15150 Joy Street
Lake Elsinore, CA 92530
(951) 253-7500
FAX (951) 253-7501

CDS Code: 33 75176 6032056

Grades TK-5

Machado Elementary School

School Accountability Report Card

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

Dr. Sandra Valles-Metzger, Principal
sandra.valles@leusd.k12,ca.us

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

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About This School

Mission Statement

We, the Machado Elementary Community, strive to provide rigorous, relevant, and high-quality learning opportunities through a challenging curriculum and a positive environment where all students can succeed. Above all, we work together with our community to nurture lifelong learners and critical thinkers. We educate hearts and minds for the betterment of humankind!

Vision Statement

Our vision is to be a 21st-century educational community that fosters hope, encourages, and guides our student scholars to develop the intellectual/academic, social/emotional, technological, and civic skills they need to be successful in their communities and personal lives now and in the future. We continually invest in our professional growth to provide the educational experiences to meet the ever-evolving needs of all student scholars.

Values Statement

We embrace a positive "Growth Mindset" with the intellectual/academic, social/emotional, technological, civic, critical thinking, and creative skills they need to be successful in their communities and personal lives now and in the future.

School Motto

The Path to Success Starts Here. A Worthy Investment. Machado Eagles S.O.A.R.!

Principal's Message

Our staff, scholars, and school community are excited to share this School Accountability Report Card (SARC) designed to inform you, our parents, and the community about the programs and progress being made at Machado Elementary School. Our programs are exciting, and our students and parents are empowered by the activities we have in place at Machado Elementary. In the 2009-10 school year, Machado Elementary School became a California Distinguished School. Our experienced staff of teachers are dedicated and continue to provide quality education to every child through the best educational opportunities possible.

Many special services supplement our regular programs: Read 180; SRA Reach and Reading Mastery; Step Up to Writing programs; Intensive Intervention programs and enrichment programs in language arts; Guided Language Acquisition Design (GLAD) trained teachers; drug and tobacco education; counseling; English Language Development (ELD) programs; Advancement Via Individual Determination (AVID); Science Technology Engineering Arts Math (S.T.E.A.M.) education, and Positive Behavior Intervention & Support (PBIS); psychologist/speech/school counseling and social-emotional learning teacher services; two full-time Community Liaisons, full-time Dean of Students; and Technology, Literacy, and Math Instructional Coaches. The EXCEL after-school program is also a partner to Machado Elementary School. Scholars receive homework help, tutoring, physical fitness, and enrichment activities in this program until 6:00 p.m. daily. This is a grant program and thus is offered to families at a minimal yearly cost. We also offer after school tutoring with parents and staff assistance in Norma's Nest Literacy Center.

Norma's Nest Literacy Center is a place for parents to come to work with their students and obtain assistance from staff members after school daily. We offer at least 13 after-school STEAM clubs: Dance, Guitar, Piano, Storytime STEAM, Baile Folklorico, Art, Musical Theater, Art (3), Choir, Robotics, Yoga, and Running Club. In addition, two of our teachers have established a strong tradition of collaboration/education/preparation with the Black Student Alliance for the yearly Black History Celebration in February.

We realize the importance of developing an attitude of self-respect and self-worth in each child, and we provide a variety of opportunities for our student scholars to form meaningful and responsible relationships. To this end, the Machado school community is proud of its school-wide Positive Behavior Intervention Support system (PBIS) that incorporates Character Education (based on the book Inches and Miles by John Wooden) and Boys Town positive social skills as well as social/emotional support for students to build skills in mindfulness, conflict resolution/restorative justice, and self-care. Our PBIS school system builds a pyramid of success based on 14-character traits, establishes clear and consistent expectations for scholarly behavior and positive interactions, and empowers students with the social skill training to succeed and interact positively at school, at home, and in the community. Our school community unites every Friday for "Friday Flag" for social skill instruction, and students are recognized monthly at our awards assembly for being outstanding examples of the traits we are working on for the month. Our PBIS system helps our young scholars develop positive social behaviors and positive commitments to their education, families, school, peers, and communities.

