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Grades 6-8

Canyon Lake Middle 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

Our Belief Statement

The Canyon Lake Middle School culture holds that all students are unique individuals and can learn. Our collaborative staff is committed to caring and valuing all members of our community while supporting student achievement. We will create and maintain a rich, rigorous, and evolving curriculum through continuous professional development. Our students will progress beyond the comprehension of basic concepts, enabling them to synthesize and apply their learning to new situations.

Vision Statement

All Canyon Lake Middle School Community Members:

- Work Collaboratively with a Respectful, Positive Attitude to Observe, Share, and Cooperate
  - All members of our community will participate in a collaborative group.
  - Teachers will participate in horizontal and vertical groups to align the curriculum for student success
  - Meeting dates/times are scheduled on a school year calendar. (Professional Learning Communities, All Staff meetings, Leadership meetings)
- Engage in Active Teaching/Learning Experiences to Continually Examine, Reflect, Refine, and Grow:
  - Plan, scope, and sequence with common assessments and benchmark testing
  - Share student results identifying strengths and weaknesses.
  - Continue to enhance instructional practices with the increased use of instructional technology.
  - Schedule observations to share strategies with collaborative group members.
- Develop Support Programs and Interventions to Enhance Learning:
  - Continuous efforts to improve intervention programs to support students who struggle academically.
  - Administrative support to improve the learning of all community members.
- Foster Responsibility and Contribution of All Members by Providing Leadership Roles to Instill Self-Worth and Value
  - Increase the number of leadership positions held by members of our school community.

Principal's Message

I am proud to be the Principal of Canyon Lake Middle School, where our outstanding staff strives to support our amazing students as they seek excellence while exhibiting PRIDE (Passion, Respect, Integrity, Determination, and engagement).

At Canyon Lake Middle School (CLMS) we feel it is extremely important to meet the diverse needs of ALL students. We are implementing the following programs: English language Development (ELD), Special Education for students with learning disabilities, and various Intervention Programs (IP) designed to assist students in meeting grade-level standards. In addition, we are proud to offer students the opportunity to participate in the Advanced Via Individual Determination (AVID) program, which is a high-quality college preparation program, our Peer Leaders Uniting Students (PLUS), which is a class designed to unite our student body to create a positive culture, and Intramurals, which allows our students athletes to display their talent and increase school pride. All our student programs are consistently evaluated to identify ways to develop further and improve them. ASB Recognition (Renaissance) is a leadership class that promotes a school climate that promotes recognition for every person on campus, including all students and staff. Students earn cougar coins, and then at the end of each quarter, they have an auction.

In addition to our strong academic programs, we also offer band, dance, cheer, art, Spanish, and computer technology that further enrich the academic experience of all students. Students also have leadership opportunities through ASB, PLUS, ASB Recognition, and club activities. Our counselors expose all students to the CCGI curriculum. We have dances, events, Intramurals, PLUS activities, and field trips throughout the year. Our PTSA is also very active at our site. We welcome all to become a member of the Canyon Lake Family and remember to always take Pride in being a Cougar.

Student Enrollment by Grade Level (2023-24)

Grade Level	Enrollment
Grade 6	312
Grade 7	327
Grade 8	331
Total Enrollment	970

Student Enrollment by Subgroup (2023-24)

Student Group	Percent of Total Enrollment
Female	52.4
Male	47.6
Non-Binary	0.0
American Indian or Alaska Native	0.2
Asian	2.5
Black or African American	6.5
Filipino	2.0
Hispanic or Latino	46.4
Native Hawaiian or Pacific Islander	0.1
Two or More Races	6.7
White	35.7
English Learners	4.1
Foster Youth	0.4
Homeless	2.8
Migrant	0.0
Socioeconomically Disadvantage	52.0
Students with Disabilities	13.3

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	0.9	0.0	0.0
Misassignments	0.0	0.2	1.8
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.9	0.2	1.8

