

# Claudia Landeen School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

2024-25 School Contact Information	
<b>School Name</b>	Claudia Landeen School
<b>Street</b>	4128 Feather River Dr
<b>City, State, Zip</b>	Stockton, CA, 95219-6541
<b>Phone Number</b>	(209) 953-8660
<b>Principal</b>	Marla Carrillo-Kelly
<b>Email Address</b>	mcarrillokelly@lUSD.net
<b>School Website</b>	<a href="http://cl.lUSD.net/">http://cl.lUSD.net/</a>
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	39685696104020

2024-25 District Contact Information	
<b>District Name</b>	Lincoln Unified School District
<b>Phone Number</b>	209-953-8700
<b>Superintendent</b>	Kelly Dextraze
<b>Email Address</b>	kdextraze@lUSD.net
<b>District Website</b>	<a href="http://www.lUSD.net">www.lUSD.net</a>

2024-25 School Description and Mission Statement
<p>At Claudia Landeen we strive to provide a supportive, respectful, and inclusive learning environment to our diverse student population.</p> <p>Our vision at Claudia Landeen School is for all students to understand the importance of determination, relationships, and community as they strive for personal excellence. Our mission at Claudia Landeen is to develop student understanding of the role education plays in future opportunities, to empower students to envision limitless possibilities, and to educate the whole child to be prepared for success in a changing world. As a school we work to accomplish this mission by facilitating learning</p>

2024-25 School Description and Mission Statement

opportunities for students that focus on improving literacy and writing through different content areas. Additionally, students receive enrichment opportunities through our music program and our Wellness Center, which presents social and emotional learning opportunities for our all students.

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

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	48
Grade 1	50
Grade 2	61
Grade 3	47
Grade 4	64
Grade 5	59
Grade 6	63
Grade 7	55
Grade 8	78
Total Enrollment	525

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.2
Asian	9.7
Black or African American	16.4
Filipino	1.9
Hispanic or Latino	53
Native Hawaiian or Pacific Islander	1
Two or More Races	8
White	8.4
English Learners	15.4
Foster Youth	1
Homeless	8.2
Socioeconomically Disadvantaged	89.1
Students with Disabilities	13.1

A. Conditions of Learning

State Priority: Basic

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

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

## 2020-21 Teacher Preparation and Placement

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

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

## 2021-22 Teacher Preparation and Placement

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

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.20	86.70	315.70	79.39	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.49	23.80	5.99	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	19.30	4.86	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.80	8.31	29.00	7.31	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.10	0.45	9.70	2.45	14303.80	5.15
<b>Total Teaching Positions</b>	22.20	100.00	397.70	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	1.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	1.00	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	3.30	2.80	1.8
<b>Total Out-of-Field Teachers</b>	3.30	2.80	1.8

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	1.8	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

Dec 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	World Of Wonders Adoption Year 2023  McGraw-Hill Wonders California, 2017 Edition McGraw-Hill WondersWorks California, 2017 Edition Adoption Year 2016  McGraw-Hill CA StudySync, 2017 Edition Adoption Year 2017	Yes	0%
<b>Mathematics</b>	HMH Into Math Adoption Year 2024  iReady Classroom Mathematics Adoption Year 2024	Yes	0%
<b>Science</b>	Exploring Science - National Geographic/Cengage Adoption Year 2022  CA Inspire McGraw Hill Adoption Year 2022	Yes	0%
<b>History-Social Science</b>	Scott Foresman History/Social Science for California, 2006 Edition Adoption Year 2006  Teacher's Curriculum Institute History Alive California Middle School Program, 2017 Edition Adoption Year 2019	Yes	0%

