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Grades 6-8

David A. Brown Middle School

School Accountability Report Card

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

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Contents

About this School
Conditions of Learning
Specialized Services
Textbooks
School Facilities
Pupil Outcomes
Other Pupil Outcomes
Parental Involvement
School Climate
Pupil Engagement
Other Information
School Finances
Professional Development
About the SARC

About This School

Mission & Vision Statement

Through a shared commitment to students, parents, and the community, David A. Brown staff will foster daily attendance and active engagement in a rigorous curriculum based on Common Core Standards in which students aspire to become contributing members of our global society. Using frequent and comprehensive assessments, DAB staff will promote growth and encourage perseverance through strategic support in a positive, inviting environment that maximizes the potential for individual achievement.

Principal's Message

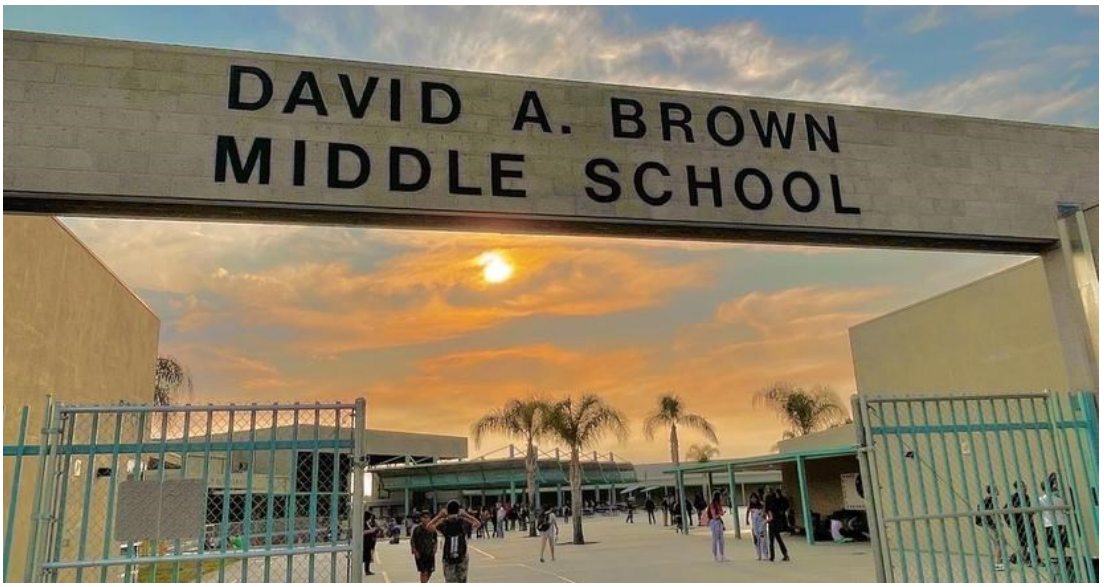
Welcome to David A. Brown Middle School, where your child matters! Our amazing staff works tirelessly to ensure that David A. Brown feels more like a family than just a school. We are dedicated to increasing the achievement of all students academically, socially, and emotionally. We pride ourselves on providing exceptional first, best instruction to students. This builds the foundation students need to thrive in high school, college, career, and beyond. David A. Brown supports targeted programs and activities that engage students in learning and connect them to our school community.

Our school is committed to a collaborative focus on student growth and achievement. In Professional Learning Communities, teachers review student learning, create common assessments, and share instructional methods. Our goal is to maximize instructional minutes in every discipline.

At David A. Brown, teachers are focused on implementing state standards. The effective use of instructional technology engages students in learning and prepares them for the future. Our support staff works collaboratively with teachers to ensure student success. Parents and guardians are also encouraged to actively participate in their child's education by joining our PTSA, School Site Council, and ELAC and attending school events. Parents and guardians download the ParentSquare app to receive updates, pertinent school information, and timely alerts. This app provides a forum for parents to communicate with teachers, attendance, and administration.

On behalf of the entire staff, we welcome you to David A. Brown Middle School, where our motto is, "You Belong Here." We look forward to another wonderful school year.

