58.33	*	16.67	33.33	*	12	12
4	33.33	*	*	58.33	*	*	8.33	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	7.69	*	*	84.62	*	*	7.69	*	*	13	*	*
8	8.33	36.36	*	83.33	63.64	*	8.33	0.00	*	12	11	*
All Grades	12.00	12.64	6.41	63.00	63.22	66.67	25.00	24.14	26.92	100	87	78

Conclusions based on this data:

1. Our number of EL students declined.

2. Our level 3 & 4 stayed the same, but also due to the number of reclassifications we had last year.

School and Student Performance Data
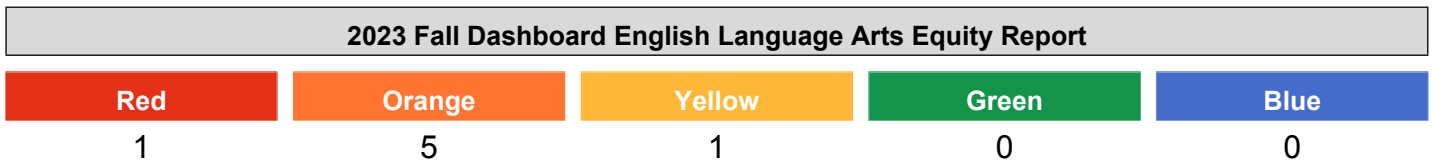
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
525	**78.3**	**16.8**	**0.8**
Total Number of Students enrolled in Claudia Landeen School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	88	16.8
Foster Youth	4	0.8
Homeless	29	5.5
Socioeconomically Disadvantaged	411	78.3
Students with Disabilities	76	14.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	84	16
American Indian	5	1
Asian	49	9.3
Filipino	12	2.3
Hispanic	276	52.6
Two or More Races	38	7.2
Pacific Islander	8	1.5
White	46	8.8

Conclusions based on this data:

1. Our SED percentage increased, but our number of students declined.

2. English numbers decreased due to our reclassification.

3. Our students with disability numbers have increased in our school.

School and Student Performance Data
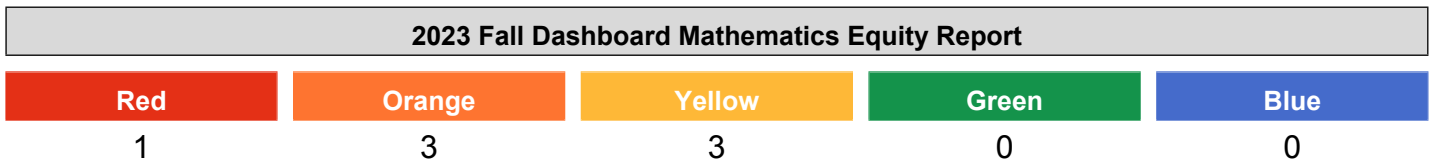
Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Red
Mathematics Yellow		
English Learner Progress Orange		

Conclusions based on this data:

1. Our suspension numbers have stayed in the red/very high, but we have increased the number of interventions for our students before suspension.

2. Our chronic absenteeism has decreased to orange/high. We are excited to be improving.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	5	1	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		

All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
48 points below standard	57.1 points below standard	
Decreased -5.8 points	Decreased -10.2 points	3 Students
347 Students	64 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
59.1 points below standard	Orange	Red
13 Students	56 points below standard	111.7 points below standard
	Maintained +0.7 points	Decreased -8.8 points
	280 Students	56 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	Less than 11 Students	Orange	Less than 11 Students
47.4 points below standard		60.5 points below standard	
Increased +8.9 points	1 Student	Decreased Significantly -18.5 points	9 Students
42 Students		40 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	55.1 points below standard	Less than 11 Students	Orange
50.5 points below standard	Increased Significantly +40.2 points		26.8 points below standard
Decreased -7.7 points	24 Students	4 Students	Decreased Significantly -31.3 points
189 Students			37 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
79.6 points below standard	40.4 points above standard	52.4 points below standard
Decreased -4 points	Maintained -2.1 points	Decreased -7.2 points
52 Students	12 Students	261 Students

Conclusions based on this data:

1. We are excited to see our African American ELA numbers going up.

2. We will continue to work with our special education time to make growth with our students with disabilities.

School and Student Performance Data

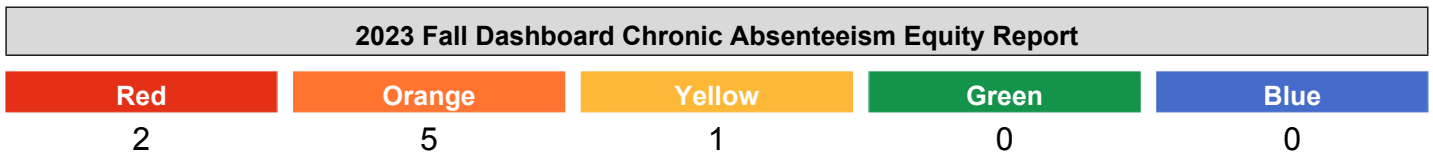## Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	3	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
77.3 points below standard	87.7 points below standard	
Increased +9.4 points	Maintained -0.2 points	3 Students
344 Students	63 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
67.3 points below standard	Yellow	Red
13 Students	87 points below standard	144.4 points below standard
	Increased +13.4 points	Decreased -7.3 points
	278 Students	55 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	Less than 11 Students	Orange	Less than 11 Students
86 points below standard	1 Student	69.8 points below standard	9 Students
Increased Significantly +24.7 points		Maintained +0.4 points	
42 Students		40 Students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	94.7 points below standard	Less than 11 Students	Yellow
83.7 points below standard	Increased Significantly +32.9 points	4 Students	46.6 points below standard
Maintained +2.7 points	24 Students		Increased +3.8 points
187 Students			36 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
108.2 points below standard	0.8 points below standard	81.7 points below standard
Increased +11.5 points	Decreased -13.4 points	Increased +9.8 points
51 Students	12 Students	259 Students

