

Claudia Landeen School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

School Name	Claudia Landeen School
Street	4128 Feather River Dr.
City, State, Zip	Stockton, CA 95219-6541
Phone Number	(209) 953-8660
Principal	Marla Carrillo-Kelly
Email Address	mcarrillokelly@lusd.net
School Website	http://cl.lusd.net/
Grade Span	K-8
County-District-School (CDS) Code	39685696104020

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

At Claudia Landeen, we are committed to fostering a learning environment where every student feels supported, respected, and included. We value the diversity of our students and strive to create a school community where all learners can thrive.

Our vision is for every Claudia Landeen student to recognize the importance of perseverance, strong relationships, and a sense of community as they work toward their personal best. Our mission is to help students understand how education shapes their future opportunities, encourage them to imagine endless possibilities, and nurture the whole child so they are prepared for success in an ever-changing world. We work toward this mission by providing learning experiences that strengthen literacy and writing across all subject areas. Students also benefit from enrichment through our music program and the Wellness Center, which supports social and emotional growth for all learners.

The goals at Claudia Landeen focus on improving student outcomes and supporting each child in reaching their highest potential. These goals include raising academic achievement through a multi-tiered system of supports, building a strong learning community among students, families, and staff, and incorporating trauma-informed approaches to meet students' social, emotional, and mental health needs.

Throughout the year, we use a range of formal and informal assessments to measure student learning. As a staff, we analyze this data during grade-level collaboration, leadership meetings, and whole-school discussions. In addition, administration and staff regularly review attendance, discipline, and overall academic performance to guide decisions and support student success.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	71
Grade 1	57
Grade 2	56
Grade 3	67
Grade 4	51
Grade 5	64
Grade 6	58
Grade 7	84
Grade 8	54
Total Enrollment	562

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
American Indian or Alaska Native	0.4
Asian	7.5
Black or African American	18.5
Filipino	2.3
Hispanic or Latino	53.7
Native Hawaiian or Pacific Islander	0.7
Two or More Races	7.1
White	8.4
English Learners	14.4
Foster Youth	0.2
Homeless	12.3
Socioeconomically Disadvantaged	88.8
Students with Disabilities	17.4

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.8	78.88	340.2	78.99	234405.2	84
Intern Credential Holders Properly Assigned	1	3.62	22.6	5.25	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.62	8	1.88	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.8	10.24	32.1	7.45	11953.1	4.28
Unknown/Incomplete/NA	1	3.62	27.6	6.42	15831.9	5.67
Total Teaching Positions	27.6	100	430.7	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.2	86.7	315.7	79.39	231142.4	83.24
Intern Credential Holders Properly Assigned	1	4.49	23.8	5.99	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	19.3	4.86	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.8	8.31	29	7.31	11746.9	4.23
Unknown/Incomplete/NA	0.1	0.45	9.7	2.45	14303.8	5.15
Total Teaching Positions	22.2	100	397.7	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.2	71.21	308.9	76.19	230039.4	100
Intern Credential Holders Properly Assigned	1	4.4	17.9	4.42	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.5	10.99	21.3	5.27	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.9	13.14	27.8	6.86	12112.8	4.34
Unknown/Incomplete/NA	0	0.22	29.4	7.25	13705.8	4.91
Total Teaching Positions	22.7	100	405.4	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.00	0	2.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0	2.5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1
Local Assignment Options	2.80	1.8	1.9
Total Out-of-Field Teachers	2.80	1.8	2.9

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.8	0	22.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World Of Wonders Adoption Year 2023 McGraw-Hill Wonders California, 2017 Edition McGraw-Hill WondersWorks California, 2017 Edition Adoption Year 2016 McGraw-Hill CA StudySync, 2017 Edition Adoption Year 2017	0%
Mathematics	HMH Into Math Adoption Year 2024 iReady Classroom Mathematics Adoption Year 2024	0%
Science	Exploring Science - National Geographic/Cengage Adoption Year 2022 CA Inspire McGraw Hill Adoption Year 2022	0%
History-Social Science	Impact, McGraw Hill Harcourt California, 2019 Edition Adoption Year 2025 Teacher's Curriculum Institute History Alive California Middle School Program, 2017 Edition Adoption Year 2019	0%
Foreign Language		0%

Health	Health Connected, Teen Talk Middle School, 2017 Edition Adoption Year 2017	0%
Visual and Performing Arts		0%

