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Grades TK-5

Withrow 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

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

Organizational Core Values:

- We believe Students are the highest priority in all we do.
- We believe multiple learning experiences shape the development of well-rounded students.
- We believe all individuals are to be treated with dignity, courtesy, and respect.
- We value, acknowledge, and celebrate the contributions of all individuals.
- We believe in collaboration.

Principal's Message

We are excited for a successful year at Withrow Elementary, where we continue our commitment to providing academic excellence and social-emotional growth. This year, we remain focused on preparing our students to be college—and career-ready, with a particular emphasis on their academic and behavioral development.

This year's key part of our work is the ongoing development of our Professional Learning Communities (PLCs). Through regular collaboration and reflection, our dedicated staff is focused on setting and achieving specific goals for student academic success and positive behavior. We understand that academic growth and positive behavior go hand in hand, and we are working closely to ensure that all students are supported in these areas.

We are excited to see how our school's growing use of technology will enhance the learning experience for our students. With a fully wireless campus and an increasing number of devices in our classrooms, we have new opportunities to integrate instructional technology to support and deepen student learning. Our library continues to expand its collection with high-interest, Common Core-aligned books to engage students and promote literacy.

In addition to our academic efforts, we are committed to helping our students develop the social skills needed for success in school and beyond. Through data-driven decision-making, our teachers identify students who may need extra support—whether academic or behavioral—and work together to create tailored plans to help them succeed.

We believe positive outcomes are achieved when staff, parents, and the community work together to support the whole child. I am excited to partner with you in fostering an environment where all students thrive academically and socially. Please don't hesitate to reach out with any questions or concerns as we work together to make this school year successful.

Sincerely,
Sara Egbert, Principal



SCHOOL ACCOUNTABILITY REPORT CARD

Student Enrollment by Grade Level (2023-24)

Grade Level	Enrollment
Kindergarten	112
Grade 1	90
Grade 2	99
Grade 3	96
Grade 4	92
Grade 5	99
Total Enrollment	588

Student Enrollment by Subgroup (2023-24)

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
Non-Binary	0.0
American Indian or Alaska Native	0.5
Asian	1.0
Black or African American	4.6
Filipino	0.3
Hispanic or Latino	77.9
Native Hawaiian or Pacific Islander	0.5
Two or More Races	2.7
White	12.4
English Learners	17.0
Foster Youth	0.3
Homeless	11.1
Migrant	0.0
Socioeconomically Disadvantage	81.5
Students with Disabilities	15.8

Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority, 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

Authorization/Assignment	Number 2020-21	Number 2021-22	Number 2022-23
Permits and Waivers	0.0	0.0	1.0
Misassignments	0.0	0.0	0.5
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	1.5

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	1.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	1.0	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)	26.0	92.86	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	2.0	7.14	68.4	7.27	18854.3	6.86
Total Teaching Positions	28.0	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)	25.2	89.38	871.6	90.73	234,405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	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)	1.0	3.54	20.5	2.14	11953.1	4.28
Unknown	2.0	7.08	57.1	5.95	15,831.9	5.67
Total Teaching Positions	28.2	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)	27.8	94.89	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)	1.5	5.11	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	0.0	0.0	52.8	5.44	14303.8	5.15
Total Teaching Positions	29.3	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 Amplify (English & Spanish) Amplify Science Benchmark Adalente-(DI Only) - Benchmark	2010 2018 Various	Yes Yes Yes	0% 0% 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) Engage New York, (K-5)	2015 2015	Yes	0% 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 System 44 Upper Elementary—Scholastic/HMH	2017 2014	Yes Yes	0% 0%

School Facilities

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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	**Good**	No repairs needed at the time of the inspection.
Interior: Interior Surfaces	**Poor**	Sections of flooring are missing. Multiple ceiling tiles are stained, damaged, or loose. Hole in wall. Wall paper is torn in multiple rooms. Formica trim is missing on countertop in multiple rooms. Wall damaged in RR7.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	**Good**	No repairs needed at the time of the inspection.
Electrical: Electrical	**Fair**	Light panels are out in multiple rooms. Light diffuser is loose.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	**Poor**	Multiple toilets are leaking. Multiple faucets have a low flow or no flow. Multiple drinking fountains have no flow. Multiple drinking fountains have no flow. Stall door cannot be secured. Stall door is broken/wobbly. Toilet loose at base. Faucet is missing. Outlet cover broken. Multiple faucets leaky. Faucet loose at base.
Safety: Fire Safety, Hazardous Materials	**Good**	Paint is peeling on interior and exterior walls. Multiple fire extinguisher hose straps are missing or broken.
Structural: Structural Damage, Roofs	**Good**	Cracks in exterior wall. Section of siding is loose. Dry rot on siding, ramp skirting, and building skirting.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	**Good**	Door is damaged. Window screens are missing. Door closer cover is missing. Fencing top bean is loose/broken Door is damaged at base. Cracks are creating trip hazards.
Overall Rating	**Fair 83.94%**	

School Facility Conditions and Planned Improvements

Withrow Elementary School, which opened in July of 1980, proudly serves the surrounding community. The school currently enrolls approximately 600 students from preschool through 5th grade. In addition to our regular academic offerings, we provide academic intervention programs supported by teachers and four aides, with two bilingual paraeducators specifically supporting our English Learners (EL) students.