Conclusions based on this data:

1. We have remained the same in many of our areas, where we will continue to grow.

2. The Landeen staff will continue to work to make growth in math, especially with our most vulnerable groups.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
45.5% making progress towards English language proficiency
Number of EL Students: 77 Students
Performance Level: 3
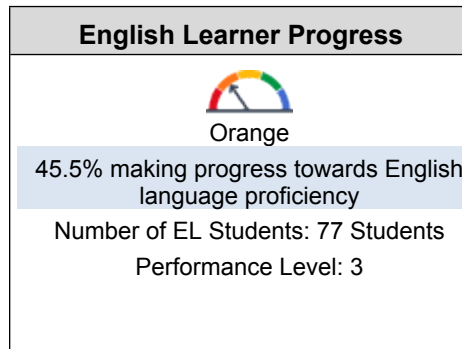
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14	28	4	31

Conclusions based on this data:

1. Our English Learners are making growth, we were able to reclassify more students this year than in past.

2. Our EL paraprofessionals will work with all students, but in particular with our students who are close to reclassification.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.
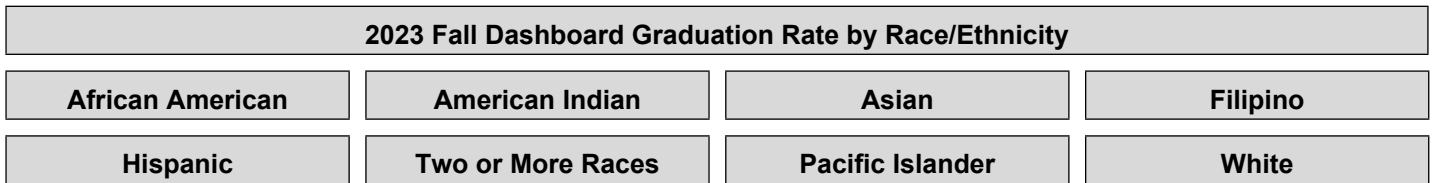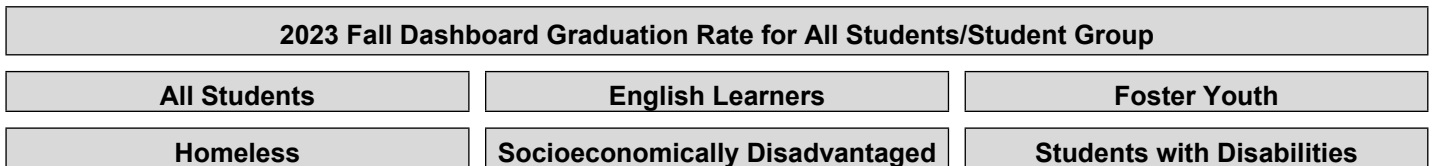
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

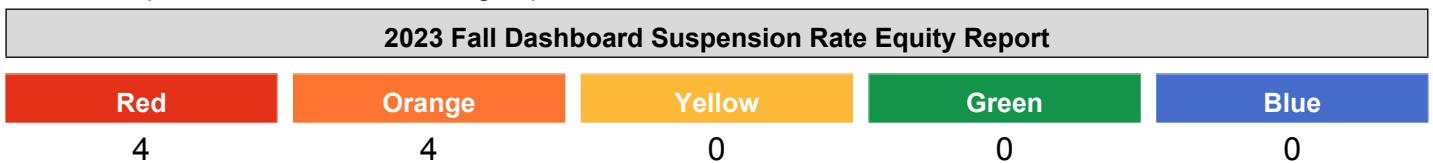## Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	5	1	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
38.6% Chronically Absent	34.7% Chronically Absent	
Declined -2.9	Declined -4.2	9 Students
577 Students	98 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
75.7% Chronically Absent	Orange	Orange
Increased 10.7	42.2% Chronically Absent	40% Chronically Absent
37 Students	Declined -2.8	Declined -10.5
	472 Students	95 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Red	Less than 11 Students	Red	53.8% Chronically Absent
51.5% Chronically Absent		37% Chronically Absent	Increased 3.8
Increased 2	5 Students	Increased 4.8	
97 Students		54 Students	13 Students

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Orange	Less than 11 Students	Orange
33.4% Chronically Absent	48% Chronically Absent		29.2% Chronically Absent
Declined Significantly -5.7	Declined -8.8	8 Students	Declined -6
302 Students	50 Students		48 Students

Conclusions based on this data:

