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Grades TK-5

Elsinore Elementary School

School Accountability Report Card

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

Loraine Burris, Principal
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About This School

Our Belief Statement

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

Mission & Vision Statement

At Elsinore Elementary School, the principal, teachers, support staff, students and parents learn together to create a community of learners.

We Care

- By providing academic excellence
- By holding high expectations for all
- By promoting values
- By promoting citizenship
- By embracing diversity

We Share:

- Responsibility for learning
- Through collaboration
- Through reflection

We Dare:

- To encourage people to take risks
- All staff, students and community to learn

Principal's Message

Elsinore Elementary is a caring community. We value the input of the families in the community we serve. We recognize that parents are our students' first teachers and that students are most successful when parents, teachers, and school administrators work together as partners. The EES staff work diligently to make learning engaging, while meeting the needs of the diverse student body. Instruction is rooted in the Common Core State Standards. We continuously emphasize the development of student collaboration, higher-level thinking skills and organization, among our students, as these are key to student success. We are excited about equipping our students to meet the demanding needs for their future, as they develop the skills, they need to be competent and professional students in today's world. Elsinore Elementary School, (EES), is working to increase student attendance and academic achievement of all students, in both English Language Arts and Math. We are also excited to have added enrichment opportunities for our students, such as a robotics team for grades 3-5, which has begun to participate in VEX IQ Robotics competitions.

EES continues to implement Positive Behavior Intervention Supports (PBIS) and Multi-tiered Systems of Support (MTSS) to strengthen the development and implementation of positive behavior and social-emotional support for all students aimed at strengthening a culture of caring and respect.

As a school, we are dedicated to continuously improving our practices and utilizing the SARC, amongst others, to refocus and refine our efforts and practices yearly.

Sincerely,
Lorraine Burris, Principal

Student Enrollment by Grade Level (2023-24)

Grade Level	Enrollment
Kindergarten	75
Grade 1	63
Grade 2	74
Grade 3	83
Grade 4	79
Grade 5	82
Total Enrollment	456

Student Enrollment by Subgroup (2023-24)

Student Group	Percent of Total Enrollment
Female	52.4
Male	47.6
Non-Binary	0.0
American Indian or Alaska Native	0.0
Asian	1.3
Black or African American	2.9
Filipino	0.0
Hispanic or Latino	88.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.3
White	5.5
English Learners	42.8
Foster Youth	0.4
Homeless	6.6
Migrant	0.0
Socioeconomically Disadvantage	94.7
Students with Disabilities	16.4

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	0.0
Misassignments	0.0	0.0	0.2
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	0.2

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)	3.7	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)	22.6	95.78	853.3	90.69	228,366.1	83.12
Intern Credential Holders Properly Assigned	1.0	4.22	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	0.0	0.0	68.4	7.27	18854.3	6.86
Total Teaching Positions	23.6	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)	25.6	99.57	871.6	90.73	234,405.2	84.0
Intern Credential Holders Properly Assigned	0.1	0.47	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	1.0	57.1	5.95	15,831.9	5.67
Total Teaching Positions	25.7	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)	23.8	95.26	872.6	89.73	231142.4	100.0
Intern Credential Holders Properly Assigned	0.0	0.0	7.2	0.74	5566.4	2.0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.2	0.8	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	3.99	52.8	5.44	14303.8	5.15
Total Teaching Positions	25.0	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 22, 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	**Fair**	Multiple ceiling tiles are damaged, missing, and have water stains. Wall tiles are missing in one RR Wallpaper is torn in multiple rooms.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	**Good**	No repairs needed at the time of the inspection.
Electrical: Electrical	**Good**	Light diffuser has water stain. Multiple light diffusers are loose.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	**Fair**	Multiple drinking fountains have a high flow. Faucet has high pressure. Multiple drinking fountain handles are broken. Faucet is low flow.
Safety: Fire Safety, Hazardous Materials	**Good**	Paint is peeling on exterior handrail.
Structural: Structural Damage, Roofs	**Good**	Cracks in interior wall in one RR.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	**Good**	Cracks are creating trip hazards.
Overall Rating	**Good 95.27%**	