We emphasize the importance of being Respectful, Responsible, and Safe while also making sure we act with Integrity, choose Kindness, and are Mindful of what we think/feel/say/do. Each week, parents are notified of the social skills and traits we are working on and invited to Friday Flag to reinforce these skills at home in partnership with the school. Parents are our partners in the important job of educating the children of this community. Numerous parents volunteer in Meet the Masters Art Program, classrooms, PTA, ELAC, SSC, parent classes/workshops, and in the Site Materials Resource and Volunteer Center, better known as Room 18.

Support for both our English and non-English-speaking parents includes the English Learner Advisory Committee (ELAC), PTA, the Parent Institute for Quality Education (PIQE), English as a Second Language (ESL) classes, and parent workshops with Pastries with the Principal and Dean. These are exciting and challenging times for all of us, and we urge parents to come and visit our classes and talk with our teachers.

Lastly, we recruit scholar/staff/family participation through frequent communication and continuing safe accessibility to personnel at the school site to answer questions, obtain technical support, communicate with teachers, and remain informed. We utilize ParentSquare posts, messaging, phone calls, weekly Machado News, school marquee, email, flyers, and personal phone calls to ensure that our families are well informed.

Thank you for your commitment and partnership to meet the needs of our scholars!

Sincerely,
Dr. Sandra Valles-Metzger, Principal

Student Enrollment by Grade Level (2023-24)

Grade Level	Enrollment
Kindergarten	99
Grade 1	81
Grade 2	94
Grade 3	92
Grade 4	79
Grade 5	85
Total Enrollment	530

Student Enrollment by Subgroup (2023-24)

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
Non-Binary	0.0
American Indian or Alaska Native	0.4
Asian	0.4
Black or African American	2.6
Filipino	0.6
Hispanic or Latino	87.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.9
White	6.2
English Learners	25.7
Foster Youth	1.3
Homeless	10.4
Migrant	0.0
Socioeconomically Disadvantage	89.2
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	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	0.0

SCHOOL ACCOUNTABILITY REPORT CARD

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)	25.0	96.15	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	3.85	68.4	7.27	18854.3	6.86
Total Teaching Positions	26.0	100.0	940.9	100.0	274,759.1	100.0

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)	26.3	95.93	872.6	89.73	231142.4	100.0
Intern Credential Holders Properly Assigned	0.1	0.44	7.2	0.74	5566.4	2.0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	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	3.64	52.8	5.44	14303.8	5.15
Total Teaching Positions	27.5	100.0	972.4	100.0	277698.0	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)	25.8	92.83	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)	0.0	0.0	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	2.0	7.17	52.8	5.44	14303.8	5.15
Total Teaching Positions	27.8	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 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, Machado has athletic facilities, including a gym, outside courts and fields.

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.



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 inspection.
Interior: Interior Surfaces	**Poor**	Ceiling tiles stained, broken, or loose in multiple rooms. Drywall is chipping exposing metal. Rubber molding is missing. Wallpaper is peeling.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	**Good**	No repairs needed at the time of inspection.
Electrical: Electrical	**Good**	Electrical cover is missing in multiple rooms. Light diffuser is missing in one room.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	**Fair**	One sink cap is missing. Faucet has low flow. Drinking fountain handle is broken. Drinking fountains have low flow. Multiple drinking fountains out of order. Multiple drinking fountains have no flow. Drinking fountain handle is missing. Faucet has drip. Drinking fountain loose at base.
Safety: Fire Safety, Hazardous Materials	**Good**	Paint is peeling on door and cabinets. Paint is peeling on multiple covered walkways.
Structural: Structural Damage, Roofs	**Good**	No repairs needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	**Good**	No repairs needed at the time of inspection.
Overall Rating	**Good 91.38%**	

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.

