

School Year: **2025-26**



# 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		

## 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) is designed to overcome barriers that hinder students from achieving their full academic potential. Developed through a comprehensive needs assessment, the plan draws on a wide range of data sources, including the California School Dashboard, CAASPP and ELPAC assessments, iReady, Attendance Works, Youth Truth surveys, and other site-specific data. Aligned with the goals of the Local Control and

Accountability Plan (LCAP), the Landeen SPSA emphasizes student achievement, college and career readiness, and the commitment to providing a premium education for every learner.

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

Goal 1: Measured by the CAASPP administered in May 2026, the percentage of students in Grades 3–8 at Claudia Landeen who meet or exceed standards in ELA will increase by 5% compared to the results from the CAASPP administered in May 2025.

Goal 2: Measured by the CAASPP, by May 2026, the percentage of students in Grades 3–8 at Claudia Landeen who meet or exceed standards in Math will increase by 5% compared to the results from the CAASPP administered in May 2025.

Goal 3: Increase the percentage of English Learners making progress toward English proficiency on the ELPAC over last year's performance by increasing number of students reclassified.

Goal 4: Decrease the percentage of students with chronic absenteeism by at least 10% of total absences and a decrease in 5% based on the previous year's attendance in that cohort.

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 reduction in 10% days of absences due to suspension by all students in the 25-26 school year.

# 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).

Each February, Claudia Landeen families, staff, and students in grades 5–8 participate in the YouthTruth Survey to share their perspectives across several key areas: (1) Engagement, (2) Relationships, (3) Culture, (4) Resources, (5) School Safety, (6) Academic Challenge, (7) Instructional Methods, (8) Belonging, (9) Professional Development & Support, and (10) Diversity, Equity, and Inclusion.

The YouthTruth Survey offers all stakeholders an opportunity to provide honest and confidential feedback about their experiences. The insights gathered help us identify both our strengths and areas for growth, guiding our efforts to build more equitable opportunities for students and families at Claudia Landeen School.

Ultimately, the goal is to foster an inclusive and supportive learning environment where every student can thrive and reach their full potential.

## Classroom Observations

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

Administrators conduct classroom observations to monitor curriculum implementation and content delivery. Through weekly walkthroughs and formal observations, they provide meaningful feedback on instructional practices, curriculum use, student engagement strategies, intervention supports, and overall content understanding.

## 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 variety of assessments are administered to guide student placement, monitor progress, and evaluate achievement at the end of the year.

These include:

iReady

DIBELS/Amplify

Ellevation

ELPAC

CAASPP (ELA, Math, and Science)

LEAP Cycle Testing

Assessment data is reviewed throughout the year by teachers, staff, students, and families to support learning, track growth, and inform instructional decisions.

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

Staff review student data during staff meetings, Leadership Team meetings, Academic Support Team (AST) sessions, District-Wide Curriculum (DWC) meetings, and Data Review Sessions (DRS). Families also engage in the process through Student Success Team (SST) meetings and family conferences, where they have the opportunity to review and discuss data firsthand.

Collectively, this collaborative approach ensures that student progress is closely monitored and supported by both educators and families.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

Landeem takes pride in participating in the district's process of hiring highly qualified certificated staff. All staff members hold the appropriate credentials or meet the necessary requirements for their specific teaching assignments, and the school is fully staffed for the current year. Additionally, newly credentialed teachers participate in the district's induction program, which fosters professional growth and supports them in clearing 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 district-adopted curriculum is fully aligned with the California State Standards. Staff are provided with ongoing professional development opportunities, particularly when implementing newly adopted curriculum, to support best instructional practices and enhance content knowledge.

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

Teachers participate in grade-level meetings both on-site and during district-wide sessions with colleagues from across the district at least once a month. These meetings provide opportunities to review student data and collaborate on strategies to support and improve student achievement. Additionally, this year, our staff will engage in Data Review Sessions (DRS) following each LEAP Cycle Assessment.

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

Teacher support is provided at both the site and district levels to ensure high-quality instruction and student success. At the site level, our technology specialist assists teachers in integrating digital tools and resources into their daily practice. At the district level, support is provided by a team that includes a New Teacher Program Specialist, two Curriculum and Content Specialists, a Curriculum Director, and a Director of Instructional Services. Together, this team is dedicated to helping teachers strengthen their expertise in curriculum, instruction, and technology.

Last year, with expert assistance, our teachers developed grade-level standards matrices, which deepened their understanding of district content and curriculum. Through these efforts, we are building a more cohesive, rigorous, and supportive learning environment for both teachers and students.

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

Grade-level collaboration takes place at the site level on Mondays and district-wide at least once a month, also on a Monday. During these sessions, teachers analyze student data, address instructional challenges, and share best practices, with a particular focus on effectively implementing the newly adopted curriculum.

## Teaching and Learning

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

The curriculum at Claudia Landeen School is fully aligned with district and state standards.

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

Recommended instructional minutes are shared with teachers during leadership, grade-level, and staff meetings, enabling them to design classroom schedules that align with district guidelines and maximize instructional time.

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

Instructional minutes serve as the foundation for developing classroom schedules and pacing guides. During the 2024–2025 school year, teachers collaborated in districtwide grade-level meetings to create standards matrices that promote consistency in instruction across classrooms. These matrices guide pacing by outlining the specific standards to be taught within each of the five instructional cycles throughout the year.

Additionally, our Title I teacher provides targeted reading intervention support based on data collected from multiple sources, including classroom observations and teacher assessments. This collaborative, data-driven approach ensures that instruction remains aligned, responsive, and focused on meeting the diverse learning needs of all students.

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

All students at Claudia Landeen School have access to standards-based instructional materials available in both print and digital formats. Each student is also equipped with a Chromebook, ensuring equitable access to technology and online learning resources.

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

Each grade level uses the district adopted standards based curriculum and instructional materials in the general education classes. Our Title I program implements district-adopted intervention programs, including Orton-Gillingham and WonderWorks, to support students in developing strong literacy skills and achieving academic success. Special Education Classrooms have access to all the grade-level curriculum as well as additional district adopted Special Education program, Spire.

