4170 Brianna Circle
Lake Elsinore, CA 92530

(951) 253-7695
FAX (951) 253-7696

CDS Code: 33 75176 0139790

Grades TK-5

Alberhill Elementary School

School Accountability Report Card

Reported Using Data from the 2023-24 School Year
Published During 2024-25

Jeff Marks, Principal
Jeff.marks@leusd.k12,ca.us

Lake Elsinore Unified School District
545 Chaney Street
Lake Elsinore, CA 92530
(951) 253-7000
www.leusd.k12.ca.us

Board of Trustees
April Purkiss
Mike Pacheco
Heidi Matthies Dodd
Juan I. Saucedo
Jill Leonard

Administration
Ryan Lewis, Ed.D.
Superintendent
ryan.lewis@leusd.k12.ca.us

Alain Guevara, Ed.D.
Assistant Superintendent
Community & Family Engagement

Tricia Thompson, Ed.D.
Assistant Superintendent
Student Support Services

Julie Edmunds
Chief Business Official

Tracy Sepulveda
Assistant Superintendent
Personnel Support Services

Dr. Sarah Ragusa
Assistant Superintendent
Instructional Support Services

Contents

About this School
Conditions of Learning
Specialized Services
Textbooks
School Facilities
Pupil Outcomes
Other Pupil Outcomes
Parental Involvement
School Climate
Pupil Engagement
Other Information
School Finances
Professional Development
About the SARC

About This School

Mission and Vision Statement

Through a shared commitment with our community, we ensure rigorous, relevant, and globally competitive opportunities for each student in a supportive learning environment.

Our Belief Statement

All children are unique and must have a stimulating educational environment where they can grow academically, emotionally, and socially. Success is best measured in the behavioral changes of students.

Principal's Message

Welcome to Alberhill Elementary School! As the principal, I am thrilled to serve our community and extend a warm welcome to our new students and families. Located at 4170 Brianna Circle, Lake Elsinore, CA 92530, Alberhill Elementary is a TK-5 school dedicated to supporting families within the Alberhill Ranch Community and surrounding areas.

Our school offers state-of-the-art technology, STEAM programs, and other exciting opportunities to enhance your child's educational experience. Additionally, we provide convenient site-based childcare services before and after school to meet the needs of our families.

I have proudly served as an elementary school principal with LEUSD for 19 years and have been part of the district since 1992. Before becoming a principal, I taught at the elementary level, giving me a deep understanding of the educational journey. Outside of school, I enjoy photography, scuba diving, and spending time with my family, including my wife of 28 years and our two sons. I look forward to an exciting and successful year filled with growth and discovery for our students. Thank you for being a part of our Alberhill Elementary School family!

History of Alberhill

Tom Hudson's *Centennial History of the Lake Elsinore Valley* recounts the founding of Alberhill in 1886, when two prospectors, C.H. Albers and J.H. Hill, discovered a vein of coal and abundant clay in the upper portion of Temescal Canyon, just a few miles northwest of Lake Elsinore. Their partnership gave rise to the name Alberhill, a combination of their last names.

Hudson describes Alberhill as a pivotal industrial center in the Lake Elsinore Valley, stating, "The abundance of…coal and clay quickly established Alberhill as the most important industrial center [of the] Lake Elsinore Valley, and its clay products have played an important role in the building of many California cities," including the iconic brickwork at UCLA's historic campus.

Education was equally important to Alberhill's founders. The original Alberhill School, located on Lake Street to the northwest, served the community's children from 1912 to 1964, with its sturdy brick walls and wooden desks symbolizing the community's commitment to learning. This legacy of innovation and education continues with the opening of Alberhill Elementary School in 2020, carrying forward the spirit of progress and opportunity that first defined the Alberhill community.



SCHOOL ACCOUNTABILITY REPORT CARD

Student Enrollment by Grade Level (2023-24)

Grade Level	Enrollment
Kindergarten	113
Grade 1	88
Grade 2	79
Grade 3	87
Grade 4	61
Grade 5	63
Total Enrollment	491

Student Enrollment by Subgroup (2023-24)

Student Group	Percent of Total Enrollment
Female	50.9
Male	49.1
Non-Binary	0.0
American Indian or Alaska Native	0.2
Asian	1.8
Black or African American	5.5
Filipino	1.0
Hispanic or Latino	66.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	4.9
White	20.0
English Learners	16.3
Foster Youth	1.8
Homeless	13.0
Migrant	0.0
Socioeconomically Disadvantage	69.2
Students with Disabilities	18.3