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	25	20	37	38	46	47
Mathematics	17	15	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	249	242	97.19	2.81	19.83
Female	127	125	98.43	1.57	22.4
Male	122	117	95.9	4.1	17.09-
American Indian or Alaska Native	—	—	—	—	—
Asian	—	—	—	—	—
Black or African American	—	—	—	—	—
Filipino	0	0	0.0	0.0	0.0
Hispanic or Latino	216	212	98.15	1.85	17.92
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	—	—	—	—	—
White	18	17	94.44	5.56	35.29
English Learners	64	60	93.75	6.25	1.67
Foster Youth	—	—	—	—	—
Homeless	28	25	89.29	10.71	4.0
Military	—	—	—	—	—
Socioeconomically Disadvantaged	224	217	96.88	3.12	17.05
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	42	41	97.62	2.38	21.95

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	249	242	97.19	2.81	15.29
Female	127	125	98.43	1.57	12.0
Male	122	117	95.9	4.1	18.8
American Indian or Alaska Native	—	—	—	—	—
Asian	—	—	—	—	—
Black or African American	—	—	—	—	—
Filipino	0	0	0.0	0.0	0.0
Hispanic or Latino	216	212	98.15	1.85	15.57
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	—	—	—	—	—
White	18	17	94.44	5.56	11.76
English Learners	64	60	93.75	6.25	5.0
Foster Youth	—	—	—	—	—
Homeless	28	25	89.29	10.71	12.0
Military	—	—	—	—	—
Socioeconomically Disadvantaged	224	217	96.88	3.12	13.36
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	42	41	97.62	2.38	7.32

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 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
	15.48	11.39	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	87	84	96.55	3.45	14.29
Female	47	46	97.87	2.13	19.57
Male	40	38	95.0	5.0	7.89
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	77	75	97.4	2.6	13.33
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	—	—	—	—	—
White	—	—	—	—	—
English Learners	16	15	93.75	6.25	0.0
Foster Youth	0	0	0.0	0.0	0.0
Homeless	—	—	—	—	—
Military	—	—	—	—	—
Socioeconomically Disadvantaged	75	72	96.0	4.0	16.67
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	16	15	93.75	6.25	20.0

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.

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

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	91.11%	92.22%	93.33%	93.33%	94.44%

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: Gloria Galaviz

Contact: gloria.galaviz@leusd.k12.ca.us

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

- Pastries with the Principal (mini workshops/forum, coffee and pastries served)
- Family University-AVID Nights (Monthly parent/student interactive S.T.E.A.M. and AVID activities with free pizza dinner and childcare!)
- Meet the Masters Art Program (Parents teach art lessons to all student scholars!)
- Adult ESL and Computer classes (Tuesday, Wednesday , and Thursday mornings with free childcare)
- ELAC (Monthly bilingual parent meetings to improve English Learning students' academic achievement)
- Friday Flag Social Skill Assemblies (Skits to introduce/teach social skill focus of the week, announcements, scholarly word of the week)
- Monthly Awards Celebrations (Character trait awards and attendance recognition)
- Semester Awards Celebrations (Academic achievement awards, attendance awards, PBIS awards)
- Read with Me Monday (Assigned Mondays for parents to read with their students from 8:15 am-9 am in the classroom.)
- Volunteering in the classroom or the Site Materials Resource Center Room 18.
- Norma's Nest (After-school literacy center open Monday-Friday, from 1:45 pm to 3 pm)
- Reading/Language Arts and Math After School Tutoring (Mondays and Wednesdays from 1:45 pm to 3 pm)
- S.T.E.A.M. Club Thursdays/Fridays Volunteer to help a club! (Enrichment Science, Technology, Engineering, Arts, and Math clubs from 1:45 pm to 3 pm. Currently, we offer 14 clubs.
- STEAM Clubs, including Baile Folklorico, Competitive Robotics, Tech Clubs, Dance, Guitar, Musical Theater, Running Club, and Art.
- Participating in School Site Council (SSC)-Parent members help oversee and approve the SPSA plan for Machado.
- Volunteering for Parent-Teacher Association (PTA)
- Field Trips! (Every grade level goes on at least one field trip. Parent volunteers attend as chaperones!
- Participating in PTA family events (For example, Movie Nights, Family Dances, Harvest Festival, Winter Festival, Swap Meet Saturdays, Beautification Days, Penny Carnival, etc.)
- Meet the Masters Art History Instruction
- Tariq Khamisa Foundation Parent Classes for Restorative Justice in the Home