## Opportunity and Equal Educational Access

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

All Claudia Landeen School students are provided with a Chromebook to access instructional materials digitally and engage with technology-based learning tools. As a Title I school, Landeen benefits from a dedicated intervention team that delivers Tier 2 and Tier 3 reading interventions to support students in developing strong reading and comprehension skills.

The intervention team includes a Title I teacher, three paraprofessionals, and a bilingual interpreter who collaborate closely with classroom teachers to provide targeted support for students performing below grade level. Together, they ensure that every learner receives personalized instruction and the assistance needed to achieve academic success.

## Evidence-based educational practices to raise student achievement

Daily whole-group and small-group instruction is provided in the classroom to model expected learning outcomes and support student understanding. i-Ready is utilized in both ELA and Math as a targeted intervention tool to identify and address learning gaps.

## Parental Engagement

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

At Claudia Landeen School, our administration and staff believe that family involvement is essential to fostering academic success and addressing students' individual needs. We are committed to building strong partnerships between home and school through a variety of family engagement opportunities, including:

1. School Site Council (SSC)
2. English Learner Advisory Committee (ELAC)
3. Parent Teacher Student Association (PTSA)
4. Family Conferences
5. Family Events
6. Family Workshops
7. Volunteer Opportunities on Campus

Additionally, our Wellness Center provides vital support to students and families by offering access to school supplies, toiletries, clothing, and community resources. Through these collaborative efforts, we strive to create a welcoming and supportive environment where every family feels connected and every student can thrive

### 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 play a vital role in guiding school improvement efforts by providing valuable input on how to better meet the needs of all students—particularly those who are underperforming or require additional support.

Three key groups—the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Student Association (PTSA)—meet monthly and/or quarterly to collaborate with school staff and administration. These groups contribute to the development and implementation of the School Site Plan, review important school information, and help ensure that decisions reflect the voices and needs of our entire school community.

## Funding

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

Categorical funds support a variety of services designed to enhance student learning and well-being. These services include school-based counseling, literacy intervention for grades K–8, and tutoring opportunities that reinforce academic growth.

Our dedicated Title I teacher, three paraprofessionals, and a bilingual interpreter work collaboratively to provide targeted literacy and reading support for students who need additional assistance. Together, this team ensures that every student has access to the resources and interventions necessary for academic success.

### Fiscal support (EPC)

Claudia Landeen has been fully funded with Title 1 monies to meet the needs of our underperforming students.

# 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 Claudia Landeen School, we deeply value the collaboration and engagement of our school and community groups. These partnerships play a vital role in the development, review, and progress monitoring of our School Plan for Student Achievement (SPSA).

### Leadership Team

The Landeen School Leadership Team consists of certificated staff who help develop, implement, and refine educational policies and practices that guide school improvement. The team includes representatives from each grade level, our Title I teacher, school counselor, and a special education representative. Together, they ensure that instructional decisions align with school goals and student needs. Our Leadership Team meets once a month.

### School Site Council (SSC)

The School Site Council is composed of parents/guardians, community members, teachers, and classified staff who collaboratively participate in the development, implementation, assessment, and accountability of school policies and programs, including the SPSA. Their input ensures that school decisions reflect the perspectives and priorities of the broader school community. Our School Site Council meets once a month, first date being September 29th.

### English Learner Advisory Committee (ELAC)

The English Learner Advisory Committee (ELAC) provides a platform for families of English Learners to share input, review programs, and discuss policies that specifically support the academic and language development needs of English Learners. ELAC members work closely with staff to ensure that our English Learner programs are effective, equitable, and culturally responsive. Our ELAC meets at least 4 times a year. The dates this year are as follows: November 3, December 15, February 2, and April 13.

## 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 Landeen.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Claudia Landeen School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.95%	0.19%	0.36%	5	1	2
African American	16%	16.38%	18.51%	84	86	104
Asian	9.33%	9.71%	7.47%	49	51	42
Filipino	2.29%	1.90%	2.31%	12	10	13
Hispanic/Latino	52.57%	52.95%	53.74%	276	278	302
Pacific Islander	1.52%	0.95%	0.71%	8	5	4
White	8.76%	8.38%	8.36%	46	44	47
Two or More Races	7.24%	8.00%	7.12%	38	42	40
Not Reported	1.33%	1.52%	1.42%	7	8	8
<b>Total Enrollment</b>				525	525	562

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			24
Kindergarten	49	48	47
Grade 1	51	50	57
Grade 2	49	61	56
Grade3	67	47	67
Grade 4	61	64	51
Grade 5	56	59	64
Grade 6	62	63	58
Grade 7	79	55	84
Grade 8	51	78	54
<b>Total Enrollment</b>	525	525	562

**Conclusions based on this data:**

1. Our enrollment has increased by 7% over the past three years.
2. Our African American student population has grown by 2% from the 2023–2024 to the 2024–2025 school year.
3. At Claudia Landeen School, Hispanic students remain the largest student group, accounting for 54.53% of the total enrollment.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	115	97	84	21.9%	18.5%	14.9%
Fluent English Proficient (FEP)	36	40	35	6.9%	7.6%	6.2%
Reclassified Fluent English Proficient (RFEP)	4	19	7	0.7%	3.6%	1.2%

### Conclusions based on this data:

1. The number of English Learner (EL) students at Claudia Landeen School has gradually declined over the past three years.
2. We have reclassified many students the past 3 years, with the 2023–2024 school year marking our highest number of reclassifications to date.
3. The number of Initially Fluent English Proficient (IFEP) students has remained relatively stable over the years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (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	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.

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	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

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

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

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

**Conclusions based on this data:**

1. Our scores declined this year in all grades compared to the 23-24 school year.
2. We will continue to work on aligning with our state standards to perform better on the state standards.