Teachers Without Credentials Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	Number 2020-21	Number 2021-22	Number 2022-23
Credentialed Teachers Authorized on Permit or Waiver	1.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	1.0	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	4.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.3	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)	31.0	73.18	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)	0.9	2.33	6.7	0.72	11,216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.0	2.36	10.9	1.17	12,115.8	4.41
Unknown	9.3	22.08	68.4	7.27	18854.3	6.86
Total Teaching Positions	42.4	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)	39.1	93.99	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)	0.2	0.48	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	2.2	5.5	57.1	5.95	15,831.9	5.67
Total Teaching Positions	41.6	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)	39.1	90.98	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)	1.8	4.25	20.7	2.14	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	18.9	1.95	11746.9	4.23
Unknown	2.0	4.77	52.8	5.44	14303.8	5.15
Total Teaching Positions	43.0	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
Language Arts	Collections Textbook/Close Reader WB	2018	Yes	0%
Mathematics	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 Algebra Textbook1	2016	Yes	0%
	Big Ideas Math Algebra Journal 1	2016	Yes	0%
Science	Amplify Science	2021	Yes	0%
History-Social Studies	MyWorld Textbook	2019	Yes	0%
	MyWorld Active Journal	2019	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 23, 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	**Fair**	Several ceiling tiles have water stains. Damaged ceiling tiles in more than one room. One room section of carpeting is missing. Formica chipping on countertop in more than one room. Rubber molding is chipping in one room. Wallpaper peeling or torn in more than one room. Wall tiles broken in one RR. Drywall is chipping exposing metal in one room. Carpet stained in one room.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	**Good**	No repairs needed at the time of inspection.
Electrical: Electrical	**Good**	Light panel is out in more than one room. Multiple light bulbs out in more than one room. Floor outlet cover missing in one room. Electrical box is loose from wall in one room. Outlet cover is missing in one room. Light diffuser is missing in one room. Light diffuser is loose in one room. Light diffuser has a water stain in one room.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	**Fair**	Toilet leaks at fitting in more than one RR. One drinking fountain is out of order. Toilet leaks at handle in more than one RR. Faucet has low flow in more than one RR. Faucet has high pressure. More than one drinking fountain has low flow. One drinking fountain has a broken handle. One faucet leaks at fitting. More than one drinking fountain has no flow. One drinking fountain is loose at base.
Safety: Fire Safety, Hazardous Materials	**Good**	Paint peeling on door in more than one room. Paint is peeling on facia. Paint is peeling on one interior wall in one room. Paint peeling on eaves.
Structural: Structural Damage, Roofs	**Good**	Dry rot on eaves.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	**Good**	No repairs needed at the time of inspection.
Overall Rating	**Good 93.52%**	

School Facility Conditions and Planned Improvements

Our current school opened in August of 2002. The site includes a combination of regular classrooms and portables. In addition, CLMS has a gym, dance room, weight room, MPR, a library, 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).

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	46	51	37	38	46	47
Mathematics	26	27	24	24	34	35

CAASPP Test Results in ELA by Student Group for Students Taking and Completing a State-Administered Assessment Grades Three through Eight and Grade Eleven (School Year 2023–2024)

Student Group	Total Enr970ollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	970	892	91.96	8.04	50.56
Female	513	471	91.81	8.19	54.56
Male	457	421	92.12	7.88	46.08
American Indian or Alaska Native	—	—	—	—	—
Asian	23	22	95.65	4.35	59.09
Black or African American	69	67	97.10	2.9	40.3
Filipino	19	19	100.0	0.0	78.95
Hispanic or Latino	450	422	93.78	6.22	42.65
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	62	59	95.16	4.84	64.41
White	344	300	87.21	12.79	58.67
English Learners	31	30	96.77	3.23	10.0
Foster Youth	—	—	—	—	—
Homeless	34	30	88.24	11.76	26.67
Military	36	31	86.11	13.89	45.16
Socioeconomically Disadvantaged	522	484	92.72	7.28	45.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	141	110	78.01	21.99	10.91

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	970	880	90.72	9.28	26.93
Female	513	464	90.45	9.55	24.78
Male	457	416	91.03	8.97	29.33
American Indian or Alaska Native	—	—	—	—	—
Asian	23	22	95.65	4.35	31.82
Black or African American	69	67	97.1	2.9	13.43
Filipino	19	19	100.0	0.0	42.11
Hispanic or Latino	450	419	93.11	6.89	21.0
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	62	59	95.16	4.84	37.29
White	344	291	84.59	15.41	34.71
English Learners	31	29	93.55	6.45	0.0
Foster Youth	—	—	—	—	—
Homeless	34	30	88.24	11.76	13.33
Military	36	31	86.11	13.89	22.58
Socioeconomically Disadvantaged	522	477	91.38	8.62	23.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	141	109	77.3	22.7	10.09

SCHOOL ACCOUNTABILITY REPORT CARD

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
	27.39	27.45	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	344	309	92.51	7.49	27.18
Female	177	166	93.79	6.21	24.7
Male	157	143	91.08	8.92	30.07
American Indian or Alaska Native	0	0	0	0	0
Asian	—	—	—	—	—
Black or African American	26	25	96.15	3.85	4.0
Filipino	—	—	—	—	—
Hispanic or Latino	156	146	93.59	6.41	25.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	21	95.45	4.55	47.62
White	111	98.0	88.29	11.71	27.55
English Learners	—	—	—	—	—
Foster Youth	—	—	—	—	—
Homeless	—	—	—	—	—
Military	12	10	83.33	16.67	—
Socioeconomically Disadvantaged	172	159	92.44	7.56	23.9
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	32	74.42	25.58	12.5

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (2023-24)

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	81.7%	78.86%	79.5%	78.55%	96.53%



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: Gil Rodriguez, Principal
Mary Johnson, School Site Secretary

Contact Phone Number: (951) 253-7790

Canyon Lake Middle School encourages parents/guardians to be involved in their child's education. We offer many opportunities for parent participation, including the following:

