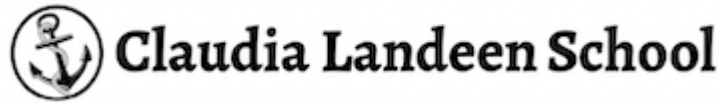# Claudia Landeen Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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.

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

Claudia Landeen Elementary School strives to provide a supportive, respectful, and inclusive learning environment for our diverse student population.

The Claudia Landeen School vision is for all students to understand the importance of determination, relationships, and community as they strive for personal excellence. The Claudia Landeen mission is to develop student understanding of the role education plays in future opportunities, to empower students to envision limitless possibilities, and to educate the whole child to be prepared for success in a changing world. As a school Claudia Landeen works to accomplish this mission by facilitating learning opportunities for students that focus on improving literacy and writing through different content areas. Additionally, students receive enrichment opportunities through our music program, college and career awareness curriculum and presentations, and a Wellness Center, which presents social and emotional learning opportunities for our all students. The Claudia Landeen 5th through 8th grades implement Advanced Via Individual Determination (AVID) strategies to support students in acquiring skills and a growth mindset needed in high school and beyond.

The goals of Claudia Landeen are centered on improving the outcomes of our students and helping them reach their maximum potential. Claudia Landeen School is addressing the learning loss created in the recent years by centering around the whole student, which includes goals aimed at improving academic achievement through multi-tiered systems of support, creating a professional learning community with students, families, and staff, focus on college and career readiness, and implementing trauma informed practices to address students' social emotional and mental health needs through a variety of formal and informal assessments, data analysis, and grade level collaboration opportunities, Data regarding attendance, discipline, and overall grades are reviewed periodically by administration and staff.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	52
Grade 1	48
Grade 2	66
Grade 3	58
Grade 4	56
Grade 5	64
Grade 6	74
Grade 7	49
Grade 8	70
Total Enrollment	537

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.6
American Indian or Alaska Native	0.0
Asian	10.6
Black or African American	16.9
Filipino	2.6
Hispanic or Latino	51.8
Native Hawaiian or Pacific Islander	1.3
Two or More Races	6.7
White	9.1
English Learners	18.6
Foster Youth	0.2
Homeless	1.9
Migrant	0.0
Socioeconomically Disadvantaged	74.9
Students with Disabilities	13.4

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

2020-21 Teacher Preparation and Placement

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson OWL, 2011 Edition Adoption Year 2014 McGraw-Hill Wonders California, 2017 Edition McGraw-Hill WondersWorks California, 2017 Edition Adoption Year 2016 McGraw-Hill CA StudySync, 2017 Edition Adoption Year 2017	Yes	0%
Mathematics	Great Minds Eureka Math, 2015 Edition Adoption Year 2014	Yes	0%
Science	Exploring Science - National Geographic/Cengage Adoption Year 2022 CA Inspire McGraw Hill Adoption Year 2022	Yes	0%
History-Social Science	Scott Foresman History/Social Science for California, 2006 Edition Adoption Year 2006 Teacher's Curriculum Institute History Alive California Middle School Program, 2017 Edition Adoption Year 2019	Yes	0%
Foreign Language			0%
Health	Health Connected, Teen Talk Middle School, 2017 Edition Adoption Year 2017	Yes	0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			

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. In November of 2020, the main circuit breaker unit was replaced.

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

Year and month of the most recent FIT report	December 2021

School Facility Conditions and Planned Improvements

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			

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	31	N/A	44	N/A	47
Mathematics (grades 3-8 and 11)	N/A	18	N/A	27	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	393	381	96.95	3.05	31.05
Female	189	185	97.88	2.12	33.70
Male	204	196	96.08	3.92	28.57
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	43	42	97.67	2.33	21.43
Black or African American	68	64	94.12	5.88	18.75
Filipino	13	13	100.00	0.00	46.15
Hispanic or Latino	202	196	97.03	2.97	33.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	27	100.00	0.00	14.81
White	36	35	97.22	2.78	55.88
English Learners	61	60	98.36	1.64	15.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	294	285	96.94	3.06	26.06
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	64	61	95.31	4.69	14.75

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	394	380	96.45	3.55	18.47
Female	189	182	96.30	3.70	16.02
Male	205	198	96.59	3.41	20.71
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	43	43	100.00	0.00	18.60
Black or African American	69	63	91.30	8.70	11.11
Filipino	13	13	100.00	0.00	23.08
Hispanic or Latino	202	196	97.03	2.97	17.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	27	100.00	0.00	14.81
White	36	34	94.44	5.56	39.39
English Learners	61	61	100.00	0.00	8.20
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	295	284	96.27	3.73	13.07
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	64	61	95.31	4.69	13.11

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	18.11	12.77	22.22	22.23	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	143	141	98.6	1.4	12.77
Female	66	66	100	0	10.61
Male	77	75	97.4	2.6	14.67
American Indian or Alaska Native	0	0	0	0	0
Asian	20	20	100	0	10
Black or African American	29	28	96.55	3.45	10.71
Filipino	--	--	--	--	--
Hispanic or Latino	69	68	98.55	1.45	13.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100	0	25
English Learners	22	22	100	0	4.55
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	105	104	99.05	0.95	8.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100	0	0

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	94%	79%	91%	87%	87%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

At Claudia Landeen we recognize the importance parents/guardians, families, and the community play in the educational development of our students. Claudia Landeen strives to provide families opportunities to participate through meetings and events.