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

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

Authorization/Assignment	Number 2020-21	Number 2021-22	Number 2022-23
Permits and Waivers	0.0	0.0	1.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	1.0

Teachers Without Credentials Assigned Out-of-Field (considered "out-of-field" under ESSA)

Authorization/Assignment	Number 2020-21	Number 2021-22	Number 2022-23
Credentialed Teachers Authorized on Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Class Assignments

Indicator	Percent 2020-21	Percent 2021-22	Percent 2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0	0.0	0.0
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	0.0	0.0

Teacher Preparation and Placement (2020-2021)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.0	94.12	853.3	90.69	228,366.1	83.12
Intern Credential Holders Properly Assigned	0.0	0.0	1.5	0.16	4,205.9	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	6.7	0.72	11,216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	10.9	1.17	12,115.8	4.41
Unknown	1.0	5.88	68.4	7.27	18854.3	6.86
Total Teaching Positions	17.0	100.0	940.9	100.0	274,759.1	100.0

SCHOOL ACCOUNTABILITY REPORT CARD

Teacher Preparation and Placement (2021-2022)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.8	89.19	871.6	90.73	234,405.2	84.0
Intern Credential Holders Properly Assigned	1.1	5.76	5.1	0.54	4,853.0	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	6.1	0.64	12,001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	20.5	2.14	11953.1	4.28
Unknown	1.0	5.01	57.1	5.95	15,831.9	5.67
Total Teaching Positions	19.9	100.0	960.6	100.0	279,044.8	100.0

Teacher Preparation and Placement (2022-2023)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.1	87.05	872.6	89.73	231142.4	100.0
Intern Credential Holders Properly Assigned	1.0	4.32	7.2	0.74	5566.4	2.0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	4.32	20.7	2.14	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	18.9	1.95	11746.9	4.23
Unknown	1.0	4.32	52.8	5.44	14303.8	5.15
Total Teaching Positions	23.1	100.0	972.4	100.0	277698.0	100.0

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2024-25)

Lake Elsinore Unified School District chooses instructional materials that are aligned with State content standards, present a broad spectrum of knowledge and viewpoints, reflect society's diversity, and enhance the use of multiple teaching strategies and technologies. Materials for grades K-8 are chosen from the State-adopted list. Subject area teachers evaluate and recommend materials for grades 9-12. Curriculum and textbook subcommittees are comprised of teachers (subject or grade level) and administrators. The subcommittee recommends instructional materials to the Curriculum Advisory Committee (CAC), which has representatives from every school. The CAC evaluates and recommends materials to the school board, which gives final approval to all adopted instructional materials. Parents and community members may review adopted materials at the district office. Lake Elsinore Unified School District held a hearing for the sufficiency of textbooks on September 12, 2024.

Each pupil in the district, including English learners, kindergarten through grade twelve, is provided with standards-aligned textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board to use in class and to take home.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
English Language Arts (TK)	Big Day—Scholastic/Houghton Mifflin Harcourt	2010	Yes	0%
	Amplify (English & Spanish) Amplify Science	2018	Yes	0%
	Benchmark Adalente-(DI Only) - Benchmark	Various	Yes	0%
English Language Arts (K-5)	Reach for Reading Workbooks (K-5) - National Geographic/Cengage	2016	Yes	0%
	Reach for Reading Textbook (1-5)- National Geographic/Cengage	2017	Yes	0%
	Benchmark Adalente-(DI Only) - Benchmark (K-5)	Various	Yes	0%
Mathematics	GoMath, California Edition, (K-5)	2015	Yes	0%
	Engage New York, (K-5)	2015		0%
Science	Amplify Science (English and Spanish)	2018	Yes	0%
History-Social Studies	*Learn and Work* (K), *Time and Place* (!), *Then and Now* (2), *Our Communities* (3), *Our California* (4), *Our Nation* (5) —Scott Foresman	2006	Yes	0%
Elementary Interventions	READ180 Stage A—Scholastic/HMH	2017	Yes	0%
	System 44 Upper Elementary—Scholastic/HMH	2014	Yes	0%

School Facilities

School Facility Good Repair Status (School Year 2024-25)