# 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

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	14.06	13.64	9.30	40.63	45.45	53.49	45.31	40.91	37.21
<b>Grade 4</b>	7.14	9.68	23.33	55.36	46.77	36.67	37.50	43.55	40.00
<b>Grade 5</b>	9.68	8.62	8.33	38.71	39.66	38.33	51.61	51.72	53.33
<b>Grade 6</b>	7.04	9.52	4.76	52.11	41.27	44.44	40.85	49.21	50.79
<b>Grade 7</b>	5.88	7.50	3.70	45.10	52.50	44.44	49.02	40.00	51.85
<b>Grade 8</b>	4.00	8.33	2.53	52.00	41.67	51.90	44.00	50.00	45.57
<b>All Grades</b>	7.92	9.55	8.36	47.49	45.09	44.85	44.59	45.36	46.80

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	6.25	10.61	2.33	57.81	57.58	69.77	35.94	31.82	27.91
<b>Grade 4</b>	7.14	8.06	11.67	53.57	50.00	58.33	39.29	41.94	30.00
<b>Grade 5</b>	1.61	6.90	6.67	43.55	60.34	58.33	54.84	32.76	35.00
<b>Grade 6</b>	5.63	11.11	4.76	59.15	50.79	58.73	35.21	38.10	36.51
<b>Grade 7</b>	5.88	3.75	3.70	49.02	56.25	68.52	45.10	40.00	27.78
<b>Grade 8</b>	4.00	6.25	5.06	60.00	56.25	54.43	36.00	37.50	40.51
<b>All Grades</b>	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 7th- and 8th-grade classes demonstrated measurable growth this year.
2. All grade levels implemented a new math curriculum this year, which may have affected how content was presented.

# 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
<b>K</b>	1403.3	*	1343.7	1419.8	*	1349.8	1364.8	*	1329.6	13	5	12
<b>1</b>	1426.4	1393.2	*	1442.8	1414.6	*	1409.5	1371.3	*	11	12	6
<b>2</b>	1407.1	1457.7	1428.2	1418.1	1459.9	1432.4	1395.6	1454.9	1423.5	15	13	13
<b>3</b>	*	1486.4	1470.2	*	1493.3	1469.8	*	1479.2	1469.8	7	12	12
<b>4</b>	1520.0	*	*	1522.8	*	*	1516.7	*	*	12	7	9
<b>5</b>	*	*	*	*	*	*	*	*	*	10	8	7
<b>6</b>	*	*	*	*	*	*	*	*	*	7	10	6
<b>7</b>	1533.5	*	*	1539.9	*	*	1526.5	*	*	13	9	7
<b>8</b>	1566.9	1557.4	*	1570.4	1560.9	*	1562.8	1553.3	*	12	11	6
<b>All Grades</b>										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
<b>K</b>	0.00	*	0.00	15.38	*	8.33	76.92	*	41.67	7.69	*	50.00	13	*	12
<b>1</b>	0.00	0.00	*	18.18	16.67	*	45.45	41.67	*	36.36	41.67	*	11	12	*
<b>2</b>	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
<b>3</b>	*	8.33	8.33	*	41.67	33.33	*	41.67	25.00	*	8.33	33.33	*	12	12
<b>4</b>	25.00	*	*	50.00	*	*	8.33	*	*	16.67	*	*	12	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	15.38	*	*	38.46	*	*	38.46	*	*	7.69	*	*	13	*	*
<b>8</b>	33.33	18.18	*	50.00	54.55	*	8.33	18.18	*	8.33	9.09	*	12	11	*
<b>All Grades</b>	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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
<b>K</b>	0.00	*	0.00	30.77	*	8.33	61.54	*	41.67	7.69	*	50.00	13	*	12
<b>1</b>	9.09	8.33	*	27.27	25.00	*	45.45	33.33	*	18.18	33.33	*	11	12	*
<b>2</b>	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
<b>3</b>	*	8.33	16.67	*	75.00	33.33	*	8.33	33.33	*	8.33	16.67	*	12	12
<b>4</b>	66.67	*	*	16.67	*	*	16.67	*	*	0.00	*	*	12	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	38.46	*	*	38.46	*	*	23.08	*	*	0.00	*	*	13	*	*
<b>8</b>	50.00	36.36	*	41.67	54.55	*	0.00	0.00	*	8.33	9.09	*	12	11	*
<b>All Grades</b>	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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
<b>K</b>		*	0.00		*	*		*	*		*	*		*	*
<b>1</b>		0.00	0.00		8.33	8.33		50.00	50.00		41.67	41.67		12	12
<b>2</b>		0.00	0.00		46.15	46.15		15.38	15.38		38.46	38.46		13	13
<b>3</b>		0.00	0.00		25.00	25.00		50.00	50.00		25.00	25.00		12	12
<b>4</b>		*	*		*	*		*	*		*	*		*	*
<b>5</b>		*	*		*	*		*	*		*	*		*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	7.69	*	*	23.08	*	*	38.46	*	*	30.77	*	*	13	*	*
<b>8</b>	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
<b>All Grades</b>	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
<b>K</b>	0.00	*	0.00	84.62	*	41.67	15.38	*	58.33	13	*	12
<b>1</b>	27.27	8.33	*	45.45	41.67	*	27.27	50.00	*	11	12	*
<b>2</b>	20.00	23.08	15.38	53.33	53.85	69.23	26.67	23.08	15.38	15	13	13
<b>3</b>	*	33.33	25.00	*	66.67	50.00	*	0.00	25.00	*	12	12
<b>4</b>	66.67	*	*	25.00	*	*	8.33	*	*	12	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	7.69	*	*	61.54	*	*	30.77	*	*	13	*	*
<b>8</b>	8.33	18.18	*	91.67	72.73	*	0.00	9.09	*	12	11	*
<b>All Grades</b>	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
<b>K</b>	0.00	*	8.33	92.31	*	33.33	7.69	*	58.33	13	*	12
<b>1</b>	9.09	0.00	*	63.64	75.00	*	27.27	25.00	*	11	12	*
<b>2</b>	6.67	23.08	7.69	66.67	53.85	69.23	26.67	23.08	23.08	15	13	13
<b>3</b>	*	25.00	9.09	*	66.67	81.82	*	8.33	9.09	*	12	11
<b>4</b>	25.00	*	*	66.67	*	*	8.33	*	*	12	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	84.62	*	*	15.38	*	*	0.00	*	*	13	*	*
<b>8</b>	58.33	72.73	*	33.33	27.27	*	8.33	0.00	*	12	11	*
<b>All Grades</b>	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
<b>K</b>	0.00	*	0.00	92.31	*	41.67	7.69	*	58.33	13	*	12
<b>1</b>	0.00	0.00	*	36.36	33.33	*	63.64	66.67	*	11	12	*
<b>2</b>	0.00	15.38	0.00	40.00	53.85	61.54	60.00	30.77	38.46	15	13	13
<b>3</b>	*	0.00	0.00	*	50.00	50.00	*	50.00	50.00	*	12	12
<b>4</b>	0.00	*	*	66.67	*	*	33.33	*	*	12	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	15.38	*	*	23.08	*	*	61.54	*	*	13	*	*
<b>8</b>	16.67	18.18	*	41.67	36.36	*	41.67	45.45	*	12	11	*
<b>All Grades</b>	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
<b>K</b>	15.38	*	16.67	38.46	*	33.33	46.15	*	50.00	13	*	12
<b>1</b>	0.00	0.00	*	63.64	58.33	*	36.36	41.67	*	11	12	*
<b>2</b>	6.67	0.00	0.00	40.00	61.54	69.23	53.33	38.46	30.77	15	13	13
<b>3</b>	*	8.33	8.33	*	75.00	58.33	*	16.67	33.33	*	12	12
<b>4</b>	33.33	*	*	58.33	*	*	8.33	*	*	12	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	7.69	*	*	84.62	*	*	7.69	*	*	13	*	*
<b>8</b>	8.33	36.36	*	83.33	63.64	*	8.33	0.00	*	12	11	*
<b>All Grades</b>	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 English students have continued to decline.
2. We have been able to reclassify many students over the past 3 years.
3. Our area of need for our English Learners is writing.

