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Grades TK-5

William Collier 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

"William Collier Elementary-Where Children Excel" - For our school, this means all students will have maximum opportunities to strive to meet and/or exceed grade-level standards. All students will have maximum opportunities to acquire the learning, skills, and strategies necessary to be successful in their education and life. As educators, this year, we are focusing on growing our instructional strategies and ensuring that we are trained in analyzing data and making instructional decisions accordingly. We teach students to put into practice what they learn and, as adult learners, strive to pass along a lifelong love of learning to our students. We are dedicated as a school to be a community of learners who are actively applying gained knowledge and reshaping the world around us into a better place. To this end, you will find our Rubner's Garden, an active Recycling Program, and a focus on Kindness and Advocacy (for ourselves and others).

Belief Statement: We believe all students will be successful as we provide responsive and equity-minded environments and instruction.

Principal's Message

William Collier Elementary School is a neighborhood school that cares about our students and community. In the past, William Collier has been awarded several prestigious awards: the "2011 National Blue-Ribbon School Award" and the Riverside County Office of Education "Models of Academic Excellence Award," as well as the Title I Achieving School Award, and the California Distinguished School Award in 2010. These awards reflect our long-standing commitment to our students and their success. We are extremely proud of how our staff, students, and community work diligently to support this neighborhood school.

Our school-wide goals this year are to focus on refining our Professional Learning Community practices, to increase collaborative conversations in our classrooms, and to meet the individual needs of our students by accurately assessing their progress, meeting as teams to devise plans, and adjusting our instruction to the student strengths and areas needing support. Every teacher strives to meet the academic needs of our students through targeted and focused instruction and collaboration with colleagues to design the best instruction. Teams are working toward the identification of essential and development of common assessments. Utilizing instructional aides and common schedules, we create FOCUS time to address specific needs and accommodate and support struggling students in reaching grade-level performance standards through strong enrichment and interventions.

Technology is integrated into all areas of the curriculum. Students use iPads to enhance, enrich, and remediate skills. We want to share our successes and the areas that need improvement. We hope this School Accountability Report Card (SARC) will initiate discussions among our professional staff and you, our valued community supporters, to increase our effectiveness as educators and parents.



SCHOOL ACCOUNTABILITY REPORT CARD

Student Enrollment by Grade Level (2023-24)

Grade Level	Enrollment
Kindergarten	151
Grade 1	137
Grade 2	115
Grade 3	88
Grade 4	129
Grade 5	114
Total Enrollment	734

Student Enrollment by Subgroup (2023-24)

Student Group	Percent of Total Enrollment
Female	50.3
Male	449.7
Non-Binary	0.0
American Indian or Alaska Native	0.1
Asian	1.6
Black or African American	7.5
Filipino	1.8
Hispanic or Latino	64.7
Native Hawaiian or Pacific Islander	0.3
Two or More Races	5.7
White	18.3
English Learners	12.1
Foster Youth	1.8
Homeless	7.6
Migrant	0.0
Socioeconomically Disadvantage	74.8
Students with Disabilities	16.3

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)	26.5	96.36	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	3.64	68.4	7.27	18854.3	6.86
Total Teaching Positions	27.5	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)	27.9	92.95	871.6	90.73	234,405.2	84.0
Intern Credential Holders Properly Assigned	0.1	0.4	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	2.0	6.65	57.1	5.95	15,831.9	5.67
Total Teaching Positions	30.0	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)	29.4	96.59	872.6	89.73	231142.4	100.0
Intern Credential Holders Properly Assigned	1.0	3.28	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	0.16	0.0	52.8	5.44	14303.8	5.15
Total Teaching Positions	30.4	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 17, 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**	Vent covers are missing.
Interior: Interior Surfaces	**Poor**	Ceiling tiles stained, broken, missing, or loose in multiple rooms. Carpet separating at seams. Rubber molding is missing. Wall trim is loose. Wall tiles are missing. Wall tiles are loose. Ceiling tile T bar is loose. Floor tiles are broken. Linoleum flooring is damages. Hole in flooring. Carpet is separating at seams. Wall paper is torn and peeling. Formica trim is chipping on countertop.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	**Good**	No repairs needed at the time of the inspection.
Electrical: Electrical	**Fair**	Multiple light diffusers are loose. Extension cord and surge protector are daisy chained. Multiple light diffusers are missing. Light panel is out. Outlet has a burn mark. Light diffuser has a water stain.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	**Good**	Sink cap is missing. Multiple faucets have a low flow. Multiple drinking fountain handles are broken. Multiple drinking fountains have low flow. Drinking fountain sticks on. Drinking fountain sticks on. Multiple stalls are out of order. Multiple faucets leak. Faucet is loose at base.
Safety: Fire Safety, Hazardous Materials	**Good**	Paint is peeling on exterior drinking fountain.
Structural: Structural Damage, Roofs	**Good**	Dry rot on beams and siding. Dry rot on siding.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	**Good**	Vinyl is chipping on playgrounds exposing metal.
Overall Rating	**Good 91.13%**	