1. We were very excited to see that our numbers had declined overall. Our chronic absenteeism still in high.

2. Our most vulnerable populations continue to be high.

3. Kindergarten and first grade continue to be the most impacted grades.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	4	0	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Orange	Less than 11 Students
7.4% suspended at least one day	5.9% suspended at least one day	10 Students
Increased 1.2	Increased 1.6	
594 Students	101 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
10.8% suspended at least one day	Red	Red
Increased 1.3	7.6% suspended at least one day	12% suspended at least one day
37 Students	Increased 1	Increased 4.9
	488 Students	100 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	Less than 11 Students	Orange	7.7% suspended at least one day
11% suspended at least one day	5 Students	5.6% suspended at least one day	Increased 1.4
Increased 1.8		Increased 0.7	13 Students
100 Students		54 Students	

Hispanic	Two or More Races	Pacific Islander	White
Red	Orange	Less than 11 Students	Orange
7.1% suspended at least one day	7.4% suspended at least one day	8 Students	4.2% suspended at least one day
Increased 1.3	Declined -0.6		Increased 0.7
312 Students	54 Students		48 Students

Conclusions based on this data:

1. Suspensions continue to be high. We have been working with our counselors, psychologist, and behaviorist to support our student's behavior and social emotion needs.

2. We will be working to decline overall suspension implementing other means of corrections before suspension when possible.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 2: Accelerate student learning with high expectations for all to increase student achievement for all student groups

Goal 1

Goal 1: Measured by the CAASPP, the percentage of students in grades 3rd-8th grade at Claudia Landeen who meet or exceed standards in ELA will increase by 10% over the scores achieved on the CAASPP administered in May 2024.

Identified Need

Our students who are low socioeconomically, students of color, students with special needs are not achieving at the same rate as other populations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students in Grades 3-8 who meet or exceeded ELA CAASPP standards	Spring 2024 Grade 3- 30% Grade 4- 25% Grade 5- 34% Grade 6- 33% Grade 7- 31% Grade 8- 39%	Spring 2025 Grade 3- 40% Grade 4- 35% Grade 5- 44% Grade 6- 43% Grade 7- 41% Grade 8- 49%
Percentage of Landeen students in Grades K-8 who are at or above grade level (iReady 24-25)	Fall 2024 Beginning of Year iReady Reading Kinder-3% Grade 1-5% Grade 2-18% Grade 3-31% Grade 4-4% Grade 5-14% Grade 6-11% Grade 7-18% Grade 8-19%	Spring 2025 End of Year iReady Reading Kinder- 60% Grade 1-55% Grade 2-55% Grade 3-60% Grade 4-55% Grade 5-40% Grade 6-40% Grade 7-40% Grade 8-40%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

TARGETED STUDENTS

Strategy/Activity

1.1- Intervention Support

Paras & Support team
The last few years we have been working as an intervention team (Title 1 teacher and paraprofessionals) to be strategic to provide Multi-Tiered Systems of support to address literacy, reading comprehension and writing skills. Working with the team within the classroom, our intervention team has the goal of supporting targeted students who need the most support in the areas of reading, literacy, and writing.

Specialized Intervention Program Materials
We will be utilizing Supplemental Orton Gillingham materials to support our literacy intervention. We already use Orton Gillingham as a program at our site for literacy intervention support. We will be purchasing supplemental materials for this program to help us further support our students with their literacy intervention.

Heggerty Program for TK
The Heggerty Program offers phonological awareness for students. In particular, in our TK classes, this program will be utilized to offer phonological awareness for our youngest students, through evidence-based engaging activities that have been proven to offer growth for our young students.

Paraprofessionals-$35,000
Orton Gillingham Supplemental Materials-$2,700
Heggerty Program-$500

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
35,000	Title I Part A: Allocation
2,700	Title I Part A: Allocation
500	Title I Part A: Allocation

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Grades TK-6

Strategy/Activity

1.2-Online Subscriptions for Literacy, Comprehension, & Cultural Enrichment

Scholastic News Program
Our students will be provided an opportunity to engage in the learning and comprehension through a social science. It provides current cultural and historical climate perspectives, which can be more engaging for our students. Scholastic News would bring relevant information to our students in this

ever-growing global society, especially with the topics that cover: Cultural Awareness, World Traditions, Artificial Intelligence, and Recent Historical events. Through this resources our students will be using informational text to depend their understanding in this global society.

Scholastic News Subscription-$3,000

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Title I Part A: Allocation

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Intermediate Grades & Middle School

Strategy/Activity

1.3-Tutoring
Our intermediate grades and middle school will receive additional support through after-school tutoring to support the needs of our students who require supplemental support. Through this tutoring, our students will be making progress and growth.

Certificated Tutoring: $8,000
Classified Support: $5000

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,000	Title I Part A: Allocation
5,000	Title I Part A: Allocation

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

TK-8

Strategy/Activity

1.4 Enrichment Support through manipulatives and materials

Handwriting without Tears Materials

Our TK through 3rd grade classrooms are utilizing Handwriting without Tears as a program within their grades to help students with their handwriting development. This program starts at TK and continues to 3rd grade, where it will bridge the development of handwriting and evolve to cursive writing by the 3rd grade. Through the materials purchased, teachers will be displaying the letters in their classroom to support students in the development of letter formation and ending in with cursive.

Enrichment through Supplemental Materials (manipulatives)
Our TK-8 teachers utilize specific curriculum in the classroom. To try and reach more students through small group, centers, and whole class support, they will be able to purchase supplemental materials that they can use with their students in phonemic and phonological awareness, vocabulary building, reading comprehension, and writing support.