# School and Student Performance Data

## Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
525	89.1%	15.4%	1%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	81	15.4%
Foster Youth	5	1%
Homeless	43	8.2%
Socioeconomically Disadvantaged	468	89.1%
Students with Disabilities	69	13.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	86	16.4%
American Indian	1	0.2%
Asian	51	9.7%
Filipino	10	1.9%
Hispanic	278	53%
Two or More Races	42	8%
Pacific Islander	5	1%
White	44	8.4%

### Conclusions based on this data:

1. Our number of students who are socioeconomically disadvantaged has increased by 10% since the 22-23 data.

2. Our homeless population has increased 3% since last year since the 22-23 data.

3. Foster youth population has stayed about the same over the years.

# School and Student Performance Data

## Overall Performance

The 2024 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.”



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Red		

#### Conclusions based on this data:

1. We have increased since the 22-23 Dashboard in the area of ELA and Chronic Absenteeism.
2. We decreased in Math and English Learner Progress since the 22-23 school year.
3. Our suspension rates have remained the same.

# School and Student Performance Data

## Academic Performance English Language Arts

The 2024 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 number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>41.3 points below standard</p> <p>Increased 6.7 points</p> <p>342 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>54.8 points below standard</p> <p>Maintained 2.3 points</p> <p>59 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>84.5 points below standard</p> <p>Declined 3.9 points</p> <p>16 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>24.9 points below standard</p> <p>Increased 34.2 points</p> <p>27 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>46.1 points below standard</p> <p>Increased 9.9 points</p> <p>305 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>97.0 points below standard</p> <p>Increased 14.7 points</p> <p>58 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>60.1 points below standard</p> <p>Declined 12.6 points</p> <p>51 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>Yellow</p> <p>47.4 points below standard</p> <p>Increased 13.1 points</p> <p>36 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>41.3 points below standard</p> <p>Increased 9.2 points</p> <p>182 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>36.7 points below standard</p> <p>Increased 18.5 points</p> <p>23 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>7.2 points below standard</p> <p>Increased 19.5 points</p> <p>33 Students</p>

**Conclusions based on this data:**

1. Excited to have nobody in the red this year.
2. Our goal would be to continue moving forward, to make growth and get to green/blue areas.

# School and Student Performance Data

## Academic Performance Mathematics

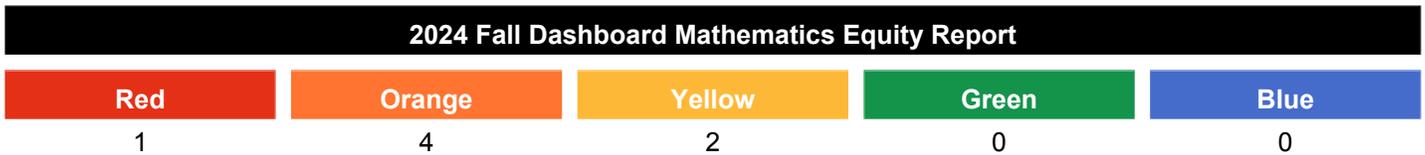
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>80.9 points below standard</p> <p>Declined 3.6 points</p> <p>335 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>64.9 points below standard</p> <p>Increased 22.8 points</p> <p>57 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>146.8 points below standard</p> <p>Increased 9.6 points</p> <p>16 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>61.6 points below standard</p> <p>Increased 5.7 points</p> <p>26 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>83.4 points below standard</p> <p>Increased 3.6 points</p> <p>299 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>120.4 points below standard</p> <p>Increased 24.1 points</p> <p>57 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>110.9 points below standard</p> <p>Declined 24.8 points</p> <p>49 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>Orange</p> <p>76.2 points below standard</p> <p>Declined 6.4 points</p> <p>35 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>82.3 points below standard</p> <p>Maintained 1.5 points</p> <p>181 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>62.3 points below standard</p> <p>Increased 32.4 points</p> <p>23 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>51.0 points below standard</p> <p>Declined 4.4 points</p> <p>33 Students</p>

**Conclusions based on this data:**

1. Math is a big area of growth for us.
2. African American students represent the lowest math scores.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Red 34.9 points above standard making progress. Number Students: 63 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 10 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
13	27	1	21