All 1st through 5th grade students have access to iPads in the classroom, enhancing their learning experience through technology. Our school campus consists of 22 buildings, including five permanent structures and 17 portable classrooms. We also have an administrative office, a library, a multipurpose room with a stage, and a kitchen.

In the coming year, we are excited to undertake planned improvements to enhance the learning environment for our students. These include facade work to update the distinguished school placards, helping to give our campus a fresh and welcoming look. We are also working to provide playground shade, ensuring that our students have a more comfortable and enjoyable outdoor experience.

We remain committed to creating a safe, modern, and enriching environment for all our students, and we look forward to these improvements as part of our ongoing efforts to serve the community and enhance the school experience.

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

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	23	29	37	38	46	47
Mathematics	17	25	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	282	280	99.29	0.71	29.29
Female	138	137	99.28	0.72	30.66
Male	144	143	99.31	0.69	27.97
American Indian or Alaska Native	—	—	—	—	—
Asian	—	—	—	—	—
Black or African American	11	11	100.0	0.0	27.27
Filipino	—	—	—	—	—
Hispanic or Latino	210	209	99.52	0.48	27.75
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	—	—	—	—	—
White	39	38	97.44	2.56	26.34
English Learners	37	37	100.0	0.0	13.51
Foster Youth	0	0	0.0	0.0	0.0
Homeless	39	39	100.0	0.0	20.51
Military	—	—	—	—	—
Socioeconomically Disadvantaged	228	227	99.56	0.44	27.31
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	47	46	97.87	2.13	8.70

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	283	281	99.29	0.71	24.56
Female	139	138	99.28	0.72	21.74
Male	144	143	99.31	0.69	27.27
American Indian or Alaska Native	—	—	—	—	—
Asian	—	—	—	—	—
Black or African American	11	11	100.0	0.0	18.18
Filipino	—	—	—	—	—
Hispanic or Latino	211	210	99.53	0.47	26.19
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	—	—	—	—	—
White	39	38	97.44	2.56	18.42
English Learners	37	37	100.0	0.0	18.92
Foster Youth	0	0	0.0	0.0	0.0
Homeless	39	39	100.0	0.0	20.51
Military	—	—	—	—	—
Socioeconomically Disadvantaged	229	228	99.56	0.44	23.25
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	48	47	97.92	2.08	14.89

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
	11.71	14.29	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	93	93	100.0	0.0	13.98
Female	50	50	100.0	0.0	16.00
Male	43	43	100.0	0.0	11.63
American Indian or Alaska Native	—	—	—	—	—
Asian	—	—	—	—	—
Black or African American	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	69	69	100.0	0.0	13.04
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	—	—	—	—	—
White	12	12	100.0	0.0	25.00
English Learners	—	—	—	—	—
Foster Youth	0	0	0.0	0.0	0.0
Homeless	—	—	—	—	—
Military	—	—	—	—	—
Socioeconomically Disadvantaged	75	75	100.0	0.0	8.00
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	—	—	—	—	—

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	97.83%	97.83%	97.83%	97.83%	97.83%

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	661	632	199	31.5
Female	325	309	90	29.1
Male	336	323	109	33.7
Non Binary	—	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian	—	—	—	—
Black or African American	33	31	12	38.7
Filipino	—	—	—	—
Hispanic or Latino	511	489	168	34.4
Native Hawaiian or Pacific Islander	—	—	—	—
Two or More Races	16	16	4	25.0
White	83	78	13	16.7
English Learners	119	110	33	30.0
Foster Youth	—	—	—	—
Homeless	82	76	27	35.5
Socioeconomically Disadvantaged	544	521	174	33.4
Students Receiving Migrant Education Services	—	—	—	—
Students with Disabilities	129	124	62	50.0

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: Mary Martinez-Zayas, School Office
Contact Phone Number: (951) 253-7570

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

- Volunteering in the classroom and on field trips
- Participating in the School Site Council (SSC)
- ELAC Committee
- Volunteering for Parent Teacher Association (PTA) activities
- Family engagement activities
- Parent Participation in District-wide Committees
- Back to School Night
- Open House