HWT program letters $300
Enrichment through Supplemental Materials-$8000

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	Title I Part A: Allocation
8000	Title I Part A: Allocation

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

When the 2024 CAASSP ELA scores were reported this year, we were glad to see that we had not declined. See the information below:
CAASPP Scores of students who Exceeded or Met Standards in ELA

	2023 ELA	2024 ELA
Grade 3	23%	30% (Goal was 30%)
Grade 4	24%	25% (Goal was 33%)
Grade 5	30%	34% (Goal was 34%)
Grade 6	28%	33% (Goal was 40%)
Grade 7	28%	31% (Goal was 38%)
Grade 8	40%	39% (Goal was 48%)

As you can see, our scores of students who exceeded or met standards in ELA increased in all grades except for 8th grade. Although we increased in almost all grades that takes the ELA CAASPP test, we only reached our SPSA goals from last year in ELA in 2 grades (grade 3 and grade 5). We will continue to monitor our data for this year to continue our growth in this test.

Through various new resources that we will provide this year (Scholastic News Program, added manipulatives in the classroom, and addressing specific students through targeted interventions), we will be addressing more needs. We will continue to look to grow, with the plan of making our specific goals. Through our iReady diagnostics that are performed 3 times a year, our students will continue to be monitored to address specific needs.

Paraprofessionals will continue to be working with students who need Tier 2 and Tier 3 supports, including in grades 4-6 since we continue to see the need to support students in these grades, too. As we address the variety of ELA needs for our students, we will continue to have high expectations for our students.

Finally, our certificated staff will be providing additional support through after-school tutoring. This is something that will be offered to our middle school students, just like it was last year.

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

We committed monies to continue increasing the diversity of our library, but we did not use all the funds as district funds were allocated for this last year.

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

Our upper grades (Grades 5-8) will continue to be monitored and we will be addressing their needs through targeted interventions and tutoring to help them make growth in iReady and ELA CAASPP as we continue to see low percentage of students at grade-levels.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 2: Accelerate student learning with high expectations for all to increase student achievement for all student groups

Goal 2

Goal 2: Measured by the CAASPP, students who are meeting standards in math at Claudia Landeen in grades 3rd to 8th grade will improve by 10% in all grade levels.

Identified Need

Math continues to be an area of growth for the majority of the students at Landeen. Our students of color, students with disabilities, and students who come from low socioeconomic backgrounds continue to be the most affected.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students in Grades 3-8 who meet or exceeded Math CAASPP standards	Spring 2024 Grade 3-36% Grade 4-30% Grade 5-17% Grade 6-19% Grade 7-16% Grade 8-11%	Spring 2025 Grade 3-46% Grade 4-40% Grade 5-27% Grade 6-29% Grade 7-26% Grade 8-21%
Percentage of K-6 students at or above CURRENT GRADE level (iReady scores)	Fall 2024 Beginning of Year iReady Math Kinder- 4% (**) Grade 1- 4% Grade 2- 2% Grade 3-5% Grade 4-0% Grade 5-14% Grade 6-14.% Grade 7-11% Grade 8-15%	Spring 2025 End of Year iReady Math Kinder- 50% (**) Grade 1- 50% Grade 2- 50% Grade 3- 50% Grade 4- 50% Grade 5- 50% Grade 6- 50% Grade 7- 50% Grade 8- 50%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL STUDENTS

Strategy/Activity

2.1-Math Program (Reflex Math)

Our students will continue working on strengthening their math fluency in addition, subtraction, multiplication, and division. All our students in grades 1-8 will have access to our Reflex Math program, which focuses on strengthening these essential math facts.

Reflex Math-$4,000

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	Title I Part A: Allocation

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL STUDENTS

Strategy/Activity

2.2-High School Tutors & Certificated tutoring

To support our students with more math needs, we are allocating funds for tutoring support from:
1. High School Students (offering community service for their time)
2. Certificated Staff
3. Classified Staff

High School Tutors-0
Certificated Staff Tutoring-5,000
Classified Staff Tutoring-3,000

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Title I Part A: Allocation
3000	Title I Part A: Allocation

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL STUDENTS

Strategy/Activity

2.3-Professional Development & Collaboration

Math is a fundamental content area in all our grade levels. This year we will be working on providing opportunities for professional development to work on strategies. The funds on will also help timesheet for teachers who collaborate and plan in the growth of math.

Professional Development & Collaboration: $5,000

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Title I Part A: Allocation
0	

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL STUDENTS

Strategy/Activity

2.4-Field Trips

Real-life experiences make life connections. This year we will be providing all classrooms the opportunity to engage in experiences off-campus that encourage our students to use math standards and skills to experiment and ask questions. Field trips will provide hand-on math experiences for our students to provide life long connections to the math curriculum.

Field Trips: $18,000

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18000	Title I Part A: Allocation

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Last year was our first full year with our new district measure, the i-Ready program. Our staff and students were still getting used to the program this year, which called the complete assessment to be done online. Our end of year results for at grade level did increase from beginning of year, but they are still low compared overall state and national averages. One of our biggest wins with this new diagnostic tools is that we will be able to see historical growth for our students in specific areas, including basic math skills. As we continue to use this tool, we will learn to implement program tools to target specific areas of growth for individual students. We made growth in all grades, but the grade that make the greatest growth was 4th grade, who went from 11% at grade level in BOY results to 47% grade level EOY results.

