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Grades TK-8

Luiseño School

School Accountability Report Card

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

Dawn Hernandez, Principal
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About This School

Vision Statement

Luiseño School is a learning community exemplifying positive character and academic achievement in a creative and engaging environment. To make our vision a reality, we will:

- Provide an inviting classroom environment for students - an environment with clear expectations, consistent consequences, and specific, articulated academic goals.
- Involve parents in the education of their children by keeping them informed of student progress and offering shared learning experiences.
- Help all students achieve the intended outcomes of a standards-based curriculum by addressing their individual needs and learning styles.
- Collaborate with one another and our students so that we can achieve our collective goals more effectively.
- Demonstrate our commitment to ongoing professional development and continuous improvement.
- Promote a positive school climate by modeling the qualities and characteristics that we hope to instill in our students.

Principal's Message

Luiseño School, a California Distinguished School, continues its tradition of high academic achievement, enthusiastic school spirit, and comprehensive education. Tucked away in the community of Horsethief Canyon, the large parent volunteer force supports the staff and students as we strive toward excellence as a cohesive learning community. Teachers regularly collaborate to set and reach goals toward student academic success in the Common Core State Standards curriculum. Students discover individual interests and abilities by participating in various experiences, including band, drama, drill team, visual arts, sports, technology, and academic competitions. Teachers continue to hone their teaching craft as they participate in professional development and collaboration.

Luiseño School began as a K-5 school and later expanded to include grades 6-8. In January 2011, the expansion construction began, resulting in three new buildings to house secondary student instruction: A two-story structure that houses eight classrooms, a two-story specialty classroom building that includes two Science lab classrooms, one art room, and a computer classroom, and a new multi-use gym and cafeteria. In addition, we continue to provide support for our student's physical and social/emotional growth – ROAR (Respect, Organization, Attitude, Responsibility) Behavior Matrix coupled with PBIS/Boys Town strategies, social skills instruction, Counseling Groups, and the 100-mile club. All students develop the characteristics of ROAR (Respect, Organization, Attitude, Responsibility) throughout their day, in classrooms and around the campus. The 100-mile club encourages students of all grades to exercise regularly as they run miles throughout the year, celebrating achievements at miles 25, 50, 75, and 100. High expectations and achievement remain a top priority. The Luiseño School learning community welcomes you to join us in supporting our children through a high-quality, balanced education program.

Luiseño School is a learning community exemplifying positive character and academic achievement in a creative and engaging environment. We are currently an NEU (No Excuses University) school, engaging students in college awareness and academic achievement activities, and we strive to prepare our students for college and career, tracking progress towards A-G and CTE requirements.

Sincerely,
Dawn Hernandez, Principal

SCHOOL ACCOUNTABILITY REPORT CARD

Student Enrollment by Grade Level (2023-24)

Grade Level	Enrollment
Kindergarten	117
Grade 1	57
Grade 2	96
Grade 3	79
Grade 4	81
Grade 5	106
Grade 6	91
Grade 7	125
Grade 8	86
Total Enrollment	838

Student Enrollment by Subgroup (2023-24)

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
Non-Binary	0.0
American Indian or Alaska Native	0.0
Asian	1.3
Black or African American	5.7
Filipino	1.7
Hispanic or Latino	58.8
Native Hawaiian or Pacific Islander	0.1
Two or More Races	5.5
White	25.8
English Learners	6.0
Foster Youth	1.1
Homeless	10.6
Migrant	0.0
Socioeconomically Disadvantage	52.9
Students with Disabilities	13.2

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	0.1
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	0.1

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)	39.8	97.07	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	1.1	2.9	68.4	7.27	18854.3	6.86
Total Teaching Positions	41.0	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)	36.9	95.67	871.6	90.73	234,405.2	84.0
Intern Credential Holders Properly Assigned	0.1	0.31	5.1	0.54	4,853.0	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	6.1	0.64	12,001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	20.5	2.14	11953.1	4.28
Unknown	1.5	3.99	57.1	5.95	15,831.9	5.67
Total Teaching Positions	38.5	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)	36.4	93.06	872.6	89.73	231142.4	100.0
Intern Credential Holders Properly Assigned	0.0	0.0	7.2	0.74	5566.4	2.0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	0.36	20.7	2.14	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	18.9	1.95	11746.9	4.23
Unknown	2.5	6.54	52.8	5.44	14303.8	5.15
Total Teaching Positions	39.1	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
Reading/Language Arts	Big Day (TK)	2018	Yes	0%
	Reach for Reading National Geographic (K-5)	2018	Yes	0%
	California Collection, Houghton Mifflin Harcourt (6-8)	2018	Yes	0%
Mathematics	GoMath, California Edition, (K-5)	2016	Yes	0%
	Engage New York, (K-5)	2016	Yes	0%
	Bid Ideas Math Textbook Courses & Advance Courses 1, 2, & 3	2016	Yes	0%
	Bid Ideas Math Journal Courses & Advance Courses 1, 2, & 3	2016	Yes	0%
	Big Ideas Math Textbook Algebra 1	2016	Yes	0%
	Big Ideas Math Journal Algebra 1	2016	Yes	0%
Science	Amplify Science	2021	Yes	0%
History-Social Studies	History-Social Science for California (K-5)	2006	Yes	0%
	Scott Foresman		Yes	0%
	My World Interactive, Ancient Civilizations (6-8)	2019	Yes	0%
	My World Active Medieval & Early Modern Times (6-8)	2019	Yes	0%
	My World Active American History to 1914	2019	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 21, 2025. The information from that survey, as outlined below, reflects the condition of our buildings as of the date of the report. Since that time, circumstances may have changed.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	**Good**	No repairs needed at the time of inspection.
Interior: Interior Surfaces	**Poor**	Ceiling tiles stained, broken, loose, or missing in multiple rooms. Formica trim is missing on countertop in multiple rooms. Carpet is separating at the seam in multiple rooms. Wallpaper is torn in multiple rooms.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	**Good**	Snap traps are present.
Electrical: Electrical	**Good**	Light panels are out in multiple rooms. Multiple can lights are out. Electrical cover is broken. Ethernet cover is broken.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	**Fair**	Faucet leaks at handle. Multiple drinking fountain handles are broken. Drinking fountain has a drip. Multiple drinking fountains have low flow. Faucet has a drip. Faucet handle is missing. Sink does not drain properly.
Safety: Fire Safety, Hazardous Materials	**Good**	Paint is peeling on eaves.
Structural: Structural Damage, Roofs	**Good**	Dry rot on patio.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	**Good**	Door does not close properly.
Overall Rating	**Good 92.14%**	