School Facility Conditions and Planned Improvements

EES opened its doors in July of 1980. However, our school has been rebuilt over different periods, going back to the 1880s. It has 27 regular classrooms, eight portables, a library, a multipurpose room, and two special education rooms. The designed capacity of the school is 650 students. In April 2024, EES inaugurated its new administration building located on Langstaff Street, as part of the two-phase modernization plan that Elsinore Elementary is undergoing. As of October 2024, our multipurpose room and lunch area are undergoing construction as part of the second phase of modernization.

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 on a daily basis. 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.

Pupil Outcomes

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 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.

SCHOOL ACCOUNTABILITY REPORT CARD

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	19	17	37	38	46	47
Mathematics	11	17	24	24	34	35

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	252	243	96.43	3.57	17.28
Female	123	120	97.56	2.44	17.5
Male	129	123	95.35	4.65	17.07
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	—	—	—	—	—
Black or African American	—	—	—	—	—
Filipino	0	0	0.0	0.0	0.0
Hispanic or Latino	227	218	96.04	3.96	16.06
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	—	—	—	—	—
White	13	13	100.0	0.0	30.77
English Learners	96	88	91.67	8.33	6.82
Foster Youth	—	—	—	—	—
Homeless	25	21	84.0	16.0	4.76
Military	0	0	0.0	0.0	0.0
Socioeconomically Disadvantaged	235	229*	97.45	2.55	15.72
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	50	50	100.0	0.0	8.0

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	251	248	98.8	1.2	17.34
Female	123	123	100.0	0.0	10.57
Male	128	125	97.66	2.34	24.0
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	—	—	—	—	—
Black or African American	—	—	—	—	—
Filipino	0	0	0.0	0.0	0.0
Hispanic or Latino	226	223	98.67	1.33	16.14
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	—	—	—	—	—
White	13	13	100.0	0.0	38.46
English Learners	96	94	97.92	2.08	11.7
Foster Youth	—	—	—	—	—
Homeless	25	24	96.0	4.0	12.5
Military	0	0	0.0	0.0	0.0
Socioeconomically Disadvantaged	234	232	99.15	0.85	15.95
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	49	49	100.0	0.0	4.08

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.

SCHOOL ACCOUNTABILITY REPORT CARD

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	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024
	16.09	12.35	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	83	82	98.80	1.2	13.41
Female	49	48	97.96	2.04	10.42
Male	34	34	100.0	0.0	17.65
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	0	0	0.0	0.0	0.0
Black or African American	—	—	—	—	—
Filipino	0	0	0.0	0.0	0.0
Hispanic or Latino	74	74	100.0	0.0	13.51
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	—	—	—	—	—
White	—	—	—	—	—
English Learners	18	18	100.0	0.0	0.0
Foster Youth	—	—	—	—	—
Homeless	—	—	—	—	—
Military	0	0	0.0	0.0	0.0
Socioeconomically Disadvantaged	78	77	98.72	1.28	12.99
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	12	11	91.67	8.33	18.18

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	98.8%	98.8%	98.8%	98.8%	98.8%



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: Alicia Ibanez, Community Liaison
Contact Phone Number: (951) 253-7615

Elsinore Elementary School encourages parents to be involved in their child's education. We offer many opportunities for parent participation, including:

- Volunteering to support school engagement activities
- Participation in the Annual Title 1 Parent Meetings
- Participation in the School Site Council (SSC)
- Participation in the Parent-Teacher Association (PTA)
- Participation in the English Learner Advisory Committee (ELAC)
- Participation in school-sponsored family engagement events
- Participation in completing the Annual Title 1 Parent Survey

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	0.0	0.19	1.19
Expulsions	0.0	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