<b>Foreign Language</b>			0%
<b>Health</b>	Health Connected, Teen Talk Middle School, 2017 Edition Adoption Year 2017	Yes	0%
<b>Visual and Performing Arts</b>			0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements				
<p>Claudia Landeen was built in 1984. Preschool through eighth grade students learn on a campus that was remodeled in August 2017. The main building, which houses administration, twelve classrooms, a library/media center, and a staff lounge was remodeled to improve the structure of classrooms. The north side of the campus includes a row of permanent classrooms, six of these classrooms were part of new construction completed in August 2016. The west side of campus portables house our music classes, middle school program, special education classes, intervention classes, preschool, and before and after school daycare program. The campus includes a large field area, playground structures, and basketball courts.</p> <p>We have three custodians who ensure our grounds are clean, safe and secure. The head custodian performs monthly maintenance checks on the building and outside equipment. The campus classrooms are cleaned daily. To ensure student safety, all outside gates are locked to secure the campus at the beginning of each school day.</p>				
Year and month of the most recent FIT report			August 2024	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			



B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	30	35	45	41	46	47
Mathematics (grades 3-8 and 11)	21	23	28	28	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	370	364	98.38	1.62	34.89
<b>Female</b>	175	173	98.86	1.14	36.42
<b>Male</b>	195	191	97.95	2.05	33.51
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	38	37	97.37	2.63	35.14
<b>Black or African American</b>	58	56	96.55	3.45	28.57
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	197	194	98.48	1.52	34.02
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	27	27	100.00	0.00	37.04
<b>White</b>	36	36	100.00	0.00	52.78
<b>English Learners</b>	47	45	95.74	4.26	17.78
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	25	23	92.00	8.00	43.48
<b>Socioeconomically Disadvantaged</b>	323	318	98.45	1.55	31.45
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	64	61	95.31	4.69	16.39

## 2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	370	359	97.03	2.97	22.56
<b>Female</b>	175	169	96.57	3.43	21.30
<b>Male</b>	195	190	97.44	2.56	23.68
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	38	35	92.11	7.89	34.29
<b>Black or African American</b>	58	52	89.66	10.34	15.38
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	197	195	98.98	1.02	20.51
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	27	27	100.00	0.00	22.22
<b>White</b>	36	36	100.00	0.00	36.11
<b>English Learners</b>	47	44	93.62	6.38	27.27
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	25	23	92.00	8.00	30.43
<b>Socioeconomically Disadvantaged</b>	323	313	96.90	3.10	21.41
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	64	61	95.31	4.69	19.67

CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	16.67	16.20	24.92	25.81	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	145	142	97.93	2.07	16.20
Female	75	73	97.33	2.67	10.96
Male	70	69	98.57	1.43	21.74
American Indian or Alaska Native	0	0	0	0	0
Asian	17	16	94.12	5.88	18.75
Black or African American	23	22	95.65	4.35	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	73	72	98.63	1.37	11.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	16.67
White	14	14	100.00	0.00	35.71
English Learners	13	13	100.00	0.00	7.69
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	122	119	97.54	2.46	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	9.09

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

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

Below are family involvement opportunities at Claudia Landeen.

School Site Council (SSC)

Our Landeen School Site Council (SSC) committee is a group of parent/guardians involved in the decision-making process of the school, including policies, procedures, and financial decisions that can lead to improvement of our school community.

English Language Advisory Committee (ELAC)

The English Language Advisory Committee (ELAC) consists of our parents/guardians/families of English learners. They advise on matters related to English Learners, but also the decision-making process of our school community.

Parents, Teacher, and Student Association (PTSA)

Landeen families, staff members, and students join our PTSA as members and can also take part in being PTSA board leaders. PTSA provides for our students through events, activities, and school improvement opportunities.