School Facility Conditions and Planned Improvements

Luiseño opened its doors in July of 1991. Our school has a combination of regular classrooms and portables. We also have a library, a computer lab, and a multipurpose room. Athletic facilities include a gym and outside courts and fields. Through the support of the PTSA, the mural on the handball court will be updated.

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).

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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	43	48	37	38	46	47
Mathematics	27	30	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	573	569	99.3	0.7	48.33
Female	280	280	100.0	0.0	53.57
Male	293	289	98.63	1.37	43.25
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	—	—	—	—	—
Black or African American	37	37	100.0	0.0	56.76
Filipino	11	11	100.0	0.0	72.73
Hispanic or Latino	333	329	98.8	1.2	40.73
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	30	30	100.0	0.0	66.67
White	153	153	100.0	0.0	56.86
English Learners	26	26	100.0	0.0	3.85
Foster Youth	—	—	—	—	—
Homeless	51	50	98.04	1.96	24.00
Military	—	—	—	—	—
Socioeconomically Disadvantaged	305	303	99.34	0.66	42.57
Students Receiving Migrant Education Services	—	—	—	—	—
Students with Disabilities	90	87	96.67	3.33	25.29

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	573	568	99.13	0.87	29.75
Female	280	280	100.0	0.0	26.43
Male	293	288	98.29	1.71	32.99
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	—	—	—	—	—
Black or African American	37	37	100.0	0.0	32.43
Filipino	11	11	100.0	0.0	45.45
Hispanic or Latino	333	329	98.8	1.2	23.71
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	30	29	96.67	3.33	41.38
White	153	153	100.0	0.0	37.91
English Learners	26	26	100.0	0.0	3.85
Foster Youth	—	—	—	—	—
Homeless	51	50	98.04	1.96	2.0
Military	—	—	—	—	—
Socioeconomically Disadvantaged	305	302	99.02	0.98	22.52
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	90	87	96.67	3.33	12.64

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

CAASPP Test Results in Science for All Students Grades Five, Eight and High School

Science	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024
	23.68	32.97	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	193	190	98.45	1.55	35.26
Female	86	85	98.84	1.16	29.41
Male	107	105	98.13	1.87	40.0
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	—	—	—	—	—
Black or African American	15	15	100.0	0.0	40.0
Filipino	—	—	—	—	—
Hispanic or Latino	114	111	97.37	2.63	30.63
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	—	—	—	—	—
White	50	50	100.0	0.0	44.0
English Learners	—	—	—	—	—
Foster Youth	—	—	—	—	—
Homeless	12	11	91.67	8.33	27.27
Military	—	—	—	—	—
Socioeconomically Disadvantaged	107	105	98.13	1.87	34.29
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	38	37	97.37	2.63	27.03

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	100%	100%	100%	100%	100%
7	39.52%	99.19%	99.19%	99.19%	99.19%



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: Dawn Hernandez, Principal
Contact Phone Number: (951) 253-7480

Luiseño School encourages parents/guardians to participate in their child's education. We offer many opportunities for parent participation, including the following:

- Volunteering in the classroom
- Tutoring students
- Participating in School Site Council (SSC)
- Participation on the English Learner Advisory Committee (ELAC)
- Volunteering for Parent-Teacher-Student Association (PTSA) and their activities
- Chaperoning students on grade-level field trips, dances, and other school-related activities
- Volunteering to help with WATCH D.O.G.S. program (Dads of Great Students)