Warmly,
Jeremy Cassara, Principal



SCHOOL ACCOUNTABILITY REPORT CARD

Student Enrollment by Grade Level (2023-24)

Grade Level	Enrollment
Grade 6	359
Grade 7	357
Grade 8	346
Total Enrollment	1062

Student Enrollment by Subgroup (2023-24)

Student Group	Percent of Total Enrollment
Female	48.0
Male	52.0
Non-Binary	0.0
American Indian or Alaska Native	0.1
Asian	1.4
Black or African American	4.7
Filipino	1.8
Hispanic or Latino	68.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4.9
White	18.6
English Learners	9.8
Foster Youth	0.5
Homeless	9.2
Migrant	0.0
Socioeconomically Disadvantage	76.0
Students with Disabilities	17.1

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	0.5
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	0.5

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	0.1	0.2	0.0
Local Assignment Options	0.4	0.9	1.0
Total Out-of-Field Teachers	0.6	1.1	1.0

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	4.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.2	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)	32.3	86.46	853.3	90.69	228,366.1	83.12
Intern Credential Holders Properly Assigned	0.5	1.34	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)	0.6	1.77	10.9	1.17	12,115.8	4.41
Unknown	3.8	10.4	68.4	7.27	18854.3	6.86
Total Teaching Positions	37.3	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)	38.2	90.3	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	0.02	6.1	0.64	12,001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.1	2.6	20.5	2.14	11953.1	4.28
Unknown	3.0	7.08	57.1	5.95	15,831.9	5.67
Total Teaching Positions	42.3	100.0	960.6	100.0	279,044.8	100.0

Teacher Preparation and Placement (2022-2022)

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)	35.1	87.21	872.6	89.73	231142.4	100.0
Intern Credential Holders Properly Assigned	0.2	0.5	7.2	0.74	5566.4	2.0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	1.29	20.7	2.14	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.0	2.48	18.9	1.95	11746.9	4.23
Unknown	3.40	8.5	52.8	5.44	14303.8	5.15
Total Teaching Positions	40.3	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
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 17, 2025. The information from that survey, as outlined below, reflects the condition of our buildings as of the date of the report. Since that time, circumstances may have changed.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	**Good**	Vent cover missing in one room.
Interior: Interior Surfaces	**Fair**	Drywall chipping exposing metal in multiple rooms. Water damage to multiple ceiling tiles. Water damage to wall in multiple rooms. Multiple ceiling tiles loose and missing. Formica chipping on countertop in multiple rooms. Wallpaper is torn in multiple rooms. Valve cover missing in one RR. Carpet worn in one room. Formica trim is missing on one cabinet door. Linoleum flowing is torn in RR. Walls damaged in multiple rooms. Floor tiles broken in multiple rooms. Floor damaged at freezer entry in kitchen.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	**Good**	Unsecured items are stored too high.
Electrical: Electrical	**Fair**	Electrical cover is broken and missing in multiple rooms. Light diffuser missing in multiple rooms. Light panel is out in multiple rooms. Multiple light fixtures are out. Conduit is loose from ceiling in multiple rooms. Lights do not turn on in one room Light diffuser broken in one room.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	**Fair**	Sink not draining properly. Faucet leaks at handle in multiple rooms. Toilet leaks at fitting. Faucet handle missing in one room. Multiple drinking fountain handles broken and have no flow. Multiple drinking fountains have low flow. Faucet has a drip.
Safety: Fire Safety, Hazardous Materials	**Good**	Paint peeling on door in multiple rooms. Paint peeling on interior wall in multiple rooms. Paint is bubbling on ceiling in one room.
Structural: Structural Damage, Roofs	**Good**	Center beam is lifting in floor in one room.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	**Good**	Doors need adjustment in multiple rooms. Door closure missing in one room. Weather stripping is broken (hallway double door). Water damage to window. Laminate peeling on multiple doors..
Overall Rating	**Good 92.89%**	

School Facility Conditions and Planned Improvements

David A. Brown Middle School opened in July of 1995. The site includes a combination of regular classrooms and portables. In addition, DAB has science labs, a computer lab, special education rooms, a multi-purpose room, a library, a gym, and outside courts and fields. New this year is our revamped and updated quad, complete with six “island” planters with trees and turf replacing much of the concrete, making the space more inviting and practical for students.