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

School Facility Conditions and Planned Improvements

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

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

Year and month of the most recent FIT report

July 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	35	30	41	44	47	48
Mathematics (grades 3-8 and 11)	23	21	28	30	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	378	368	97.35	2.65	29.97
Female	181	174	96.13	3.87	30.06
Male	197	194	98.48	1.52	29.90
American Indian or Alaska Native	0	0	0	0	0
Asian	34	32	94.12	5.88	34.38
Black or African American	68	68	100.00	0.00	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	202	195	96.53	3.47	29.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	27	100.00	0.00	25.93
White	34	33	97.06	2.94	39.39
English Learners	56	54	96.43	3.57	5.66
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	33	32	96.97	3.03	28.13
Socioeconomically Disadvantaged	328	319	97.26	2.74	27.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	64	96.97	3.03	9.38

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	377	366	97.08	2.92	21.04
Female	180	173	96.11	3.89	12.72
Male	197	193	97.97	2.03	28.50
American Indian or Alaska Native	0	0	0	0	0
Asian	34	32	94.12	5.88	28.13
Black or African American	68	68	100.00	0.00	13.24
Filipino	--	--	--	--	--
Hispanic or Latino	201	193	96.02	3.98	21.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	27	100.00	0.00	18.52
White	34	33	97.06	2.94	27.27
English Learners	56	55	98.21	1.79	18.18
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	33	32	96.97	3.03	21.88
Socioeconomically Disadvantaged	327	317	96.94	3.06	19.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	63	95.45	4.55	11.11

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	16.2	13.51	25.81	27.23	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	114	111	97.37	2.63	13.51
Female	58	55	94.83	5.17	12.73
Male	56	56	100.00	0.00	14.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	23	23	100.00	0.00	13.04
Filipino	--	--	--	--	--
Hispanic or Latino	59	57	96.61	3.39	10.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	17	94.44	5.56	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	12	11	91.67	8.33	27.27
Socioeconomically Disadvantaged	97	94	96.91	3.09	12.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	5.88

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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

2025-26 Opportunities for Parental Involvement

At Claudia Landeen, we are committed to building strong partnerships with parents, guardians, and families to support student learning. When families are actively involved in their child's education, it boosts academic progress, encourages positive behavior, and strengthens the overall success of our school community.

Below are several ways families can participate at Claudia Landeen:

School Site Council (SSC)
The Claudia Landeen School Site Council is a committee of parents/guardians who take part in shaping school decisions. This group helps review policies, procedures, and budget considerations that influence school improvement.

English Language Advisory Committee (ELAC)
Our English Language Advisory Committee includes families of students who are English learners. ELAC provides guidance on topics related to English learner programs and contributes to the school's overall decision-making process.

Parent, Teacher, and Student Association (PTSA)
Families, staff, and students may join the PTSA as members or serve on the PTSA board. This group supports our school by organizing events, planning activities, and funding opportunities that benefit students and enhance the school environment.

Volunteering at School
Families at Claudia Landeen volunteer in many capacities, such as assisting in classrooms, helping with school events and activities, or serving as field trip chaperones.

Family Engagement Events
Through events hosted by educators and Claudia Landeen staff, families can participate in educational and community gatherings. These include family nights, academic events, back-to-school night, and other opportunities to connect and learn together.

Parent/Guardian Conferences
Parents and guardians meet with teachers during conference weeks, either in person or virtually, to discuss student progress and support learning at home.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	635	608	170	28.0
Female	316	302	89	29.5
Male	319	306	81	26.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	48	45	14	31.1
Black or African American	115	114	41	36.0
Filipino	17	14	2	14.3
Hispanic or Latino	338	323	82	25.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	49	46	13	28.3
White	52	50	12	24.0
English Learners	94	89	13	14.6
Foster Youth	--	--	--	--
Homeless	75	73	23	31.5
Socioeconomically Disadvantaged	562	539	167	31.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	130	122	30	24.6

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
7.58	7.48	6.77	6.8	5.81	6.01	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.17	0.83	0.47	0.61	0.79	0.45	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.77	0.47
Female	6.65	0.63
Male	6.90	0.31
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.17	0.00
Black or African American	8.70	0.87
Filipino	0.00	0.00
Hispanic or Latino	6.21	0.30
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.20	2.04
White	9.62	0.00
English Learners	1.06	0.00
Foster Youth	0.00	0.00
Homeless	5.33	0.00
Socioeconomically Disadvantaged	7.30	0.53
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.38	0.00

