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Grades TK-5

# Wildomar Elementary School

## School Accountability Report Card

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

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## About This School

### Mission Statement

Wildomar Staff's mission is to foster each child's full academic potential, build each child's self esteem and provide opportunities for each child to grow culturally with recognition of individual differences. It is our hope and expectation that every child who enters the gates will be impacted in a positive way. Wildomar Elementary staff believes in empowering each child to become responsible, respectful, and safe on their journey to becoming contributing citizens.

### Vision Statement

The Wildomar School vision is to encourage every child to pursue academic excellence with honor and integrity. It is also to support the District's vision and strategic plan for the coming year.

### Principal's Message

We welcome our students and families to Wildomar Elementary School. This wonderful school has been in existence since 1886 and has been the centerpiece of the Wildomar area. We have a great certificated staff comprised of a balance between experienced educators, many of whom have called Wildomar Elementary their home for their entire career and very well-prepared new teachers, including several second career professionals. This combination of established veteran culture and worldly experience, with an infusion of the most recent educational practices have created a rich educational environment. Along with approximately 50 caring and well-trained paraprofessionals, this is a school with a culture of caring and growing the future of this community.

### History of Wildomar Elementary School

One of the first items of business at the new town site of Wildomar in 1886 was to build a grammar school. The founders donated the land and Wildomar Elementary School was built in the downtown area. The present day school is still at this original location. A bell was installed in the tower to call the students to class.

As was typical of school bells in the 1880s, the bell, clapper and frame are made of cast iron. Legend has it that the bell was brought to Wildomar along the newly laid railroad tracks that passed by on Front Street a few blocks away. Once mounted in the tower, the bell was rung by a rope that passed inside the school room. Occasionally, the bell would hang up when pulled too vigorously. This happened often enough that a ladder was permanently nailed on the outside of the building along the slope of the roof.

When the old two-room schoolhouse was torn down, the bell was removed from the tower. Contributions from the community and school helped fund a monument to house the bell. Several pioneer families, among them representatives of the Howell, Turner, Wilks, Freeman, Brown and Hazard families, were present at the dedication. The structure was more than a replica of the old school tower; it was a shrine for the bell and an image of the community spirit and ideals that it represented.

Not much has changed in this regard. The bell, tower and monument were lovingly restored by community volunteers in 2006, and the bell was able to be rung again. Businesses, community organizations and residents donated the materials and labor.

The bell is located at the corner of Palomar and Central on the grounds of Wildomar Elementary School. It remains a landmark for Wildomar. Next time you hear someone say, "Meet you at the Bell" you can be assured that it is this bell they are talking about.

## Student Enrollment by Grade Level (2023-24)

| Grade Level | Enrollment |
|---|---|
| Kindergarten | 120 |
| Grade 1 | 76 |
| Grade 2 | 95 |
| Grade 3 | 107 |
| Grade 4 | 106 |
| Grade 5 | 91 |
| Total Enrollment | 595 |

## Student Enrollment by Subgroup (2023-24)

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 54.1 |
| Male | 45.9 |
| Non-Binary | 0.0 |
| American Indian or Alaska Native | 0.2 |
| Asian | 0.5 |
| Black or African American | 2.9 |
| Filipino | 0.2 |
| Hispanic or Latino | 80.7 |
| Native Hawaiian or Pacific Islander | 0.0 |
| Two or More Races | 0.5 |
| White | 15.1 |
| English Learners | 28.2 |
| Foster Youth | 0.8 |
| Homeless | 14.6 |
| Migrant | 0.0 |
| Socioeconomically Disadvantage | 85.2 |
| Students with Disabilities | 14.3 |

## 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 | 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 |

## 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) | 25.5 | 94.44 | 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 | 1.5 | 5.56 | 68.4 | 7.27 | 18854.3 | 6.86 |
| Total Teaching Positions | 27.0 | 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)** | 24.0 | 91.45 | 871.6 | 90.73 | 234,405.2 | 84.0 |
| **Intern Credential Holders Properly Assigned** | 2.0 | 7.60 | 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** | 0.2 | 0.95 | 57.1 | 5.95 | 15,831.9 | 5.67 |
| **Total Teaching Positions** | 26.3 | 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)** | 25.3 | 94.42 | 872.6 | 89.73 | 231142.4 | 100.0 |
| **Intern Credential Holders Properly Assigned** | 1.0 | 3.72 | 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** | 0.5 | 1.86 | 52.8 | 5.44 | 14303.8 | 5.15 |
| **Total Teaching Positions** | 26.8 | 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 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 15, 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** | Exhaust fan inoperable. |
| **Interior:** Interior Surfaces | **Poor** | Ceiling tiles stained, damaged, or loose. Counter top damaged. Hole in wall. Wallpaper is torn in multiple rooms. Carpet is separating at seams in multiple rooms.. A section of wall panel is loose. Carpet is torn and lifting. Ceiling T bar is missing. |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | **Good** | Carpet is stained. |
| **Electrical:** Electrical | **Poor** | Light bulbs missing in multiple rooms. Light panels out in multiple rooms. Light diffuser broken. Floor outlet covers missing in multiple rooms. Electric covers are missing in multiple rooms. One light panel flickers. Exterior conduit is loose from wall. Switch plate broken. |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | **Poor** | Stall door hinges broken. Toilet loose at base. Multiple toilets leak at fitting. Multiple drinking fountains have high flow. Faucet leaks at fitting. Multiple drinking fountains out of order. Faucet is loose at base. Faucet handle is deteriorating. Multiple drinking fountains have n o flow. Multiple drinking fountain handles are broken. Faucet handle missing. Drinking fountain leaks at handle. Sink drain has a leak at fitting. |
| **Safety:** Fire Safety, Hazardous Materials | **Good** | Paint peeling on ceiling, window frame, gutter downspout, covered walkway support beam, and a ramp. Fire extinguisher is missing. Emergency exit light inoperable In multiple rooms. |
| **Structural:** Structural Damage, Roofs | **Good** | Crack in interior walls. Crack in ceiling. Dry rot and crack in covered walkway entry. Gutter downspout is loose. Multiple gutters are deteriorating. Siding trim is loose Section of siding is loose. Hole in wall. Building skirting is damaged/bulging. Dry rot on siding. |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | **Good** | Section of ramp is loose. Exterior back pack hook board is loose. Holes are rusted through multiple doors. Door slams shut. Door closure is broken. Irrigation leak in field near room 42. Swing set support post cap is missing. Water main has a leak near back parking lot. |
| **Overall Rating** | **Fair 80.42%** | |