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	1.27	1.17	1.66
Expulsions	0.14	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	1.66	0.0
Female	0.62	0.0
Male	2.68	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	1.57	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	6.25	0.0
White	2.41	0.0
English Learners	4.2	0.0
Foster Youth	0.0	0.0
Homeless	2.44	0.0
Socioeconomically Disadvantaged	1.47	0.0
Students Receiving Migrant Education Services	0.0	0.0
Students with Disabilities	3.88	0.0

School Safety

SB187 Safety Plan

Date the plan was last approved: 01/25/2025

Date the plan was reviewed by staff: 08/05/2024

The Comprehensive Safe School Plan is fully incorporated in the School Plan for Student Achievement, Goal Seven. It includes data regarding the California Healthy Kids Survey, crime, safe school procedures, and compliance with laws including (1) child abuse reporting, (2) disaster response and crisis intervention, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) school-wide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to California Education Code Sections 35291 and 35291.5.

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

At Withrow Elementary, we take a restorative approach to discipline, focusing on building positive relationships and addressing the root causes of behavior in a supportive and constructive way. This approach encourages students to understand the impact of their actions on others and work toward repairing any harm caused. We aim to help students take responsibility for their actions, make amends, and become responsible, compassionate individuals.

A progressive discipline plan is in place, and we teach various discipline procedures, character pillars, and Boys Town social skills throughout the year. Under the guidance of our Social Emotional Learning Support Provider, all our students have been trained on the Zones of Regulation, a framework designed to help them recognize and regulate their emotions, leading to better self-control and more positive social interactions. This approach is integral to our school's culture, providing students with tools to manage their feelings in different situations.

Every week, the principal shares a Monday Message video that reviews the social skills of the week, school expectations, and the character traits we are focusing on for the month. This helps reinforce our shared values and consistently reminds students of our expectations. We also have a system in place to acknowledge students who consistently exhibit the character trait of the month, celebrating their positive contributions to the school community.

To promote positive behavior, we hold a Behavior Expectation Assembly at the beginning of each semester to communicate our behavior expectations to students and remind them of the importance of respect, responsibility, and integrity.
Four campus supervisors and a part-time School Resource Officer support our campus and work to maintain a safe and welcoming environment for all students. We also have an Anti-Bullying Policy that is reviewed with 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	18.0	3	3		21.0	1	4		18.0	3	1	
Grade 1	13.0	4	4		23.0	1	3		21.0	2	2	
Grade 2	19.0	1	4		19.0	5			23.0		4	
Grade 3	15.0	7			22.0		4		23.0		4	
Grade 4	16.0	3	4		24.0		4		28.0		3	
Grade 5	15.0	3	4		27.0		4		32.0		2	
Other	12.0	2			9.0	3			11.0	3		

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

ensuring everyone understands our commitment to creating a respectful, inclusive school culture.

By working together as a community, we strive to create a positive school climate where all students can thrive academically, socially, and emotionally.

Academic Counselors and Other Support Staff

Title	Number of FTEs* Assigned to the School
Counselor (Academic, Social/Behavioral or Career Development)	0.6
Library Media Services (paraprofessional)	0.5
Nurse	0.5
Speech /Language/Hearing Specialist	1.0
Psychologist	0.3

*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	$9,220	$823	$8,397	$110,543
District			$8,955	$108,373
State			$10,771	$97,756
Percent Difference: School/District			(6%)	2%
Percent Difference: School/State			(22%)	13%

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

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

Other Funding (Fiscal Year 2023-24)

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

- English Language Development (ELD)
- Gifted and Talented Education (GATE)
- 0.2 FTE Physical Education teacher to support the Professional Learning Community (PLC)
- 2-Instructional Coaches, shared with another school site
- 4 SAI Teachers to support students in TK-5 grades, with special education paraeducators for additional student support.
- 4 3-hour Classroom Paraeducators
- 3 6.5-hour Bilingual Paraeducators

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/**.

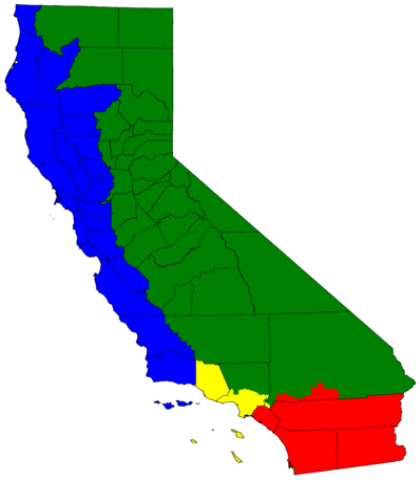
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$54,967	$59,551
Mid-Range Teacher Salary	$96,295	$93,855
Highest Teacher Salary	$132,078	$120,219
Average Principal Salary (Elementary)	$162,100	$151,525
Average Principal Salary (Middle)	$172,176	$158,215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