Volunteering in School

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

Family Engagement Events

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

Parent/Guardian Conferences

Parents/guardians meet with teachers during conference weeks, both in-person and virtually.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	602	569	164	28.8
Female	287	273	80	29.3
Male	315	296	84	28.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	58	54	18	33.3
Black or African American	102	93	36	38.7
Filipino	--	--	--	--
Hispanic or Latino	322	304	79	26.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	45	44	15	34.1
White	51	50	6	12.0
English Learners	96	91	19	20.9
Foster Youth	--	--	--	--
Homeless	52	50	15	30.0
Socioeconomically Disadvantaged	534	506	150	29.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	96	92	22	23.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	6.21	7.58	7.48	6.62	6.80	5.81	3.17	3.60	3.28
Expulsions	0.31	0.17	0.83	0.76	0.61	0.79	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.48	0.83
Female	5.23	1.05
Male	9.52	0.63
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	8.62	0.00
Black or African American	7.84	0.98
Filipino	0.00	0.00
Hispanic or Latino	7.45	0.62
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.33	4.44
White	3.92	0.00
English Learners	4.17	0.00
Foster Youth	0.00	0.00
Homeless	5.77	1.92
Socioeconomically Disadvantaged	8.05	0.94
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.25	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Emergency Response Procedures are developed, revised, and updated in coordination with the California Safe Schools program each year with the support of LUSD security and LUSD School Resource Officer. These are detailed in the School Safety Plan and support responses needed depending on the type of emergency. The staff is trained on procedures to follow during an emergency. The staff and students participate in regular drills to practice the procedures. The School Safety Plan was last reviewed, updated, and approved in February 2024.

D. Other SARC Information

Information Required in the SARC

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



## 2021-22 Elementary Average Class Size and Class Size Distribution

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

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

## 2022-23 Elementary Average Class Size and Class Size Distribution

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

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

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	24		2	
2	20	2	1	
3	24		2	
4	32		2	
5	30		2	
6	32		2	
Other	3	1		

## 2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	525

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4,097	\$424	\$3,673	\$63,008
District	N/A	N/A	\$4,878	\$86,208
Percent Difference - School Site and District	N/A	N/A	-28.2	-31.1
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-98.3	-40.2

## Fiscal Year 2023-24 Types of Services Funded

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

One of our staple resources at Landeen is our Wellness Center, which supports students and families in a variety of ways. Our

## Fiscal Year 2023-24 Types of Services Funded

Wellness team is composed of our counselors (1.5 counselors), an outreach worker, and a paraprofessional. The Wellness Center team works closely to support our students academically and with any social-emotional concerns. Our outreach worker has good connections with our community and a variety of resources are available for our families both inside and outside of our school. Our counselors and outreach worker provide weekly lessons to our students in the classroom that cover a variety of social topics, including bullying, attendance, depression and anxiety, and grades.

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

Our full-time Title 1 teacher and paraprofessionals work together to provide intervention support for our students who require additional support in our classrooms. Our full-time bilingual interpreter provides services to students and families who need Spanish language translations.

With our Special Education team, students on an Individualized Education Plan (IEP) receive additional support to help make progress toward their goals. At Landeen we have 2.5 RSP teachers, 1 full-time RSP paraprofessional, and 2 part-time RSP paraprofessionals who work with our students in the classrooms. We have an SDC class that supports 1st and 2nd graders combined with a teacher and a full-time paraprofessional. We also house an Extensive Student Needs class, which is a mild-mod SDC class supported by a teacher and 4 full-time paraprofessionals. The special education team also includes our speech-language pathologist and psychologist.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$58,745	\$58,855
<b>Mid-Range Teacher Salary</b>	\$83,424	\$92,519
<b>Highest Teacher Salary</b>	\$114,171	\$114,665
<b>Average Principal Salary (Elementary)</b>	\$147,293	\$142,791
<b>Average Principal Salary (Middle)</b>	\$147,293	\$151,078
<b>Average Principal Salary (High)</b>	\$184,773	\$167,094
<b>Superintendent Salary</b>	\$254,890	\$281,086
<b>Percent of Budget for Teacher Salaries</b>	32%	31%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

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

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

Professional Development

This past year we have embarked on a mission to align ourselves by grade level and/or content area (middle school). Our curriculum alignment project, LEAP, is working on making sure we created alignment throughout our grades, across the district, with the purpose of making sure we provide a premium education to all our students.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4