### School Facility Conditions and Planned Improvements

Our current school opened in July of 1980. We currently have 28 regular classrooms, two computer labs, one iPad lab, a library, a multipurpose room, and five special education rooms. The designed capacity of the school is approximately 800 students. Athletic facilities include a blacktop and athletic field with two backstops for baseball-related activities, a kindergarten playground structure, and two playground structure areas for grades 1-5.

### 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.

### 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 | 34 | 33 | 37 | 38 | 46 | 47 |
| Mathematics | 29 | 27 | 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 | 318 | 317 | 99.69 | 0.31 | 33.44 |
| Female | 172 | 171 | 99.42 | 0.58 | 34.50 |
| Male | 146 | 146 | 100.0 | 0.0 | 32.19 |
| American Indian or Alaska Native | — | — | — | — | — |
| Asian | — | — | — | — | — |
| Black or African American | — | — | — | — | — |
| Filipino | — | — | — | — | — |
| Hispanic or Latino | 255 | 255 | 100.0 | 0.0 | 30.98 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0 | 0.0 | 0.0 |
| Two or More Races | — | — | — | — | — |
| White | 52 | 51 | 98.08 | 1.92 | 43.14 |
| English Learners | 76 | 76 | 100.0 | 0.0 | 9.21 |
| Foster Youth | — | — | — | — | — |
| Homeless | 41 | 41 | 100.0 | 0.0 | 17.07 |
| Military | — | — | — | — | — |
| Socioeconomically Disadvantaged | 274 | 274 | 100.0 | 0.0 | 31.75 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 43 | 43 | 100.0 | 0.0 | 13.95 |

**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 | 318 | 315 | 99.06 | 0.94 | 27.30 |
| Female | 172 | 171 | 99.42 | 0.58 | 23.98 |
| Male | 146 | 144 | 98.63 | 1.37 | 31.25 |
| American Indian or Alaska Native | — | — | — | — | — |
| Asian | — | — | — | — | — |
| Black or African American | — | — | — | — | — |
| Filipino | — | — | — | — | — |
| Hispanic or Latino | 255 | 255 | 100.0 | 0.0 | 24.31 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0 | 0.0 | 0.0 |
| Two or More Races | — | — | — | — | — |
| White | 52 | 49 | 94.23 | 5.77 | 40.82 |
| English Learners | 76 | 76 | 100.0 | 0.0 | 9.21 |
| Foster Youth | — | — | — | — | — |
| Homeless | 41 | 39 | 95.12 | 4.88 | 17.95 |
| Military | — | — | — | — | — |
| Socioeconomically Disadvantaged | 274 | 272 | 99.27 | 0.73 | 23.53 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 43 | 42 | 97.67 | 2.33 | 11.9 |

## 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 |
| | 22.22 | 24.44 | 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 | 95 | 94 | 98.95 | 1.05 | 23.4 |
| Female | 50 | 50 | 100.0 | 0.0 | 26.0 |
| Male | 45 | 44 | 97.78 | 2.22 | 20.45 |
| 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 | 73 | 73 | 100.0 | 0.0 | 24.66 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0 | 0.0 | 0.0 | 0.0 |
| White | 18 | 17 | 94.44 | 5.56 | 23.53 |
| English Learners | 17 | 17 | 100.0 | 0.0 | — |
| Foster Youth | — | — | — | — | — |
| Homeless | 11 | 10 | 90.91 | 9.09 | — |
| Military | — | — | — | — | — |
| Socioeconomically Disadvantaged | 80 | 79 | 98.75 | 1.25 | 21.52 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 13 | 13 | 100.0 | 0.0 | 0.0 |

## 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 | 87.10% | 97.85% | 97.85% | 97.85% | 97.85% |

## 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:** Michael Hoffman, Principal
**Contact Phone Number:** (951) 253-7555

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

- Volunteering in the classroom
- Assisting in the Parent Volunteer Center located on Campus
- Tutoring students
- Participating in School Site Council (SSC)
- Volunteering for Parent-Teacher Association (PTA) activities
- Participating in the English Learner Advisory Council (ELA)
- Wildomar Parent University and Parent Institute for Quality Education (PIQE)
- English classes for adults
- Several student-parent activity nights
- Teacher-parent conferences
- Back to School Night and Open House
- Communications via Parent Square, Class Dojo, Seesaw, Remind, and through email.