Our CAASPP results did reflect growth in some grade compared to last year (3rd, 4th, and 7th), but were still well below more than half percent of students who were at or above grade-level. Our biggest growth came in the 4th grade again, more than 10% growth from 2023 to 2024. When compared diagonally (meaning following students, not by grade-level), there was again growth in the 4th grade. Our 4th grade teachers seem to be doing something well!

When comparing iReady to CAASPP, we had a greater growth in the iReady EOY grade-level assessment versus the state assessment. Awareness and exposure to the program and assessments prior to the end of year assessment can help students familiarize themselves with the assessment and it is not the first time they see it at the end of year. I believe the iReady seems much more engaging for our students, which might be why the percentage of students who were at grade-level on this program was higher. Early and ongoing exposure to the programs that are going to be used is something that will be expected of teachers this year.

We used a supplemental math program to help with the basic math fact knowledge that many of our students have missed (due to learning loss). All our teachers in grades 1-8 took advantage of this program and used it as a supplemental piece in their classrooms. I know that we saw many students become "fluent" in their addition and subtraction in the younger grades.

We started our tutoring later in the year for students who needed support in math. Through this we were able to provide some additional support for our students who needed that additional support. I know that many students took advantage of the tutoring that was provided, some were through high school tutors and others were through certificated staff members who were giving tutoring.

We will continue to strive to find opportunities for our students to improve in math, including through real life experiences through project based and hands-on opportunities.

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

We did not use the funds available for field trips this year as transportation was highly impacted and did not have enough drivers.

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

We are adding tutoring expenses for our classified staff to help tutor, too.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 2: Accelerate student learning with high expectations for all to increase student achievement for all student groups

Goal 3

Goal 3: English Learner Development (ELD) instruction will be provided in all classrooms to increase the percentage of students who are receive a 3 or 4 on the ELPAC by 10%

Identified Need

English Learners

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Total # of English Learners by Grade	English Learner Numbers, by Grade Kinder-10 1st-11 2nd-3 3rd-13 4th-10 5th-11 6th-6 7th-8 8th-7	English Learner Numbers, by Grade Kinder-9 1st-9 2nd-2 3rd-10 4th-8 5th-8 6th-5 7th-4 8th-3
ELPAC scores of 3 & 4	Total # of ELPAC scores of 3 & 4 Total Scores of 3: 29 Total Scores of 4: 19	Total # of ELPAC scores of 3 & 4 Total Scores of 3: 35 Total Scores of 4: 25

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

3.1: Parent Engagement
We will be providing our ELAC families opportunities to learn about the English Learner process and the ELPAC assessment. Since the requirements for being reclassified have changed, it would be greatly beneficial for them to gain knowledge of what it means to be an English learner, what it takes to be reclassified, and what it means to be reclassified.

Parent Engagement & Materials- $741

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
741	Title I Part A: Parent Involvement

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

3.2 ELD Professional Development
Our staff will be offered professional development in the area of English Language development. Through the strategies, our hope is to improve our testing scores for the ELPAC with our students.

Teacher professional development: $3000

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Title I Part A: Allocation
0	

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

3.3 Collaboration
Through continuous collaboration between our teachers and our classified staff that support our English Learners, our students will be able to continue improving their English content knowledge.

Collaboration: $2000

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I Part A: Allocation

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner with 3 & 4

Strategy/Activity

3.3 Reclassification
Our ELPAC level 3 and 4 scorers, we are working to reclassify them this year. Through continuous exposure to English language, vocabulary, and writing, we hope to get them to that goal of reclassifying. We will be focusing these funds to time-sheeting teachers and our classified staff to give additional support to our students who have scored a 3 and 4. Additionally, material will be needed to support their growth, like writing opportunities, speaking support

Materials-$500
Time-sheeting-$1000

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I Part A: Allocation
500	Title I Part A: Allocation

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Newcomers

Strategy/Activity

3.4 Newcomer Support
Our students who are newcomers need much more additional support as their needs are intense. Through targeted interventions will hopefully allow our newcomer students to make growth in their English knowledge and make academic growth overall. We will be providing them additional support during after-school opportunities, which will include working with certificated and classifieds

staff. Materials will be needed (like notebooks and and specific English Learner materials) to support our newcomers.

Certificated Timesheeting-$1000
Classified Timesheeting-$1000
English Learner materials-$500

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I Part A: Allocation
1000	Title I Part A: Allocation
500	Title I Part A: Allocation

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

3.5 Library Books

Books will be purchased in student's native language and culture to have a letter understanding of their background and make a connection to English Language.

Books-$2000

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I Part A: Allocation

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

New goal in 2024-2025; therefore, analysis of the 2024-25 goal and actions will occur during the 2024-25 Annual Review.

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

New goal in 2024-2025; therefore, analysis of the 2024-25 goal and actions will occur during the 2024-25 Annual Review.

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

New goal in 2024-2025; therefore, analysis of the 2024-25 goal and actions will occur during the 2024-25 Annual Review.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 3: Cultivate safe, engaging, and inclusive classrooms, schools and District to support the whole child.