To determine the condition of our schools, the district sends experts from the facilities team to inspect them. The facilities team uses a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. The latest inspection took place on January 21, 2025. The information from that survey, as outlined below, reflects the condition of our buildings as of the date of the report. Since that time, circumstances may have changed.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	**Good**	No repairs needed at the time of the inspection.
Interior: Interior Surfaces	**Poor**	Ceiling tiles broken or stained in more than one room. Carpet lifting at seams in several rooms.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	**Good**	No repairs needed at the time of the inspection.
Electrical: Electrical	**Good**	Electrical cover missing in one room. Light fixtures out in more than one room.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	**Fair**	Several broken faucet handles in RRs. Several drinking fountain handles are broken. Two stalls are out of order in one RR. More than one faucet has no flow. Sink is loose from the wall in one RR. More than one drinking fountain has low flow.
Safety: Fire Safety, Hazardous Materials	**Good**	No repairs needed at the time of the inspection.
Structural: Structural Damage, Roofs	**Good**	No repairs needed at the time of the inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	**Good**	No repairs needed at the time of the inspection.
Overall Rating	**Good 94.15%**	

School Facility Conditions and Planned Improvements

Our school opened in July of 1980. We have a combination of permanent and portable buildings, a library, a computer lab, and a multipurpose room. In addition, Alberhill has athletic facilities, including a gym, and outside courts and fields. The school currently houses approximately 500 students.

Cleaning Process, Maintenance, and Repair

The Lake Elsinore Unified School District (LEUSD) is dedicated to upholding a safe, secure, and visually pleasing environment for our students. The LEUSD Governing Board has established cleaning standards for all schools within the district. A summary of these guidelines can be obtained from the school office or the District Office. The principal collaborates daily with the custodial team to create cleaning schedules that guarantee a clean and safe school environment.

In addition to providing district-level support for routine and periodic maintenance, LEUSD maintains high standards for the cleanliness, appearance, and overall condition of all campuses. These standards are upheld through the combined efforts of students, staff, day custodians, evening custodial crews, and the District Maintenance Department.

Site administrators, custodians, and district personnel conduct regular physical inspections to ensure safety and maintenance requirements are met. The district's maintenance staff ensures that any necessary repairs to maintain the school's good condition and functionality are promptly addressed. A streamlined work-order process is employed to ensure efficient service, with emergency repairs receiving top priority. LEUSD consistently evaluates maintenance, modernization, and new construction needs. Any pesticide usage at our school sites adheres to the Healthy Schools Act of 2000 and amended 2014.

Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement .

- **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 CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024
ELA/Literacy	33	40	37	38	46	47
Mathematics	25	28	24	24	34	35



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.

Note: : 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.

CAASPP Test Results in ELA by Student Group for Students Taking and Completing a State-Administered Assessment Grades Three through Eight and Grade Eleven (School Year 2023–2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	226	218	96.46	3.54	39.91
Female	120	114	95.0	5.0	46.49
Male	106	104	98.11	1.89	32.69
American Indian or Alaska Native	0	0	0	0	0
Asian	—	—	—	—	—
Black or African American	11	11	100.0	0.0	27.27
Filipino	—	—	—	—	—
Hispanic or Latino	155	149	96.13	3.87	35.57
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	—	—	—	—	—
White	41	39	95.12	4.88	56.74
English Learners	33	32	96.97	3.03	21.88
Foster Youth	—	—	—	—	—
Homeless	23	23	100.0	0.0	43.48
Military	—	—	—	—	—
Socioeconomically Disadvantaged	155	150	96.77	3.23	35.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	43	87.76	12.24	18.6

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.

CAASPP Test Results in Mathematics by Student Group for Students Taking and Completing a State-Administered Assessment Grades Three through Eight and Grade Eleven (School Year 2023–2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	226	218	96.46	3.54	27.52
Female	120	114	95.0	5.0	27.19
Male	106	104	98.11	1.89	27.88
American Indian or Alaska Native	0	0	0	0	0
Asian	—	—	—	—	—
Black or African American	11	11	100.0	0.0	9.09
Filipino	—	—	—	—	—
Hispanic or Latino	155	149	96.13	3.87	23.49
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	—	—	—	—	—
White	41	39	95.12	4.88	35.9
English Learners	33	32	96.97	3.03	9.38
Foster Youth	—	—	—	—	—
Homeless	23	23	100.0	0.0	34.78
Military	—	—	—	—	—
Socioeconomically Disadvantaged	155	150	96.77	3.23	21.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	43	87.76	12.24	11.63

CAASPP Test Results in Science for All Students Grades Five, Eight and High School