**Conclusions based on this data:**

- Our English Learner numbers are growing towards progress, even though they are in the red.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 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 number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow <p style="background-color: #e6f2ff; padding: 5px;">28.8% Chronically Absent</p> <p>Declined 9.8</p> <p>569 Students</p>	<p><b>English Learners</b></p>  Orange <p style="background-color: #e6f2ff; padding: 5px;">20.9% Chronically Absent</p> <p>Declined 13.8</p> <p>91 Students</p>	<p><b>Long-Term English Learners</b></p>  No Performance Color <p style="background-color: #e6f2ff; padding: 5px;">31.3% Chronically Absent</p> <p>Declined 28.8</p> <p>16 Students</p>
<p><b>Foster Youth</b></p>  No Performance Color <p style="padding: 5px;">Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>Homeless</b></p>  Orange <p style="background-color: #e6f2ff; padding: 5px;">30% Chronically Absent</p> <p>Declined 45.7</p> <p>50 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow <p style="background-color: #e6f2ff; padding: 5px;">29.6% Chronically Absent</p> <p>Declined 12.5</p> <p>506 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>23.9% Chronically Absent</p> <p>Declined 16.1</p> <p>92 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>38.7% Chronically Absent</p> <p>Declined 12.8</p> <p>93 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>Orange</p> <p>33.3% Chronically Absent</p> <p>Declined 3.7</p> <p>54 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>26% Chronically Absent</p> <p>Declined 7.5</p> <p>304 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>34.6% Chronically Absent</p> <p>Declined 13.4</p> <p>52 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>12% Chronically Absent</p> <p>Declined 17.2</p> <p>50 Students</p>

**Conclusions based on this data:**

1. Our attendance continues to make positive growth school-wide.
2. Our students with disabilities has declined and this is of concern.
3. Our African American population is one of the highest population with chronic absenteeism.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2024 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.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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

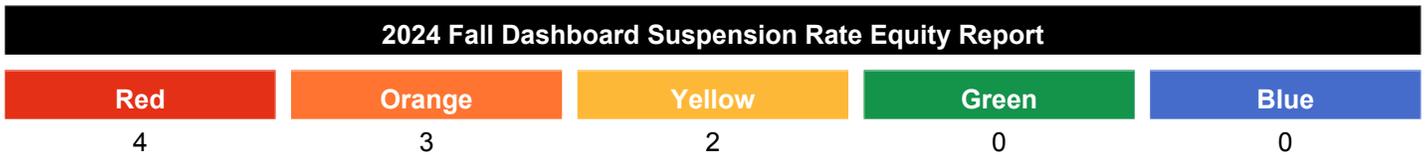
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Red</p> <p>7.5% suspended at least one day</p> <p>Maintained 0.1%</p> <p>602 Students</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>4.2% suspended at least one day</p> <p>Declined 1.8%</p> <p>96 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>12.5% suspended at least one day</p> <p>Declined 11.3%</p> <p>16 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p><b>Homeless</b></p>  <p>Yellow</p> <p>5.8% suspended at least one day</p> <p>Declined 5%</p> <p>52 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>8.1% suspended at least one day</p> <p>Increased 0.5%</p> <p>534 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>6.3% suspended at least one day</p> <p>Declined 5.8%</p> <p>96 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>7.8% suspended at least one day</p> <p>Declined 3.2%</p> <p>102 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>Red</p> <p>8.6% suspended at least one day</p> <p>Increased 3.1%</p> <p>58 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>7.5% suspended at least one day</p> <p>Increased 0.4%</p> <p>322 Students</p>
<p><b>Two or More Races</b></p>  <p>Red</p> <p>11.3% suspended at least one day</p> <p>Increased 3.9%</p> <p>53 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>3.9% suspended at least one day</p> <p>Maintained 0.2%</p> <p>51 Students</p>

**Conclusions based on this data:**

1. Our suspension numbers were high for our students with disabilities.
2. Our students with 2 or more races have a high suspension rate.

# 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 administered in May 2026, the percentage of students in Grades 3–8 at Claudia Landeen who meet or exceed standards in ELA will increase by 5% compared to the results from the CAASPP administered in May 2025.

## 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 met or exceeded standards on the ELA CAASPP (Grade to Grade)	Spring 2025 Grade 3- 29% Grade 4- 22% Grade 5- 28% Grade 6- 26% Grade 7- 31% Grade 8- 38%	Spring 2026 Grade 3- 34% Grade 4- 27% Grade 5- 33% Grade 6- 31% Grade 7- 36% Grade 8- 43%
Grades 3–8 ELA: Percentage of students meeting or exceeding standards compared to the same cohort's results from last year.	Last Year's Percentages Grade 3- 29% Grade 4- 22% Grade 5- 28% Grade 6- 26% Grade 7- 31% Grade 8- 38%	Last Year's Percentages Grade 3- 34%* (New students) Grade 4- 34% Grade 5- 27% Grade 6- 33% Grade 7- 31% Grade 8- 36%
Percentage of Landeen students in Grades K-8 who are at or above grade level (iReady 25-26)	Fall 2025 Beginning of Year iReady Reading Kinder-23% Grade 1-6% Grade 2-14% Grade 3-31% Grade 4-20% Grade 5-11% Grade 6-21% Grade 7-28% Grade 8-26%	Spring 2026 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 in grades K-8

**Strategy/Activity**

1.1- Intervention Support

Intervention Team (All Hands on Deck)  
 Our Landeen intervention team, consisting of the Title I teacher and paraprofessionals, has taken a strategic approach to implementing Multi-Tiered Systems of Support (MTSS) to strengthen students’ literacy, reading comprehension, and writing skills.

Throughout this year, all grade levels will participate in “Ladder Time,” an initiative designed to strengthen literacy, comprehension, and writing skills through differentiated instruction based on student needs. Collaboration among the intervention team, special education team, classroom teachers, and, when applicable, TK teachers will allow for the creation of focused instructional groups within each grade level.

Heggerty Program for TK-1st grade  
 The Heggerty Program is designed to build phonological awareness in students through systematic, evidence-based instruction. Within our TK–1st grade classrooms, it will be used to strengthen foundational literacy skills using research-supported and engaging activities proven to foster early language development.

Collaboration  
 Our intervention team & other supports will collaborate outside of school time to help support the needs of our students within the Ladder times and inside the classroom.

Paraprofessionals-\$30,000  
 Heggerty Program-\$3,000  
 Collaboration- \$8,000

**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)
30,000	Title I Part A: Allocation
3,000	Title I Part A: Allocation
8,000	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)

Grades TK-8

**Strategy/Activity****1.2-Literacy Enrichment**

Literacy enrichment opportunities help build foundational reading skills, support language development, strengthen critical thinking, and close achievement gaps. They expand students' vocabulary, enhance their ability to understand concepts across various subjects, and foster a love of learning that promotes lifelong growth. We will dedicate specific funds to support continued literacy growth within our library and classrooms, acquiring more relevant books and encouraging consistent reading among our students through the Renaissance program.