Goal 4

Goal 4: Decrease the percentage of students with chronic absenteeism by at least 10% in all grades.

Identified Need

We will be addressing the high chronic absenteeism with our African American population.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentages of students with chronic absenteeism, TK-8	23-24 Attendance Works Data End of Year Data ALL Students Overall K-6: 30.9% 7-8: 25.6% By Grades TK-No previous data Kinder-43.1% 1st Grade-41.8% 2nd Grade-25% 3rd Grade-39.6% 4th Grade-28.2% 5th Grade-30.4% 6th Grade-19.1% 7th Grade-22.2% 8th Grade-30.1%	24-25 Attendance Works Data End of Year ALL Students Overall K-6: 20% 7-8: 15% By Grades TK-20% Kinder-33% 1st Grade-31% 2nd Grade-15% 3rd Grade-29% 4th Grade-18% 5th Grade-20% 6th Grade-9% 7th Grade-12% 8th Grade-20%
Percentage of African American students with chronic absenteeism.	23-24 Attendance Works Data End of Year Data African American Students Overall K-8: 40.2% By Grades Kinder-80.0%	24-25 Attendance Works Data End of Year Data African American Students Overall K-8: 30% By Grades Kinder-70%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	1st Grade-35.7% 2nd Grade-41.7% 3rd Grade-38.5% 4th Grade-43.8% 5th Grade-46.2% 6th Grade-33.3% 7th Grade-12.5% 8th Grade-46.7%	1st Grade-25.% 2nd Grade-31% 3rd Grade-28% 4th Grade-33% 5th Grade-36% 6th Grade-23% 7th Grade-2% 8th Grade-36%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Chronically absent and students at risk for chronic absences.

Strategy/Activity

4.1-Attendance Team
Our Attendance Team (Assistant Principal, counselor, outreach worker, office clerk, and at times district attendance representative) will be meeting monthly for the continuous monitoring of students who are absent and/or tardy. The monitoring of this data will help create sheets where we will recognize:
1. Great/Perfect Attendance
2. Improved Attendance
3. Decline in Attendance
4. Chronic attendance

Data will be drawn using our Aeries system as well as Attendance Works. Meetings will review the monthly data

Outreach Worker: $47,000

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
47,000	Title I Part A: Allocation

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL STUDENTS

Strategy/Activity

4.2-Addressing Attendance

Daily Communication
Our office clerk will make daily phone calls to all our families who are absent. She will be communicating with families through phone calls, making connections with families. Our office clerk will make notes in Aeries regarding the information received by families. We will also be posting our attendance through parent square, newsletter, bulletin boards, and staff bulletin.

Positive/Improved Attendance
We will be celebrating our positive/improved attendance through incentives. We will be:
1. Celebrating monthly perfect attendance
2. Recognizing positive/improved attendance at our spirit assemblies
3. Making calls to families to communicate positive news

Declined/Chronic Attendance
For our students who have declined and/or chronic absences, we will be working on:
1. Communicating with them through phone call/parent square/email
2. Making home visits
3. Providing transportation information when needed
4. Providing community resources to support with their attendance

Communication Expenses-$1000
Attendance Incentives-$500

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I Part A: Allocation
500	Title I Part A: Allocation

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL STUDENTS

Strategy/Activity

4.3-Addressing Tardies
We will continue to bring awareness to the importance of punctuality and on-time arrival. Through messaging to our families, we will be working to decrease the number of students who are tardy to school. We will greet our students upon arrival every day at the gate until our gates close at 8:10. We will be connecting our community resources with our families who need support through our outreach worker.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL STUDENTS

Strategy/Activity

4.4-Family workshops
Family workshops will be programmed throughout the year to address a variety of topics that will ultimately have a focus on increasing attendance. These workshops will be held at school at various times, including in the afternoon so families who cannot attend at one time can hopefully attend at a different workshop time. These programs will provide attendance updates at every meeting and we will also be focusing on inviting our families with some high absences. At these meeting we will be providing information as well as resources to help our families, depending on the topics covered. Topics will include:
1. Attendance
2. Academics
3. Reading
4. School & Community Safety
5. School Involvement
6. Community Resources
7. Student Success
8. College & Career Readiness

Parent Involvement-$1000
Enrichment Family Opportunities Materials-$2000

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I Part A: Parent Involvement
2000	Title I Part A: Allocation

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

After analyzing our data, we were happy to review that once again we had seen a decline in chronic absenteeism in the majority of our grades. Below our overall by whole school and grades:

	2022-2023	2023-2024
K-6	37%	30%
7-8	44%	25.6%

	2022-2023	2023-2024
Kinder	55.4%	43.1%
1st grade	44.1%	41.8%
2nd grade	47.2%	25%
3rd grade	35.6%	39.6%
4th grade	29.4%	28.2%
5th grade	24.6%	30.4%
6th grade	29.6%	19.1%
7th grade	44%	22.2%
8th grade	44.8%	30.1%

Last year we did not have the staff to implement all our activities. In particular, we fell short of implementing the "Landeen miles" activity. We did continue to communicate with families in a variety of ways, but in particular through parent square through attendance communication. This continued effort to make sure all our students made it to school on time seems to have paid off in most grades.