School Facility Conditions and Planned Improvements

Our school opened in July of 1998. William Collier has 26 regular classrooms, 9 portables, a library, a motor lab, a multi-event room, a multi-purpose room, two special education rooms, and a preschool. The designed capacity of the school is 750 students. Athletic facilities include the MPR, motor lab, and 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.

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).

SCHOOL ACCOUNTABILITY REPORT CARD

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

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	31	37	37	38	46	47
Mathematics	27	32	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	332	326	98.19	1.81	36.81
Female	164	160	97.56	2.44	40.63
Male	168	16	98.81	1.19	33.13
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	—	—	—	—	—
Black or African American	27	25	92.59	7.41	28.00
Filipino	—	—	—	—	—
Hispanic or Latino	215	212	98.6	1.40	36.32
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	22	21	95.45	4.55	33.33
White	54	54	100.0	0.0	40.74
English Learners	30	30	100.0	0.0	3.33
Foster Youth	—	—	—	—	—
Homeless	26	25	96.15	3.85	40.0
Military	11	11	100.0	0.0	45.45
Socioeconomically Disadvantaged	254	250	98.43	1.57	32.80
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	64	61	95.31	4.69	18.03

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	331	324	97.89	2.11	32.10
Female	163	159	97.55	2.45	27.67
Male	168	165	98.21	1.79	36.36
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	—	—	—	—	—
Black or African American	27	25	92.59	7.41	20.00
Filipino	—	—	—	—	—
Hispanic or Latino	214	210	98.13	1.87	29.52
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	22	21	95.45	4.55	42.86
White	54	54	100.0	0.0	35.19
English Learners	29	29	100.0	0.0	13.79
Foster Youth	—	—	—	—	—
Homeless	26	25	96.15	3.85	40.0
Military	11	11	100.0	0.0	45.45
Socioeconomically Disadvantaged	253	248	98.02	1.98	28.63
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	64	61	95.31	4.69	22.95

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 Science for All Students

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
	15.04	17.27	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	113	111	98.23	1.77	18.02
Female	56	55	98.21	1.79	12.73
Male	57	56	98.25	1.75	23.21
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	—	—	—	—	—
Hispanic or Latino	73	71	97.26	2.74	18.31
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	—	—	—	—	—
White	21	21	100.0	0.0	19.05
English Learners	—	—	—	—	—
Foster Youth	—	—	—	—	—
Homeless	—	—	—	—	—
Military	—	—	—	—	—
Socioeconomically Disadvantaged	86	84	97.67	2.33	13.10
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	19	19	100.0	0.0	10.53

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	94.78%	94.78%	71.30%	95.65%	80.87%



State Priority: Pupil Engagement

Chronic Absenteeism by Student Group (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	784	771	177	23.0
Female	293	387	85	22.0
Male	391	384	92	24.0
Non-Binary	—	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian	15	14	1	7.1
Black or African American	57	56	13	23.2
Filipino	13	13	1	7.7
Hispanic or Latino	511	502	115	22.9
Native Hawaiian or Pacific Islander	—	—	—	—
Two or More Races	44	43	11	25.6
White	141	140	33	23.6
English Learners	120	117	20	17.1
Foster Youth	17	16	2	12.5
Homeless	71	68	25	36.8
Socioeconomically Disadvantaged	595	587	157	26.7
Students Receiving Migrant Education Services	—	—	—	—
Students with Disabilities	144	140	31	22.1