Renaissance-\$2,450

Library Books-\$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)

2,450

Title I Part A: Allocation

5,000

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**

To address the needs of students requiring supplemental academic support, our intermediate and middle school grades will benefit from extended learning opportunities through after-school tutoring. This targeted intervention will promote meaningful academic progress and sustained growth.

Certificated Tutoring: \$8,000

Classified Support: \$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)

8,000

Title I Part A: Allocation

2,000

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

Enrichment through Supplemental Materials (manipulatives)  
 Our TK–8 teachers implement specific curriculum in the classroom to meet students’ academic needs. To further support learning through small groups, centers, and whole-class instruction, teachers will have the opportunity to purchase supplemental materials designed to strengthen phonemic and phonological awareness, vocabulary development, reading comprehension, and writing skills.

Enrichment through Supplemental Materials-\$9500

**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)

9500

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.

Our 2025 CAASPP ELA scores did not increase as the goal was set. In fact, they decreased from last year in almost all grades, but 7th grade. Below is the information:

2024 ELA		2025 ELA	
Grade 3	30%	Grade 3	29%
Grade 4	25%	Grade 4	22%
Grade 5	34%	Grade 5	28%
Grade 6	33%	Grade 6	26%
Grade 7	31%	Grade 7	31%
Grade 8	39%	Grade 8	35%

In response to this concern, our intervention team—working closely with grade-level and middle school teachers—will provide students with targeted support during All Hands on Deck (Ladder Time). Instruction will focus on key areas of literacy development, including phonics, phonological awareness, blending, fluency, and comprehension in both literary and informational texts.

Through small-group instruction, the team will utilize a combination of i-Ready, SIPPS, Heggerty, Orton-Gillingham–based approaches, and the Wonders Works Intervention curriculum to design tailored lessons that meet the diverse needs of our learners. For students performing at or above grade level, we will incorporate literature circles, novel studies, and project-based learning opportunities to continue promoting critical thinking, creativity, and a growth mindset.

Collaboration between the intervention team and classroom teachers will occur on an ongoing basis to monitor student progress, review data, and adjust instructional groups and strategies as needed.

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 are allocating funds to add enrichment support in classroom, including supplies to help support with the All Hands on Deck (Targeted Support) instructional time.

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 analyzing the data not only across the same grade, but also across cohorts, looking at grade-level growth as well as cohort growth.

# 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, by May 2026, the percentage of students in Grades 3–8 at Claudia Landeen who meet or exceed standards in Math will increase by 5% compared to the results from the CAASPP administered in May 2025.

## Identified Need

Math continues to be an area of growth for the majority of the students at Landeen, but especially with our African American students, students with disabilities, and English Learners.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students in Grades 3–8 who met or exceeded standards on the Math CAASPP (Grade to Grade)	Spring 2025 Grade 3-28% Grade 4-24% Grade 5-17% Grade 6-15% Grade 7-18% Grade 8-18%	Spring 2026 Grade 3-33% Grade 4-29% Grade 5-22% Grade 6-20% Grade 7-23% Grade 8-23%
Grades 3–8 Math: Percentage of students meeting or exceeding standards compared to the same cohort's results from last year.	Spring 2025 Grade 3-28% Grade 4-24% Grade 5-17% Grade 6-15% Grade 7-18% Grade 8-18%	Spring 2026 Grade 3-28% (NEW CLASS) Grade 4-33% Grade 5-29% Grade 6-22% Grade 7-20% Grade 8-23%
Percentage of K-6 students at or above CURRENT GRADE level (iReady scores)	Fall 2025 Beginning of Year iReady Math Kinder- 12% (**) Grade 1- 2% Grade 2- 6% Grade 3-8% Grade 4-10% Grade 5-13% Grade 6-18.% Grade 7-13% Grade 8-15%	Spring 2026 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 Intervention Support  
 Through the use of Fluency Games (Reflex Math and our current HMH curriculum), hands-on manipulatives, tutoring (both certificated and peer tutoring), our students will work on strengthening their math fluency and conceptual understanding in math. Small group, math talks, and error analysis are some of the strategies used within the classroom to deepen math and concept understanding.

Reflex Math-\$3,592  
 Classified & Certificated Staff Tutoring-\$5,000  
 High School Tutors-0

**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)
3,592	Title I Part A: Allocation
5,000	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

2.2-Professional Development & Collaboration  
 We are committed to continued growth in mathematics, particularly in implementing the curriculum that was adopted last year. Funds will be allocated to provide teachers with professional development and collaboration opportunities to strengthen instructional practices and student learning.

Professional Development & Collaboration: \$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)

3,000

Source(s)

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-Field Trips

Mathematics is deeply connected to everyday life; by emphasizing real-life applications, we help learners see the relevance of mathematics beyond the classroom—fostering critical thinking, problem-solving, and decision-making skills that prepare them for future academic, career, and personal success.

Field Trips & Real-life applications: \$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)

20,000

Source(s)

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.

Our CAASPP results showed growth in only three grades (5th, 7th, and 8th) from May 2024 to May 2025, and we did not meet our goal of achieving a 10% increase in all grade levels. This year, we remain focused on continued growth through the implementation of our newly adopted math curriculum. The curriculum emphasizes deeper comprehension and presents students with real-world problem-solving opportunities through word-based tasks rather than traditional equations.

To strengthen students' understanding of mathematical concepts, we will continue to make intentional connections between math and everyday experiences. Because the new curriculum is

rich in word problems, we will focus on helping students apply math in practical, meaningful contexts. Last year's Math and Science (MAS) Night was a great success in engaging families, and we plan to build on that momentum to continue fostering a strong home-school connection in mathematics.

Additionally, a primary goal this year is to expand the use of manipulatives in the classroom. These hands-on tools, which are included in our new curriculum, will be used to support conceptual learning and to help students visualize and internalize key math concepts.

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

No major differences to goal, except for a reduction in budgeted amount for this goal.

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.

The change to this goal is the growth percentage to reflect an achievable goal. We will also be analysing the growth "diagonally", meaning following a cohort and seeing their growth.