This year, plans are underway to add a large, cantilevered shade structure over our amphitheater to protect our students from the sun and make the space usable year-round. Additionally, a vestibule will be added to the front office, making our campus even more secure.

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	37	38	37	38	46	47
Mathematics	17	16	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	1042	1020	97.89	2.11	38.04
Female	49*3	481	97.57	2.43	43.04
Male	549	539	98.18	1.82	33.58
American Indian or Alaska Native	—	—	—	—	—
Asian	16	16	100.0	0.0	75.0
Black or African American	49	47	95.92	4.08	31.91
Filipino	21	21	100.0	0.0	61.9
Hispanic or Latino	711	695	97.75	2.25	34.39
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	51	51	100.0	0.0	43.14
White	189	185	97.88	2.12	45.95
English Learners	85	81	95.29	4.71	0.0
Foster Youth	—	—	—	—	—
Homeless	100	97	97.0	3.0	38.14
Military	23	23	100.0	0.0	39.13
Socioeconomically Disadvantaged	799	782	97.87	2.13	35.93
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	180	175	97.22	2.78	5.14

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



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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1042	1018	97.7	2.3	16.4
Female	493	480	97.36	2.64	14.79
Male	549	538	98.0	2.0	17.84
American Indian or Alaska Native	—	—	—	—	—
Asian	16	16	100.0	0.0	56.25
Black or African American	49	47	95.92	4.08	10.64
Filipino	21	21	100.0	0.0	42.86
Hispanic or Latino	711	694	97.61	2.39	13.4
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	51	51	100.0	0.0	27.45
White	189	184	97.35	2.65	19.57
English Learners	85	81	95.29	4.71	1.23
Foster Youth	—	—	—	—	—
Homeless	100	97	97.0	3.0	9.28
Military	23	23	100.0	0.0	8.7
Socioeconomically Disadvantaged	799	780	97.62	2.38	14.62
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	180	175	97.22	2.78	6.29

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
	21.22	14.42	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	338	333	98.52	1.48	15.06
Female	157	155	98.73	1.27	15.58
Male	181	178	98.34	1.66	14.61
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	—	—	—	—	—
Black or African American	16	16	100.0	0.0	12.5
Filipino	—	—	—	—	—
Hispanic or Latino	228	224	98.25	1.75	11.21
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	11	11	100.0	0.0	27.27
White	70	69	98.57	1.43	21.74
English Learners	17	16	94.22	5.88	0.0
Foster Youth	0	0	0.0	0.0	0.0
Homeless	28	27	96.43	3.57	11.11
Military	—	—	—	—	—
Socioeconomically Disadvantaged	263	258	98.1	1.9	12.06
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	60	60	100.0	0.0	8.33

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	95.09%	92.2%	63.58%	93.64%	72.25%

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: School Office
Contact Phone Number: (951) 253-7430

David A. Brown Middle School encourages parents to be involved in their child's education. We offer many opportunities for parent participation:

- Volunteering in the classroom
- Participating in the School Site Council (SSC)
- Joining the PTSA
- Participation in ELAC
- Informational presentations

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	8.59	11.67	5.92
Expulsions	0.36	0.28	0.44
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	5.92	0.44
Female	4.55	0.18
Male	7.17	0.67
Non-Binary	0.0	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	5.56	0.0
Filipino	0.0	0.0
Hispanic or Latino	6.46	0.63
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	5.36	0.0
White	5.29	0.0
English Learners	8.46	1.54
Foster Youth	7.14	0.0
Homeless	4.8	0.0
Socioeconomically Disadvantaged	6.85	0.56
Students Receiving Migrant Education Services	0.0	0.0
Students with Disabilities	12.68	0.0

School Safety

SB187 Safety Plan

Date the plan was last approved: 12/11/2024
Date the plan was reviewed by staff: 12/12/2024

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.