### 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 | 0.32 | 0.63 | 0.15 |
| 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 |



### Chronic Absenteeism by Student Group (2023-24)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 654 | 635 | 107 | 16.9 |
| Female | 352 | 342 | 55 | 16.1 |
| Male | 302 | 293 | 52 | 17.7 |
| American Indian or Alaska Native | — | — | — | — |
| Non-Binary | — | — | — | — |
| Asian | — | — | — | — |
| Black or African American | 18 | 17 | 4 | 23.5 |
| Filipino | — | — | — | — |
| Hispanic or Latino | 522 | 512 | 83 | 16.2 |
| Native Hawaiian or Pacific Islander | — | — | — | — |
| Two or More Races | — | — | — | — |
| White | 100 | 96 | 19 | 19.8 |
| English Learners | 192 | 187 | 22 | 11.8 |
| Foster Youth | — | — | — | — |
| Homeless | 130 | 124 | 22 | 17.7 |
| Socioeconomically Disadvantaged | 568 | 549 | 96 | 17.5 |
| Students Receiving Migrant Education Services | — | — | — | — |
| Students with Disabilities | 100 | 97 | 27 | 27.8 |

## Suspensions and Expulsions by Student Group (2023-24)

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 0.15 | 0.0 |
| Female | 0.28 | 0.0 |
| Male | 0.0 | 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 | 0.19 | 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 | 0.77 | 0.0 |
| Socioeconomically Disadvantaged | 0.18 | 0.0 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 |
| Students with Disabilities | 0.0 | 0.0 |

## School Safety

### SB187 Safety Plan

**Date the plan was last approved:** 10/24/2024

**Date the plan was reviewed by staff**: 10/08/2024

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.

## Discipline

A progressive discipline plan is in place, and multiple discipline procedures, character pillars, and Boys Town social skills are taught throughout the year. The school has an Anti-Bullying Policy that is reviewed by staff and students. The WE TIP program is utilized so that students may report crimes anonymously, and all leads are followed up immediately.

## 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 | 19.0 | 2 | 3 | | 25.0 | | 4 | | 15.0 | 2 | 3 | |
| Grade 1 | 14.0 | 6 | | | 23.0 | | 4 | | 19.0 | 4 | | |
| Grade 2 | 11.0 | 6 | 2 | | 24.0 | | 4 | | 23.0 | | 4 | |
| Grade 3 | 11.0 | 8 | | | 20.0 | 4 | 1 | | 23.0 | | 4 | |
| Grade 4 | 16.0 | 3 | 3 | | 26.0 | | 3 | | 31.0 | | 3 | |
| Grade 5 | 16.0 | 3 | 4 | | 25.0 | | 3 | | 29.0 | | 3 | |
| Other (multi-grade) | 7.0 | 2 | | | 14.0 | 2 | 1 | | 14.0 | 2 | 1 | |

*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) | 0.8 |
| Library Media Services (paraprofessional) | 0.75 |
| Psychologist | 0.5 |
| Speech/Language/Hearing | 1.0 |
| 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.

## 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 | $10,952 | $1,632 | $9,320 | $106,655 |
| District | | | $8,955 | $108,373 |
| State | | | $10,771 | $97,756 |
| Percent Difference: School/District | | | 4% | (2%) |
| Percent Difference: School/State | | | (13%) | 9% |

- **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:

- Title I
- English Language Development (ELD)
- Gifted and Talented Education (GATE)
- Resource Specialist Program (RSP)
- Special Day Classes (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/**.

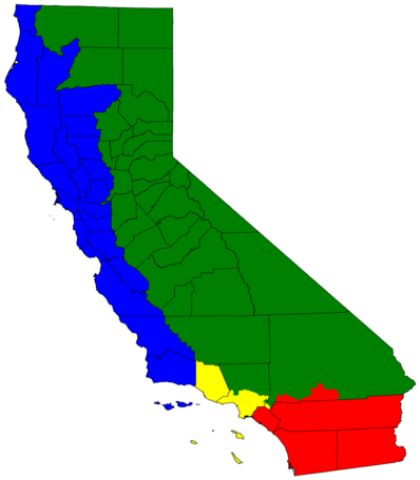
| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| Beginning Teacher Salary | $54,967 | $59,551 |
| Mid-Range Teacher Salary | $96,295 | $93,855 |
| Highest Teacher Salary | $132,078 | $120,219 |
| Average Principal Salary (Elementary) | $162,100 | $151,525 |
| 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 |

## 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/**.