The 2023-2024 was the first year our kindergartners had a full-day, which could be a reason for the decrease in their chronic absenteeism. Even with this, our kinders continue to have the highest number of students who are chronically absent. We will be working with our kinder families to increase the awareness of being in school and the link with early reading and literacy engagement for success in the overall academic achievement of a student.

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

We were not able to implement our "Landeen Miles" activity as we were short staff and family participation.

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

We will be having workshops for our families that should impact school importance. In particular, we will be utilizing attendance as a bridging point for many of our conversations and ultimately linking it with academic performance.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 3: Cultivate safe, engaging, and inclusive classrooms, schools and District to support the whole child.

Goal 5

Goal 5: Landeen will increase the percentage of students who report the the culture and climate of Landeen is favorable by at least 10% in all areas of the our measuring tool, the Youth Truth survey. Through this, we will see a school-wide increase of satisfactory attendance by 10% as well.

Identified Need

Trauma-Informed practices will be used to support our most vulnerable populations as we are a site with high number of socio-economically disadvantaged students and families who identify as homeless.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey	Youth Truth Student Survey 2023-2024 Data Grades 5-6 Engagement: 62% Academic Challenge: 18% Culture: 49% Belonging: 25% Relationships: 82% Instructional Methods. 93% Group Grades 7-8 Engagement: 36% Academic Challenge: 31% Culture: 31% Belonging: 45% Relationships: 24%	Youth Truth Student Survey 2024-2025 Data Grades 5-6 Engagement: 72% Academic Challenge: 28% Culture: 59% Belonging: 35% Relationships: 92% Instructional Methods. 100% Group Grades 7-8 Engagement: 46% Academic Challenge: 41% Culture: 41% Belonging: 55% Relationships: 34%
Percentage of TK-8 student with satisfactory attendance (attending at 96%) - Attendance Works	23-24 Attendance Works Data End of Year Data ALL Students Overall K-6: 37.4% 7-8: 44.2%	24-25 Attendance Works Data End of Year Data ALL Students Overall K-6: 47% 7-8: 54%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students; Targeted students as identified by staff, administration or families

Strategy/Activity

5.1: Counselor
Our Wellness Center is a hub for many resources including, but not limited to: counseling services, de-escalation practices, mediations, social skills development, school supply , wellness supplies, academic support check-ins and referrals/connections to outside agencies for community support. In the wellness center we house 1.5 counselors, 1 outreach worker, and a paraprofessional. This team provides Tier 1 support in all our TK-8 classrooms through weekly Social Emotional Learning lessons. Through common language and practices, we will continue to address our students' social emotional needs.

We will be monitoring and reviewing our student's wellness visits, in particular the reasons why they are visiting the wellness center. Through this monitoring, we will:
1. Be better prepared for student needs (school supplies, basic necessity products, emergency clothing)
2. Better support our students
3. Have preventative conversations as a team.

Funding will support part of one of the counselor's salary.

Counselor-$20,000

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20000	Title I Part A: Allocation

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students; Targeted students as identified by staff, administration or families

Strategy/Activity

5.2: SEL Program & Materials
Landeen counselor, the school psychologist, the Outreach Worker, the Focus Center paraprofessional, the administration, and the teachers will continue the multi-tiered intervention plan for social-emotional health to include regular classes based on:

Tier 1 lessons Social Emotional Lessons in all our TK-8 classrooms
Tier 2 support through individual and/or small group school-based counseling and/or mediation and/or mentoring
Tier 3 support through individual or small group counseling from community agency (Valley Community Counseling)

Social Emotional Learning Program: $3500
Funding will be used for necessary materials: $1000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3500	Title I Part A: Allocation
1000	Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Student Leadership Group

Strategy/Activity

5.3: Student Leadership Exposure
We want to create leadership opportunities for our students to engage and learn from different leadership individuals. Through this exposure we hope to provide exposure to new lessons, new material, and new experiences, along with some new culture awareness.

Conferences/Development Opportunities-$5,000
Transportation-$1000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Title I Part A: Allocation
1000	Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students 4-8

Strategy/Activity

5.4: Connections with High School Leaders
With the goal to set expectations early and high for our students, we will have them working with a variety of high school groups to train our students in a variety of areas, including Leadership and peer mediation. With this in mind, we hope to form an earlier connection with the expectations of the grades to come. We hope that through this connection, too, students will be able to connect with students at Landeen and guide them to make the best choices and make the best decisions.

Bus Transportation: $3000

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Title I Part A: Allocation
	Title I Part A: Allocation

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who are Homeless/Foster/SED

Strategy/Activity

5.5: Basic Needs for our students
Our wellness center will provide basic supplies needed to feel welcome and comfortable at school, including: clothing, school supplies, and toiletry products (to support basic needs like deodorant, toothbrushes, and other items).

Clothing supplies-$2000
School Supplies-$2000
Basic Needs-$2000

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	Title I Part A: Allocation
2,000.00	Title I Part A: Allocation
2,000.00	Title I Part A: Allocation

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Sense of belonging and academic challenges are two areas which are students did not reate us well in as a school. Last year we saw a loss of a counselor who had been a key piece of our school and our wellness center. Many students found themselves struggling to make the connection needed to support their social emotional needs. We were fortunate to be able to fund 2 full-time counselors, which meant our wellness center was well equipped to support.

We will continue to strive to provide opportunities for our students to participate in leadership conferences so that we can improve their world awareness. Our goal with this goal is to increase our satisfactory attendance so that our students can also achieve and feel more academically challenged when they are at school.