The Comprehensive Safe School Plan consists of two components. Component one focuses on the SEL needs of our students, building positive relationships, connecting students to school and staff, and preparedness. Component two focuses on a well-maintained and secure physical plant.

Chronic Absenteeism by Student Group (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1149	1127	283	25.1
Female	549	539	135	25.0
Male	600	588	148	25.2
Non-Binary	—	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian	17	17	3	17.6
Black or African American	54	51	12	23.5
Filipino	20	20	1	5.0
Hispanic or Latino	789	774	200	25.0
Native Hawaiian or Pacific Islander	—	—	—	—
Two or More Races	56	55	10	18.2
White	208	205	56	27.3
English Learners	130	126	38	30.2
Foster Youth	14	13	6	46.2
Homeless	125	122	37	30.3
Socioeconomically Disadvantaged	891	874	254	29.1
Students Receiving Migrant Education Services	—	—	—	—
Students with Disabilities	205	200	68	34.0

Fire drill evacuations are conducted monthly at all elementary and middle schools and twice a year at the high schools in the district. The Riverside County Fire Department conducts a fire safety inspection annually, while site personnel conduct site inspections regularly. The school's Disaster Preparedness Plan is updated annually, and disaster drills are conducted four times per year at each elementary school and middle school and once each semester at the high schools.

Currently, the District provides storage areas for emergency supplies to be kept on campus in the event of a disaster. A radio communication system allows for continuous communication with the district office in the event of a disaster.

A Crisis Intervention Team has been identified and trained to deal with stress experienced by students and staff because of a crisis. Team members are called upon to assist across the district as necessary. School Resource Officers provide prevention and intervention procedures on all LEUSD campuses at least part-time as part of the comprehensive School Safety Program.

Discipline

A progressive discipline plan is in place. Multiple expectations and safety assemblies are conducted throughout the year. Additionally, tier I social-emotional learning presentations on respect and conflict resolution are taught to all 6th-grade students to give them the tools to make positive decisions. Eight campus supervisors and a part-time School Resource Officer also help maintain a safe environment. The WE TIP and STOPit App program is utilized so students may report crime/ bullying anonymously. All leads are investigated immediately.

Other SARC Information

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	26.0	10	10	10	25.0	11	8	10	27.0	10	5	14
Mathematics	35.0		1	17	32.0	1	7	11	30.0	2	14	9
Science	32.0	3	1	17	28.0	5	7	11	29.0	3	8	13
Social Science	28.0	4	10	10	28.0	5	9	9	32.0	2	6	14

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

Academic Counselors and Other Support Staff

Title	Number of FTE * Assigned to the School	Average Number of Students per Academic Counselor
Counselor (Academic, Social/Behavioral or Career Development	2.4	531.0
Library Media (Paraprofessional)	1.0	
Psychologist	0.5	
Nurse	0.5	
Speech/Language/Hearing Specialist	1.3	
Other	2.0	

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

School Finances

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

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	$9,196	$431	$8,765	$113,366
District			$8,955	$108,373
State			$10,771	$97,756
Percent Difference: School/District			(2%)	5%
Percent Difference: School/State			(19%)	16%

- **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)

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

- Special Day Class (SDC)
- Title 1
- English Language Development

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/**.

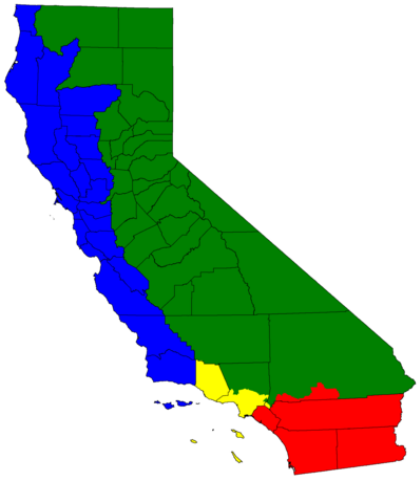
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$54,697	$59,551
Mid-Range Teacher Salary	$96,295	$93,855
Highest Teacher Salary	$132,078	$120,219
Average Principal Salary (Elementary)	$162,100	$151,525
Average Principal Salary (Middle)	$172,176	$158,215
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

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/**.