Science	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2022-2023	2023-24	2022-2023	2023-24	2022-2023	2023-24
	19.15	18.03	19.34	20.38	30.29	30.73

CAASPP Test Results in Science by Student Group Grades Five, Eight and High School (2023-24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	69	97.18	2.82	20.29
Female	37	35	94.59	5.41	20.00
Male	34	34	100.0	0.0	20.59
American Indian or Alaska Native	0	0	0	0	0
Asian	—	—	—	—	—
Black or African American	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	49	48	97.96	2.04	10.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	—	—	—	—	—
White	13	12	92.31	7.69	41.67
English Learners	—	—	—	—	—
Foster Youth	0	0	0	0	0
Homeless	—	—	—	—	—
Military	—	—	—	—	—
Socioeconomically Disadvantaged	49	48	97.96	2.04	14.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	15	88.24	11.76	20.00

Note: 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.

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.

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

California Physical Fitness Test Results (2023-24)

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
5	100%	100%	100%	100%	100%

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 for the school district and each school site

Opportunities for Parent Involvement

Contact Person: Office

Contact Phone Number: (951) 253-7695

Alberhill Elementary School Site Council (SSC), comprising both staff and parents, oversees the School Improvement Program. The English Language Advisory Committee (ELAC) provides valuable guidance for programs supporting English learners. The Parent Teacher Association (PTA) diligently supports the school and instructional programs, urging families to participate in various PTA opportunities. Throughout the year, we organize diverse events like Family Engagement Nights, movie nights, STEAM nights, and literacy nights to engage both parents and students. Our Parent/Student Handbook includes the parent involvement policy, and we warmly welcome classroom volunteers who coordinate with teachers and the front office.

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
- Chronic absenteeism
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2021-22	School 2022-23	School 2023-24
Suspensions	0.49	0.21	0.19
Expulsions	0.24	0.0	0.0
Rate	**District 2021-22**	**District 2022-23**	**District 2023-24**
Suspensions	3.24	3.85	3.05
Expulsions	0.1	0.15	0.13
Rate	**State 2021-22**	**State 2022-23**	**State 2023-24**
Suspensions	3.17	3.6	3.28
Expulsions	0.07	0.08	0.07

Chronic Absenteeism by Student Group (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	531	524	101	19.3
Female	274	272	52	19.1
Male	257	252	49	19.4
Non-Binary	—	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian	—	—	—	—
Black or African American	27	27	8	29.6
Filipino	—	—	—	—
Hispanic or Latino	360	356	75	21.1
Native Hawaiian or Pacific Islander	—	—	—	—
Two or More Races	24	24	6	25.0
White	103	100	10	10.0
English Learners	92	91	17	18.7
Foster Youth	11	11	4	36.4
Homeless	75	74	23	31.1
Socioeconomically Disadvantaged	377	372	82	22.0
Students Receiving Migrant Education Services	—	—	—	—
Students with Disabilities	106	102	31	30.4

Suspensions and Expulsions by Student Group (2023-24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.19	0.0
Female	0.0	0.0
Male	0.39	0.0
Non-Binary	0.0	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	0.0	0.0
Filipino	0.0	0.0
Hispanic or Latino	0.28	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	0.0	0.0
Foster Youth	0.0	0.0
Homeless	1.33	0.0
Socioeconomically Disadvantaged	0.27	0.0
Students Receiving Migrant Education Services	0.0	0.0
Students with Disabilities	0.0	0.0

Discipline

A progressive discipline plan is in place, and multiple discipline and Character Counts assemblies are conducted throughout the year. Four campus supervisors and a part-time School Resource Officer also help maintain a safe environment. The WE TIP program is utilized so students may report crime anonymously and all leads are followed up immediately.

School Safety

SB187 Safety Plan

Date the plan was last approved: July 2024

Date the plan was reviewed by staff: 11/19/24 & 12/09/24

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures, and compliance with laws including (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) school-wide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5, and (10) lockdown procedures. In addition, a copy of the plan is available for inspection by the public at each school.

Fire drill evacuations are conducted monthly at all elementary and middle schools and twice a year at the high schools in the district. The Riverside County Fire Department conducts a fire safety inspection annually, while site personnel conduct site inspections regularly. The school's Disaster Preparedness Plan is updated annually, and disaster drills are conducted four times per year at each elementary school and middle school and once each semester at the high schools.