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

Chronic Absenteeism by Student Group (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	585	570	149	26.1
Female	292	283	67	23.7
Male	293	287	82	28.6
Non-Binary	—	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian	—	—	—	—
Black or African American	19	17	8	47.1
Filipino	—	—	—	—
Hispanic or Latino	502	492	123	25.0
Native Hawaiian or Pacific Islander	—	—	—	—
Two or More Races	11	11	3	27.3
White	38	36	12	33.3
English Learners	166	158	36	22.8
Foster Youth	12	11	3	27.3
Homeless	72	70	23	32.9
Socioeconomically Disadvantaged	526	512	141	27.5
Students Receiving Migrant Education Services	—	—	—	—
Students with Disabilities	112	108	33	30.6

Suspensions and Expulsions

Rate	School 2021-22	School 2022-23	School 2023-24
Suspensions	0.0	0.16	0.34
Expulsions	0.0	0.0	0.17
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

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.34	0.17
Female	0.0	0.0
Male	0.68	0.34
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	0.4	0.2
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	0.6	0.0
Foster Youth	0.0	0.0
Homeless	1.39	1.39
Socioeconomically Disadvantaged	0.38	0.19
Students Receiving Migrant Education Services	0.0	0.0
Students with Disabilities	0.89	0.0

Discipline

A progressive discipline plan is in place, and multiple discipline and Character Count 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 that students may report crime anonymously, and all leads are followed up immediately.

School Safety

SB187 Safety Plan

Our School Safety Plan was reviewed and approved by our Staff and School Site Council in November 2023 and will be reviewed again January 2025

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	20.0	4	1		18.0	5			15.0	4		
Grade 1	12.0	4	4		22.0		4		20.0	4		
Grade 2	15.0	2	4		22.0		4		22.0		4	
Grade 3	11.0	7	1		21.0	2	2		23.0		4	
Grade 4	15.0	6		1	25.0	2	1	1	26.0		3	
Grade 5	20.0	4	1	2	27.0		3	1	36.0		2	1
Other	15.0	2			17.0	2			12.0	2		

*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
Counselor (Academic, Social/Behavioral or Career Development)	1.1
Library Media Services (paraprofessional)	1.0
Psychologist	0.5
Speech/Language/Hearing	1.8
Nurse	0.5

*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	$11,005	$951	$10,054	$119,838
District			$8,955	$108,373
State			$10,771	$97,756
Percent Difference: School/District			11%	10%
Percent Difference: School/State			(7%)	23%

- **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**.

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. These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

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

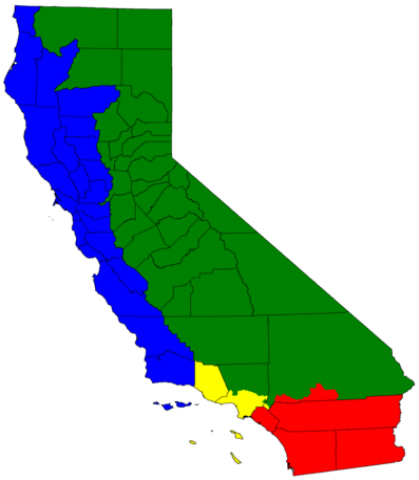
Professional Development

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.