- Volunteering in the classroom and/or office (when allowed)
- Participating in the School Site Council (Held monthly on the 2nd Thursday)
- Volunteering for PTSA activities
- Participating in ELAC
- Lunch with a Loved One
- Chaperoning various school functions, field trips, and dances
- Contributing to school to public communications
- Attending Family Engagement Functions
- Observing Student Recognition, performances, and athletic competitions

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 2023-2024
Suspensions	4.13	5.93	2.64
Expulsions	0.1	0.0	0.1
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	2.64	0.1
Female	0.56	0.0
Male	4.89	0.2
Non-Binary	0.0	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	2.78	1.39
Filipino	0.0	0.0
Hispanic or Latino	3.16	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	5.63	0.0
White	1.67	0.0
English Learners	0.0	0.0
Foster Youth	0.0	0.0
Homeless	5.13	0.0
Socioeconomically Disadvantaged	3.95	0.18
Students Receiving Migrant Education Services	0.0.	0.0
Students with Disabilities	3.87	0.0

School Safety

SB187 Safety Plan

Date the plan was last approved: 10/18/2024

Date the plan was reviewed by staff: 11/19/2024

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. 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.

Chronic Absenteeism by Student Group (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1024	1003	179	17.8
Female	533	566	90	17.1
Male	491	477	89	18.7
Non-Binary	—	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian	24	24	3	12.5
Black or African American	72	70	7	10.0
Filipino	19	19	1	5.3
Hispanic or Latino	475	454	73	15.7
Native Hawaiian or Pacific Islander	—	—	—	—
Two or More Races	71	68	13	19.1
White	360	355	82	23.1
English Learners	45	44	4	9.1
Foster Youth	—	—	—	—
Homeless	39	38	11	28.9
Socioeconomically Disadvantaged	557	542	118	21.8
Students Receiving Migrant Education Services	—	—	—	—
Students with Disabilities	155	150	36	24.0

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 and PBIS are in place, and multiple discipline and Expectations assemblies are conducted throughout the year. Five 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 crimes anonymously, and all leads are followed up immediately.

Other SARC Information

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)	3.0	318.33
Library Media Teacher	1.0	
Psychologist	1.0	
Nurse	1.0	
Speech/Language/Hearing Therapist	1.0	

*One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

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 Area	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	26	5	11	9	25.0	5	18	3	26.0	6	12	8
Mathematics	28	4	12	7	29.0	4	9	10	28.0	4	13	6
Science	31	1	12	7	29.0	3	10	9	31.0	2	11	8
Social Science	30	1	14	5	29.0	1	14	6	31.0	1	15	5

*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)

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	$8,999	$285	$8,714	$123,224
District			$8,955	$108,373
State			$10,771	$97,756
Percent Difference: School/District			(3%)	12%
Percent Difference: School/State			(19%)	26%

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

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

Teacher & Administrative Salaries (Fiscal Year 2022-23)

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$54,697	$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:

- Study Skill Classes
- Academic Essentials
- AVID (Advanced Via Individual Determination)
- After School Tutoring
- Excel Program
- System 44 and Read 180
- Resource Specialist Program (RSP)
- Special Day Class (SDC)
- Intervention Week
- English Language Development

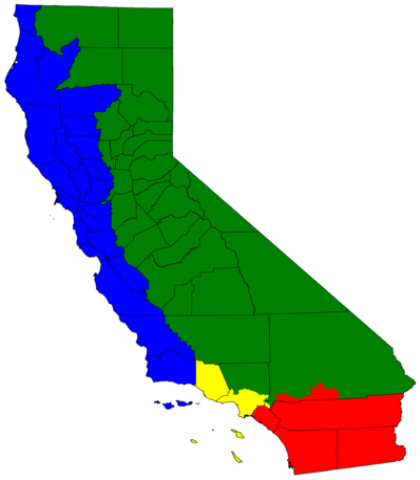
Professional Development

Measure	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Each year, LEUSD strongly supports and encourages teachers, administrators, and support staff to participate in professional development on a regular basis throughout the school year. LEUSD's first priority is to assist teachers and classroom Para-Educators. Workshops and trainings scheduled throughout the year are based on the academic needs of students. Offerings include data analysis, curriculum and content knowledge, Standards-based instruction, instructional strategies, and leadership skills. After initial training, follow-up and coaching take place district-wide. The district aims to provide teachers, administrators, and staff opportunities to meet all students' learning needs. Staff members are encouraged to use SCHED to sign up for professional development opportunities. These sessions are created based on educator feedback gathered from surveys, questionnaires, and data analysis.



SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at **www.cde.ca.gov/ta/ac/sa/**.

For more information about the LCFF or the LCAP, see the CDE LCFF web page at **www.cde.ca.gov/fg/aa/lc/**.

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at **dq.cde.ca.gov/dataquest/** that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet Access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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/**.