# 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: Increase the percentage of English Learners making progress toward English proficiency on the ELPAC over last year's performance by increasing number of students reclassified.

## Identified Need

English Learners

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Performance Levels	Levels ELPAC 2025 Level 4: 8 Level 3: 28 Level 2: 23 Level 1: 22  Total Number of ELs: 74 Reclassified: 7	Projected Levels ELPAC 2026 Level 4: 9 Level 3: 29 Level 2: 24 Level 1: 12  Reclassified in 2026: 9

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 English Learner Growth

Our English learners will receive ELD designated and integrated instruction in the classroom from their teachers. Our bilingual interpreter and Primary Language paraprofessionals will be supporting in the classroom to promote growth in all subject areas.

Extra time will be needed to collaborate to strategies for better support of our students, which can take place outside of school ours. Additionally, after school enrichment will be provided to our students who are EL to help make growth in English language proficiency.

Enrichment English Learner materials will be purchased to enhance the growth of our English learners in the classroom, including translation devices and books that represent different cultures and in different languages.

Timesheet Collaboration: 4,000  
 Enrichment Material: 1,000  
 Library Books: 2,000

**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)
4,000	Title I Part A: Allocation
1,000	Title I Part A: Allocation
2,000	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)

English Learners

**Strategy/Activity**

**3.2 Family Engagement**

Our English Learner families will be invited to informational sessions designed to increase understanding of the English Learner process and the ELPAC assessment. Families will learn what it means to be an English Learner, what is required to be reclassified, and why reclassification is an important milestone. To further support student learning, families will also receive school supplies and materials to use at home and in the classroom, ensuring every child has the tools they need to succeed.

Parent Engagement: 1,000  
 Timesheeting: 2,000  
 School Supplies: 1,000

**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)
1,000	Title I Part A: Parent Involvement
2,000	Title I Part A: Allocation
1,000	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)

English Learner, Reclassification

### Strategy/Activity

#### 3.3: Reclassification

Reclassification represents a significant milestone in a student’s academic journey. At Claudia Landeen, we will celebrate this achievement with a month-long recognition event honoring our students, their families, and the school community for their commitment and perseverance.

Materials: \$500

Translation (Classified Timesheeting): \$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

500

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.

We have increased the number of students reclassified over the past two years as a result of the enhanced support provided to our English Learner students. Through the efforts of our English Learner support team and the implementation of effective instructional strategies by our classroom teachers, we have seen continued progress and anticipate further growth in the number of students reclassified by the end of the 2025–2026 school 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.

While this goal has updated wording, our focus remains the same—we are committed to continuing the growth and progress of our English Learners.

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 using different measures to monitor the progress of this goal, with a focus of growth with all our English Learners not just our students who score a 3 or 4 on the ELPAC.

# 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% of total absences and a decrease in 5% based on the previous year's attendance in that cohort.

## 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
Number of total absences by school	24-25 Attendance Works Data End of Year Data By Schools  Total Absences K-6: 6,022 (29.3% percentage by school) 7-8: 2,041 (27.7% percentage by school)	25-26 Attendance Works Data End of Year Data By Schools  Total Absences K-6: 5,721 7-8: 1,939
Percentages of students with chronic absenteeism TK-8, compared to same cohort	24-25 Attendance Works Data End of Year Data ALL Students  By Grades TK-34.6% Kinder-42.4% 1st Grade-39.3% 2nd Grade-20% 3rd Grade-27.6% 4th Grade-18.3% 5th Grade-25% 6th Grade-31.8% 7th Grade-30.3% 8th Grade-23.2 %	25-26 Attendance Works Data End of Year **Same cohort as last year  By Grades TK-**Goal is less than 20% Kinder-29% 1st Grade-37% 2nd Grade-34% 3rd Grade-15% 4th Grade-22% 5th Grade-13% 6th Grade-20% 7th Grade-26% 8th Grade-25%
Percentage of African American students with chronic absenteeism.	24-25 Attendance Works Data End of Year Data African American Students	24-25 Attendance Works Data End of Year Data African American Students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Overall K-8: 36%	Overall K-8: 31%

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: \$53,000

#### 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)
53,000	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

Our office clerk will make daily phone calls to families of absent students to maintain consistent communication and strengthen home-school connections, recording all information in Aeries.

Attendance updates will also be shared through ParentSquare, newsletters, bulletin boards, and staff bulletins. To promote positive and improved attendance, we will celebrate monthly perfect attendance, recognize students at spirit assemblies, and make personal calls to share positive news with families. For students with declining or chronic absences, we will provide targeted support through phone calls, ParentSquare messages, emails, and home visits, as well as offer transportation information and community resources to help improve attendance and engagement.

Parents will be provided with opportunities to engage in the school through activities, events, and workshops designed to help them better understand the importance of school involvement and consistent attendance.

Communication Expenses-\$1500  
 Attendance Incentives-\$500  
 Family Workshops & Events: \$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)
1,500	Title I Part A: Allocation
1,000	Title I Part A: Parent Involvement
500	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.

We have continued to see a decrease in chronic absenteeism across all grade levels, except in 6th and 7th grade last year. We achieved our goal of a 10% decline in chronic absenteeism in two grade levels, while most other grades showed a 5% decrease. Due to the still high rates of chronic absenteeism in some grades, we increased the number of attendance meetings with families to support their engagement in their child’s education and improve school attendance. In most cases, these meetings had a positive impact on students’ attendance; however, for five students, attendance did not improve. We continued our tiered intervention process with these students, which ultimately resulted in SARB referrals due to ongoing absences. On a positive note, we celebrated students and classes with strong attendance. Monthly attendance celebrations for the top-performing classes were held from January through May.

This year, we will continue to support students with chronic absences by addressing barriers such as transportation, access to school supplies, and connecting families with community resources for housing, food, or healthcare as needed. Additionally, we will continue to recognize classrooms with excellent attendance and will now also honor individual students who achieve Perfect Attendance and those who demonstrate Improved Attendance.

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

No major changes or budget expenditures.

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 decrease the percentage from 10% to 5%, which might result in more grades meeting their goals. We will also be calculating data based on total absences vs. percentage.

# 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 reduction in 10% days of absences due to suspension by all students in the 25-26 school year.