Currently, the District provides storage areas for emergency supplies to be kept on campus in the event of a disaster. A radio communication system allows for continuous communication with the district office in the event of a disaster.

A Crisis Intervention Team has been identified and trained to deal with stress experienced by students and staff because of a crisis. Team members are called upon to assist across the district as necessary. School Resource Officers provide prevention and intervention procedures on all LEUSD campuses at least part-time as part of the comprehensive School Safety Program.

Other SARC Information

Average Class Size and Class Size Distribution (Elementary)

The average class size is calculated by dividing the number of students enrolled in classes, excluding special education and a few other minor categories, divided by the number of classes. The following table provides three years of data.

Grade Level	2021-22				2022-23				2023-24			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	16	2	3		19.0	2	3		21.0		3	
Grade 1	19	1	3		22.0		3		20.0	3	1	
Grade 2	10	4			22.0		3		24.0		3	
Grade 3	8	5			21.0	1	1		21.0	1	3	
Grade 4	10	3	2		28.0		2		28.0		2	
Grade 5	16	1	2		24.0		2		27.0		2	
Other (multi-grade)	11	4			10.0	5			8.0	8		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff

Title	Number of FTEs* Assigned to the School
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Speech/Language/Hearing	1.0
Nurse	0.5
Counselor (Academic, Social/Behavioral or Career Development)	0.1

*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.

School Finances

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

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	$10,911	$1,249	$9,662	$96,814
District			$8,955	$108,373
State			$10,771	$97,756
Percent Difference: School/District			7%	(12%)
Percent Difference: School/State			(11%)	1%

- **Restricted** source means money whose use is restricted by legal requirement or by the donor.
- **Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor.

For more information, see the CDE Certificated Salaries & Benefits Web page at **http://www.cde.ca.gov/ds/fd/cs/**. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at **http://www.ed-data.org**.

Other Funding (Fiscal Year 2023-24)

Funding is provided from state and federal special programs to supplement the core instructional program provided by the school district. These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

- English Language Development
- Resource Specialist Program (RSP)
- Special Day Class (SDC)

Teacher & Administrative Salaries (Fiscal Year 2022-23)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at **http://www.cde.ca.gov/ds/fd/cs/**.

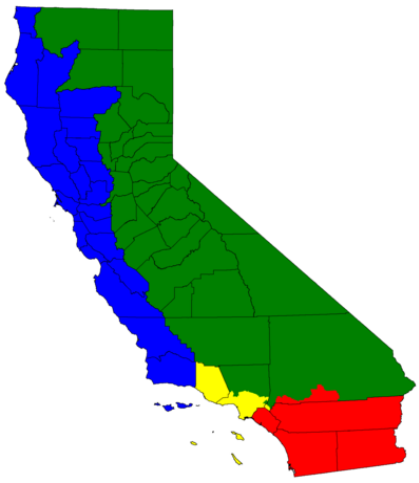
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$54,697	$59,551
Mid-Range Teacher Salary	$96,295	$93,855
Highest Teacher Salary	$132,078	$120,219
Average Principal Salary (Elementary)	$162,100	$151,525
Average Principal Salary (Middle)	$172,176	$158,215
Average Principal Salary (High)	$185,717	$171,087
Superintendent Salary	$313,500	$300,043
Percent of District Budget		
Teacher Salaries	36.93	31.0
Administrative Salaries	4.53	4.91

Professional Development

Measure	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Each year, LEUSD strongly supports and encourages teachers, administrators, and support staff to participate in professional development on a regular basis throughout the school year. LEUSD's first priority is to assist teachers and classroom Para-Educators. Workshops and trainings scheduled throughout the year are based on the academic needs of students. Offerings include data analysis, curriculum and content knowledge, Standards-based instruction, instructional strategies, and leadership skills. After initial training, follow-up and coaching take place district-wide. The district aims to provide teachers, administrators, and staff opportunities to meet all students' learning needs. Staff members are encouraged to use SCHED to sign up for professional development opportunities. These sessions are created based on educator feedback gathered from surveys, questionnaires, and data analysis.

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 **www.cde.ca.gov/ta/ac/sa/**.

For more information about the LCFF or the LCAP, see the CDE LCFF web page at **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 **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) 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.



Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines outlined in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have completed specified college course work, be eligible for admission to the UC. These requirements ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at **https://admission.universityofcalifornia.edu/**.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students living outside the local area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at **https://www2.calstate.edu/**.