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	2.29	2.68	1.6
Expulsions	0.0	0.11	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	1.6	0.0
Female	1.85	0.0
Male	1.35	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	3.45	0.0
Filipino	0.0	0.0
Hispanic or Latino	1.77	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	2.0	0.0
White	0.87	0.0
English Learners	5.0	0.0
Foster Youth	9.09	0.0
Homeless	3.92	0.0
Socioeconomically Disadvantaged	2.29	0.0
Students Receiving Migrant Education Services	0.0	0.0
Students with Disabilities	0.68	0.0

Chronic Absenteeism by Student Group (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	876	869	81	9.3
Female	432	428	44	10.3
Male	444	441	37	8.4
Non-Binary	—	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian	11	11	1	9.1
Black or African American	58	57	6	10.5
Filipino	16	16	1	6.3
Hispanic or Latino	509	505	47	9.3
Native Hawaiian or Pacific Islander	—	—	—	—
Two or More Races	50	49	8	16.3
White	231	230	18	7.8
English Learners	60	57	8	14.0
Foster Youth	11	11	0	0.0
Homeless	102	99	19	19.2
Socioeconomically Disadvantaged	480	476	62	13.0
Students Receiving Migrant Education Services	—	—	—	—
Students with Disabilities	147	146	21	14.4

Discipline

A progressive discipline plan exists, and multiple discipline assemblies are conducted throughout the year. We utilize PBIS and the Boy's Town Program with our students. Our four playground supervisors, two structured playground activities supervisors, one campus supervisor, and our part-time School Resource Officer also help maintain a safe environment on our campus. The WE TIP Program and PBIS - -SNAP Program are utilized so that students may report crime anonymously, and all leads are followed up immediately by school staff.

School Safety

SB187 Safety Plan

Date the plan was last approved: December 16, 2024

Date the plan was reviewed by staff: December 3, 2024

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

A progressive discipline plan is in place, and multiple discipline and Character Count assemblies are conducted throughout the year. Four campus supervisors and a part-time School Resource Officer also help maintain a safe environment. The WE TIP program is utilized so that students may report crime anonymously, and all leads are followed up immediately.

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.

Academic Counselors and Other Support Staff

Title	Number of FTE Assigned to the School	Average Number of Students per Academic Counselor
Counselor (Academic, Social/Behavioral or Career Development)	1.6	558.67
Library Media Technician	1.0	
Psychologist	0.3	
Nurse	0.5	
Speech/Language/Hearing Specialist	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.

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	17.0	2	4		18.0	5			21.0	1	3	
Grade 1	24.0		3		23.0		4		19.0	3		
Grade 2	9.0	8			18.0				22.0		4	
Grade 3	14.0	3	4		25.0		3		22.0		3	
Grade 4	27.0		3		25.0		4		26.0		3	
Grade 5	18.0	2	4		28.0		3		25.0		4	
Grade 6	12.0	29	11		19.0	20	12		15.0		4	7
Other	10.0	1			10.0	3			11.0	3		

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

Average Class Size and Class Size Distribution (Secondary)

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.

Subject	2021-22				2022-23				2023-24			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19.0	5	6		20.0	5	2	3	23.0	3	3	4
Mathematics	23.0	3	5		23.0	3	3	2	23.0	4	5	
Science	25.0	2	5	1	24.0	2	4	2	26.0	2	4	2
Social Science	25.0	2	4	2	24.0	2	4	2	26.0	1	5	2

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

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022-23)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School	$9,919	$204	$9,715	$121,155
District			$8,955	$108,373
State			$10,771	$97,756
Percent Difference: School/District			8%	11%
Percent Difference: School/State			(10%)	24%

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

Teacher & Administrative Salaries (Fiscal Year 2022-23)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at **http://www.cde.ca.gov/ds/fd/cs/**.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$54,967	$59,551
Mid-Range Teacher Salary	$96,295	$93,855
Highest Teacher Salary	$132,078	$120,219
Average Principal Salary (Elementary)	$162,100	$151,525
Average Principal Salary (Middle)	$172,176	$158,215
Average Principal Salary (High)	$185,717	$171,087
Superintendent Salary	$313,500	$300,043
Percent of District Budget		
Teacher Salaries	36.93	31.0
Administrative Salaries	4.53	4.91

Other Funding (Fiscal Year 2023-24)

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)
- Resource Specialist Program (RSP)
- Special Day Class (SDC)
- After School Tutoring
- EXCEL After School Program
- SEL Support Provider
- PLUS Program (Peer Leaders Uniting Students)

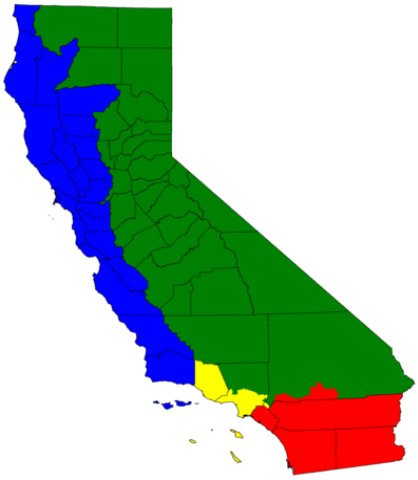
Professional Development

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/**.