## Identified Need

Our 5th-8th grade students seem to have a need for stronger school culture, academic, and belonging connections, which could be a reason for a higher suspension rates in those grades.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey	<p>Youth Truth Student Survey 2024-2025 Data</p> <p>Grades 5-6 Engagement: 71 % Academic Challenge: 9% Culture: 13% Belonging: 3% Relationships: 44% Instructional Materials: 88%</p> <p>Group Grades 7-8 Engagement: 67 % Academic Challenge: 45% Culture: 40% Belonging: 45% Relationships: 31%</p>	<p>Youth Truth Student Survey 2025-2026 Data</p> <p>Grades 5-6 Engagement: 81% Academic Challenge: 20% Culture: 23% Belonging: 15% Relationships: 54% Instructional Materials: 98%</p> <p>Group Grades 7-8 Engagement: 77% Academic Challenge: 55% Culture: 50% Belonging: 55% Relationships: 41%</p>
Number of Absences due to Suspension	<p>24-25 Attendance Works Data End of Year Data</p> <p># of Days absent due to suspensions TK-8: 262 days</p> <p>Grades 5-8 5th-27 6th-64</p>	<p>25-26 Attendance Works Data End of Year Data</p> <p># of Days absent due to suspensions: TK-8: 199 days</p> <p>Overall 5th-24 6th-57</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	7th-85 8th-79	7th-86 8th-71

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: Wellness Center

Our students continue to show a growing need for social-emotional and mental health support that impacts their attendance, behavior, and academic success. A school counselor is essential to provide direct support, intervention, and guidance for students and families. Providing necessary supplies for the Wellness Center will create a safe, supportive space that promotes emotional well-being and readiness to learn.

Tier 1 support is given to all our students in our TK-8 classes through ongoing SEL in classroom, provided by our school counselors. Additionally, Tier 2 and Tier 3 supports are provided through group and individual counseling, both by our school counselors and our community counseling support partner, Valley Community Counseling Service (VCCS).

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

Counselor-\$22,000

School Supplies: \$2,000

Wellness Supplies: \$1,000

### 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)
22,000	Title I Part A: Allocation
2,000	Title I Part A: Allocation
1,500	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)

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

### Strategy/Activity

#### 5.2: SEL & Enrichment programs

SEL and enrichment programs support the whole child by building emotional skills, confidence, and engagement. SEL helps students manage emotions, develop empathy, and improve focus, while enrichment programs inspire creativity and critical thinking for lifelong success.

SEL & School Culture Enrichment Programs: \$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)

4,000

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)

Students Grades 5-8

### Strategy/Activity

#### 5.3: Stronger Connections

We will build stronger academic and cultural connections with all our students, especially those in grades 5–8. These are critical years in a student’s academic journey as well as their personal development. We will strengthen these connections by incorporating opportunities and events that support their growth at this important stage, including:

1. Leadership-building opportunities
2. Outdoor learning experiences
3. Intramural sports
4. Service projects

We will use some of the funds to pay for programs or events to support the ongoing need for connection as well as help support with the materials needed. We will also be targeting some of the support for academic supplies to better support their organization in the classroom.

Although our families presented a strong connection to school, with all our scores being 90% or better, we continue to want to make connections with our population of families that feed disconnected OR need a different type of connection. We will allocate some funds to this as well.

Program Professional Development & Materials: \$2,500

Classified/Certificated Timesheeting: \$2,000

Supplies for Academic Support: \$1,408

Family Engagement: \$661

### 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)
2,500	Title I Part A: Allocation
2,000	Title I Part A: Allocation
1,408	Title I Part A: Allocation
661	Title I Part A: Parent Involvement

## 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.

Many of our students benefit from the ongoing Tier 1 SEL support provided in the classroom, which helps foster emotional well-being and engagement. This Tier 1 support is given by our counselors in the classroom with the collaboration of the teacher.

Our upper-grade students need a strong sense of belonging and connection to the school community, as these factors directly influence their academic success. However, results from the YouthTruth survey indicate that students in grades 5–8 need deeper connections to academic rigor, school culture, and positive relationships. This year, with the collaboration of our wellness team, administration, and both certificated and classified staff, we aim to strengthen relationships with our upper-grade students to promote academic growth, improve attendance, and reduce suspension rates.

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 will be working with our students for them to poll them on what they would like to see at our school.

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 hoping to increase activities for our 5-8th grades within school times, which might require support from staff.

# 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 6

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

#### 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)
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# 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 7

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

#### 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)
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# 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 8

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

#### 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)
-----------	-----------

# Budget Summary

## Funds Budgeted to the School by Funding Source

<b>Funding Source</b> This dropdown should be populated manually.	<b>Funding Allocation</b> This data field should be populated manually.	<b>Funds Remaining to be Allocated</b> This field is auto calculated by DTS and manual entries will be overwritten automatically
Title I Part A: Allocation	200,950	0.00
Title I Part A: Parent Involvement	2661	0.00
Comprehensive Support and Improvement (CSI)		

**Total Funding Allocation:** 203,611

This field is auto calculated by DTS and manual entries will be overwritten automatically

## Expenditures by Funding Source From SPSA Goals

<b>Funding Source</b> This field is auto calculated by DTS and manual entries will be overwritten automatically	<b>Amount</b> This field is auto calculated by DTS and manual entries will be overwritten automatically
Title I Part A: Allocation	200,950.00
Title I Part A: Parent Involvement	2,661.00

**Total SPSA Allocated** (This field is auto calculated by DTS and manual entries will be overwritten automatically):  
203,611.00

# 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
- 3 Classroom Teachers
- 2 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Marla Carrillo-Kelly	Principal
Livell Mitchell	Other School Staff
Sara Servin	Classroom Teacher
Tyler Glenn	Classroom Teacher
Melanie Grupe	Classroom Teacher
Kayla Byars	Other School Staff
Jordan Peterson	Parent or Community Member
Brittney Woodard	Parent or Community Member
Jessica Healey	Parent or Community Member
Theodore Nwoke	Parent or Community Member
Savannah Moreno	Parent or Community Member
Hannah Velazquez	Parent or Community Member

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.

# 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.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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](mailto: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](mailto: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](mailto: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 as 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](mailto: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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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