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: Bernarda Granja, Community Liaison

Contact Phone Number: (951) 253-7630

We are excited to welcome parents onto campus. Our PTA has been a vital part of our campus for many years and is always looking for active members to support our students, staff, and families. We hold bi-annual Town Hall meetings to give families an opportunity to ask questions, provide feedback, and address any concerns. These meetings are held one in the morning and one in the evening. Many other opportunities for parent participation/involvement exist, including:

- ParentSquare Communications from school to families.
- ParentSquare messaging from families to staff.
- Volunteering in the classroom
- Participating in School Site Council (SSC)
- Volunteering for Parent Teacher Association (PTA) activities
- English Learner Advisory Committee (ELAC) meetings
- Interpretation available to support participation in our meetings/events.
- Title I meetings
- Parent Workshops
- Student Success Night
- Family Events, such as Harvest Festival, Science/Math Night, Literacy/Art Night

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2021-22	School 2022-23	School 2023-24
Suspensions	0.0	0.52	1.53
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	1.53	0.0
Female	1.78	0.0
Male	1.28	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	7.02	0.0
Filipino	0.0	0.0
Hispanic or Latino	1.17	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	2.27	0.0
White	0.71	0.0
English Learners	0.0	0.0
Foster Youth	5.88	0.0
Homeless	0.0	0.0
Socioeconomically Disadvantaged	1.68	0.0
Students Receiving Migrant Education Services	0.0	0.0
Students with Disabilities	4.17	0.0

School Safety

SB187 Safety Plan

Date the plan was last approved: 01/22/2025

Date the plan was reviewed by staff: 01/21/2025

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.

Discipline

A progressive discipline plan is in place, and multiple discipline procedures, character pillars, and Boys Town social skills are taught throughout the year. Four campus supervisors and a part-time School Resource Officer also help maintain a safe environment. The school has an Anti-Bullying Policy that is reviewed by staff and students.

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	5		20.0	2	5		25.0		4	
Grade 1	12.0	7			24.0		5		22.0		6	
Grade 2	14.0	3	4		20.0	2	2		23.0		5	
Grade 3	15.0	3	4		22.0	1	4		21.0		4	
Grade 4	15.0	3	4		28.0		4		30.0		4	
Grade 5	17.0	3	4		27.0		4		28.0		4	
Other (multi-grade)	13.0	3	1		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)	0.8
Library Media Services (paraprofessional)	1.0
Psychologist	0.5
Nurse	0.5
Other	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	$8,611	$945	$7,666	$108,578
District			$8,955	$108,373
State			$10,771	$97,756
Percent Difference: School/District			(14%)	0.2%
Percent Difference: School/State			(29%)	11%

- **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)
- EXCEL After-School Program
- Parent-Teacher Association (PTA)

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/**.

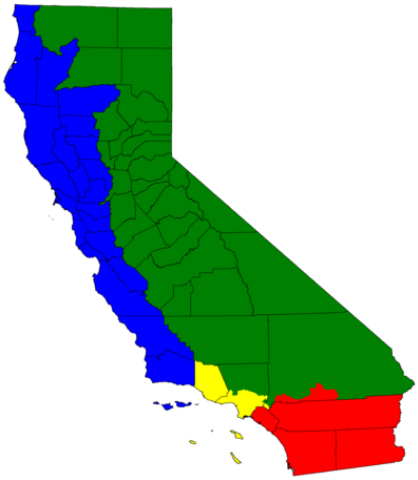
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$54,967	$59,551
Mid-Range Teacher Salary	$96,295	$93,855
Highest Teacher Salary	$132,078	$120,219
Average Principal Salary (Elementary)	$162,100	$151,525
Average Principal Salary (Middle)	$172,176	$158,215
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/**.