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

We did not use the Leadership funds needed that were available as we did not have enough transportation availability.

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

We are looking to consider new SEL curriculum for our upper grades (5-8) to better support their specific growth needs.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 1: Provide all students with access to broad and challenging curriculum to ensure all students graduate college/career ready.

Goal 6

Goal 6: Students in all grades will have an opportunity to engage in instruction and be provided resources to be better prepared for high school, college, and career.

Identified Need

Early exposure to college and career information helps our students be better prepared for their future. This is especially critical for our students who are economically disadvantaged.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Promotion Data	Percentage of Promoters in 2024 # of Students Total in 8th grade in May: 81 # of Students that promoted in May: 64 % of Students that promoted: 79%	Percentage of Promoters in 2025 # of Students Total in 8th grade in May: 54 # of Students that promoted in May: 49 % of Students that promoted: 90%
Youth Truth: • Academics	Youth Truth Student Survey 2023-2024 Data Grades 5-6 Academic Challenge: 18% Group Grades 7-8 Academic Challenge: 31%	Youth Truth Student Survey 2023-2024 Data Grades 5-6 Academic Challenge: 38% Group Grades 7-8 Academic Challenge: 51%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students 5-8

Strategy/Activity

6.1: College & Career Readiness
We have been working on preparing our upper grades for their next steps in life, including college. We have provided planners, binders, and some school supplies. With these materials, we will be providing strategies that will help our students prepare for a path down towards college.

Saturday School
Saturday school will be utilized as a resource to provide our students workshops that help build strategies and skills needed to help be successful in the their current grades and beyond. This will not be a requirement, it will be an opportunity for our students to grow in new ways. Also, through these connections, our students will be able to build better relationships with their students and help improve communications.

Family Workshops
We will be working on providing families an opportunity to engage in workshops to bring awareness to what is to come (in high school and college). We will be opening this workshop to all families, but specifically targeted at our families with students in middle school.

College & Career Materials: $5000
Teacher Compensate Saturday School: $3128
Parent Engagement: $700

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Title I Part A: Allocation
3128	Title I Part A: Allocation
700	Title I Part A: Parent Involvement

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL STUDENTS

Strategy/Activity

6.2: College & Career Exposure
Through continuous conservations and exposure of College and Career material and curriculum, our students will gain college and career awareness. Our Tuesday are dedicated to college and career information including: waving college and career flags, wearing college and/or career wear, and conversations about college and career.

We will also be working on bringing a college panel to speak with our middle school students so they can ask questions about life after high school and college. Through this, we hope to encourage our students to strive to continue their path of college as an option.

Flags for classrooms: $1000
Fliers/Information: $400
Academic Materials: $1000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I Part A: Allocation
400	Title I Part A: Allocation
1000	Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Families

Strategy/Activity

6.3: EL College & Career Awareness
Through monthly meetings, we will be working with our ELAC families an providing workshops that specifically target the learning and growth of our EL students, especially focusing on college & career awareness. Our ELAC families will be provided information that help support our EL learners in the classroom, at school, and at home.

Translations-$500

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Middle School

Strategy/Activity

6.4-College Visits

Our middle school students will be able to participate in college visits to bring awareness and stay on track to the college and career goal. All our students will be able to participate in the visit to various colleges and some will include presentations regarding the colleges and the expectations.

Bus Transportation: $5000
Certificated Staff Compensation: $2000

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Title I Part A: Allocation
2000	Title I Part A: Allocation

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

New goal in 2024-2025; therefore, analysis of the 2024-25 goal and actions will occur during the 2024-25 Annual Review.

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

New goal in 2024-2025; therefore, analysis of the 2024-25 goal and actions will occur during the 2024-25 Annual Review.

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

New goal in 2024-2025; therefore, analysis of the 2024-25 goal and actions will occur during the 2024-25 Annual Review.

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source This dropdown should be populated manually.	Funding Allocation This data field should be populated manually.	Funds Remaining to be Allocated This field is auto calculated by DTS and manual entries will be overwritten automatically
Title I Part A: Allocation	216,528	0.00
Title I Part A: Parent Involvement	2441	0.00
Comprehensive Support and Improvement (CSI)		

Total Funding Allocation: 214,643
This field is auto calculated by DTS and manual entries will be overwritten automatically

Expenditures by Funding Source From SPSA Goals

Funding Source This field is auto calculated by DTS and manual entries will be overwritten automatically	Amount This field is auto calculated by DTS and manual entries will be overwritten automatically
	0.00
Title I Part A: Allocation	216,528.00
Title I Part A: Parent Involvement	2,441.00

Total SPSA Allocated (This field is auto calculated by DTS and manual entries will be overwritten automatically**):**
218,969.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Marla Carrillo-Kelly	Principal
Alisha Chandler	Parent or Community Member
Tara Low	Parent or Community Member
Juanita Contreras	Parent or Community Member
Nicole McMorris-Jackson	Parent or Community Member
Sara Servin	Classroom Teacher
Andy Zamora	Classroom Teacher
Christopher Livengood	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/15/2024.

Attested:

Signature	
	Principal, Marla Carrillo-Kelly on 10/15/2024
	SSC Chairperson, Alisha Chandler on 10/15/2024

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

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

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019