- Claudia Landeen families can join our Parents, Teacher, and Student Association (PTSA) as members or in leadership positions. Claudia Landeen PTSA hosts events during the school year aimed at promoting student and family engagement at Landeen.
- Claudia Landeen's active English Language Advisory Committee (ELAC) meets regularly with the school's Title 1 teacher and administrators to discuss vital information about Landeen and students.
- School Site Council is a committee of voting members made up of teachers, parents or guardians, and staff who work to address the school needs, review existing policies and procedures, and school budget.
- Claudia Landeen's outreach team and counselor provide workshops for our families that cover a wide range of topics, including, but limited to: attendance, social and emotional learning, bullying, and suicide prevention. These workshops are offered in both English and Spanish.

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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	644	594	247	41.6
Female	299	277	124	44.8
Male	345	317	123	38.8
American Indian or Alaska Native	1	0	0	0.0
Asian	62	62	20	32.3
Black or African American	120	107	53	49.5
Filipino	16	16	8	50.0
Hispanic or Latino	330	304	119	39.1
Native Hawaiian or Pacific Islander	8	7	3	42.9
Two or More Races	42	38	19	50.0
White	57	54	19	35.2
English Learners	116	108	42	38.9
Foster Youth	11	6	2	33.3
Homeless	21	20	13	65.0
Socioeconomically Disadvantaged	515	476	214	45.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	99	91	46	50.5

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.69	4.32	2.45
Expulsions	0.68	0.46	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.87	6.21	1.00	6.62	0.20	3.17
Expulsions	0.16	0.31	0.02	0.76	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.21	0.31
Female	4.68	0.00
Male	7.54	0.58
American Indian or Alaska Native	0.00	0.00
Asian	4.84	0.00
Black or African American	9.17	0.00
Filipino	6.25	0.00
Hispanic or Latino	5.76	0.30
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.52	0.00
White	3.51	1.75
English Learners	4.31	0.00
Foster Youth	9.09	0.00
Homeless	9.52	4.76
Socioeconomically Disadvantaged	6.60	0.39
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.07	1.01

2022-23 School Safety Plan

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

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	22	1	2	
1	24		3	
2	25		3	
3	27		3	
4	29		3	
5	32		1	
6	25		3	
Other	7	1		

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 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	537

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	$75,499
Percent Difference - School Site and District	N/A	N/A	-28.2	-18.0
State	N/A	N/A	$6,594	$83,102
Percent Difference - School Site and State	N/A	N/A	-56.9	-27.5

2021-22 Types of Services Funded

The Claudia Landeen Academic Support Team (AST) is made up of the school's Title 1 teacher, counselor, a special education teacher, Speech Language Pathologist, general education teachers, and the school administrator. The teams meet to discuss student needs and progress and to determine next steps. Our Student Success Team (SST) meetings are held to address the needs, concerns, behaviors, and student progress with teachers, families, counselor, and administrators.

The Claudia Landeen Wellness Center works to support our students and families and address the whole student and family. Our Wellness Center is made up of our counselor, an outreach worker, and our paraprofessional. The Wellness Center works closely with our additional community that helps support our students' social emotional concerns. The team works closely and provides lessons for our students in the classroom and workshops for our families that cover a variety of events, including, but not limited to: bullying, attendance, depression and anxiety, and grades.

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

Students on an Individualized Education Plan (IEP) receive additional support to help make progress towards their goals. The Claudia Landeen special education teachers, along with special education paraprofessionals, provide support in and outside the classroom. The special education team also includes a speech language pathologist and psychologist. The Claudia Landeen special education program also includes a 7th and 8th grade SDC class, two paraprofessionals.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$52,253	$52,478
Mid-Range Teacher Salary	$74,204	$80,810
Highest Teacher Salary	$101,553	$101,276
Average Principal Salary (Elementary)	$131,014	$127,080
Average Principal Salary (Middle)	$131,014	$134,264
Average Principal Salary (High)	$164,352	$147,200
Superintendent Salary	$226,719	$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Lincoln Unified School District is committed to supporting school district staff through quality professional development and providing opportunities to engage in collaborative discussions.

Lincoln Unified provides professional development days annually for staff, as part of the contract. On Mondays an early dismissal schedule is observed to provide teachers time to collaborate with other grade-level and/or department teachers. One Monday a month districtwide collaboration days are held to allow grade-level teachers across different schools to meet and discuss grade-level or department content, curriculum, and instruction.

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

Through all these professional learning opportunities, our goal is to provide teachers with the tools, skills, and strategies necessary to implement high-quality instruction to our K-8th grade students.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	