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

2025-26 School Safety Plan

Emergency Response Procedures are developed, revised, and updated in coordination with the California Safe Schools program each year with the support of LUSD security and LUSD School Resource Officer. These are detailed in the School Safety Plan and support responses needed depending on the type of emergency. The staff is trained on procedures to follow during an emergency. The staff and students participate in regular drills to practice the procedures. The School Safety Plan was last reviewed, updated, and approved in February 2025.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	2	0
1	24	0	2	0
2	20	2	1	0
3	24	0	2	0
4	32	0	2	0
5	30	0	2	0
6	32	0	2	0
Other	3	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	25		2	
2	25		2	
3	21	1	2	
4	26		2	
5	32		2	
6	29		2	
Other	8	2		

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	350

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4,097	\$424	\$3,673	\$63,008
District	N/A	N/A	\$4,878	\$94,741
Percent Difference - School Site and District	N/A	N/A	-28.2	-31.1
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-98.3	-40.2

Fiscal Year 2024-25 Types of Services Funded

At Landeen, we are committed to supporting our students through multiple avenues and continually seeking ways to enhance their learning experience. The programs, committees, and resources available on our campus are designed to meet the needs of both students and their families.

One of our key resources is the Wellness Center, which provides a wide range of services. Our Wellness team includes 1.5 school counselors, an outreach worker, and a paraprofessional. Together, they collaborate to assist students with academic needs as well as social-emotional challenges. Our outreach worker maintains strong relationships within the community, connecting families to helpful resources both on campus and beyond. Each week, our counselors and outreach worker deliver classroom lessons focused on social and emotional topics such as bullying prevention, the importance of attendance, managing anxiety and depression, and academic success.

The Academic Support Team (AST) brings together staff from general education, intervention, and special education. This team meets to review student progress, discuss areas of need, and plan appropriate next steps. We also hold Student Success Team (SST) meetings, where teachers, families, counselors, and administrators collaborate to address academic concerns, behavioral needs, and overall student development.

Our full-time Title I teacher and paraprofessionals assist all grade levels during our “All Hands on Deck” time, ensuring students receive targeted academic support in the areas where they need it most. In addition, our full-time bilingual interpreter provides Spanish language translation services for students and families.

Within our Special Education department, students with Individualized Education Plans (IEPs) receive specialized support to help them reach their goals. Landeen’s team includes 2.5 RSP teachers, one full-time RSP paraprofessional, and two part-time RSP paraprofessionals who work with students directly in classrooms. We also offer an SDC class serving a combined 2nd and 3rd grade group, supported by a teacher and full-time paraprofessional. In addition, Landeen is home to a Highly Structured Autism Program, which serves students with the highest levels of need in our district. This program is staffed by one full-time teacher and four paraprofessionals.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$64,261	\$62,145
Mid-Range Teacher Salary	\$91,258	\$97,088
Highest Teacher Salary	\$124,891	\$120,436
Average Principal Salary (Elementary)	\$157,603	\$151,343
Average Principal Salary (Middle)	\$157,603	\$159,514
Average Principal Salary (High)	\$190,877	\$177,261
Superintendent Salary	\$272,732	\$294,805
Percent of Budget for Teacher Salaries	27.55%	29.95%
Percent of Budget for Administrative Salaries	5.46%	5.4%

Professional Development

Lincoln Unified School District is dedicated to supporting its staff by offering high-quality professional development and providing meaningful opportunities for collaboration. Each year, the district schedules professional development days as part of the staff contract. Through these learning experiences, our purpose is to equip teachers with effective tools, instructional strategies, and skills that promote strong, engaging instruction for students in grades K–8. In addition, our Director of Instructional Services offers ongoing professional learning sessions on Tuesdays and Thursdays, covering a wide range of instructional topics for teachers.

Mondays follow an early-release schedule, allowing teachers time to meet with their grade-level or department colleagues for planning and collaboration. Once a month, the district hosts a districtwide collaboration day, where grade-level teams from all schools come together to discuss curriculum, instructional practices, and content-specific needs.

This past year, we began a districtwide effort to strengthen alignment within each grade level and across content areas, particularly at the middle school level. Our curriculum alignment initiative, LEAP, focuses on ensuring consistency and high-quality educational experiences for students throughout the district. This work will continue into the upcoming year, with a particular emphasis on aligning math instruction.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4