Suspensions and Expulsions by Student Group (2023-24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.19	0.0
Female	0.38	0.0
Male	2.1	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	7.69	0.0
Filipino	0.0	0.0
Hispanic or Latino	0.89	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	3.7	0.0
English Learners	0.45	0.0
Foster Youth	0.0	0.0
Homeless	1.85	0.0
Socioeconomically Disadvantaged	1.29	0.0
Students Receiving Migrant Education Services	0.0	0.0
Students with Disabilities	3.06	0.0

Chronic Absenteeism by Student Group (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	504	494	155	31.4
Female	266	258	86	33.3
Male	238	236	69	29.2
Non-Binary	—	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian	—	—	—	—
Black or African American	13	13	8	61.5
Filipino	—	—	—	—
Hispanic or Latino	451	441	133	30.2
Native Hawaiian or Pacific Islander	—	—	—	—
Two or More Races	—	—	—	—
White	27	27	9	33.3
English Learners	221	217	55	25.3
Foster Youth	—	—	—	—
Homeless	54	53	18	34.0
Socioeconomically Disadvantaged	456	461	147	31.9
Students Receiving Migrant Education Services	—	—	—	—
Students with Disabilities	98	98	30	30.6

School Safety

SB187 Safety Plan

Date the plan was last approved: December 12, 2024

Date the plan was reviewed by staff: December 10, 2024

The Comprehensive Safe School Plan is fully incorporated in the School Plan for Student Achievement, Goal Seven, and includes data regarding the California Healthy Kids Survey, crime, safe school procedures, and compliance with laws including: (1) child abuse reporting, (2) disaster response and crisis intervention, (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, and (9) rules and procedures on school discipline adopted pursuant to California Education Code Sections 35291 and 35291.5.

The EES Safety Plan focuses on social-emotional learning, student safety, and engagement to strengthen a positive school climate. Our goal is to provide students with opportunities to learn self-awareness and self-regulation strategies with the support of the Social Emotional Learning Provider. In addition to further training playground staff in conflict resolution strategies. These efforts aim to provide all students with a socially and physically safe learning environment. In addition, as of the 2023 -2024 school year, we have a full-time SELSP (Social Emotional Learning Support Provider) and a full-time School Counselor. These positions increase the access and opportunity for our students to work on social-emotional learning, decision-making, and overall well-being.

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

Academic Counselors and Other Support Staff

Title	Number of FTEs* Assigned to the School
Counselor (Academic, Social/Behavioral or Career Development)	1.2
Library Media Services (paraprofessional)	1.0
Psychologist	0.5
Speech/Language/Hearing	1.3
Nurse	0.3
Other	1.0

*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.

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	10.0	9			11.0	6	1		26.0	1	1	1
Grade 1	11.0	8			19.0	4			20.0	2	1	
Grade 2	10.0	8			22.0		4		18.0	4		
Grade 3	13.0	6			19.0	3	1		20.0	2	2	
Grade 4	13.0	6	1		25.0		3		26.0		3	
Grade 5	11.0	7			22.0		4		27.0		3	
Other (multi-grade)	4.0	1			9.0	1			10.0	1		

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

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	$11,693	$989	$10,704	$105,049
District			$8,955	$108,373
State			$10,771	$97,756
Percent Difference: School/District			16%	(3%)
Percent Difference: School/State			(1%)	7%

- **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.

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	$54,967	$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

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, for example:

- Title 1
- Resource Specialist Program (RSP)
- Special Day Class (SDC)
- English Language Development
- Gifted and Talented Education (GATE)

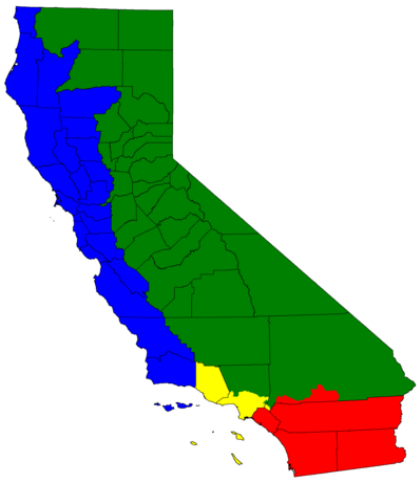
Professional Development

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/**.