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CDS Code: 33 75176 6071203
Grades 6-8

Elsinore 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

Mission Statement

Through collaboration with the entire professional educational community, Elsinore Middle School will provide an inclusive, student centered, globally minded instruction, geared towards college and career readiness emphasizing the integration of STEAM and social-emotional strategies.

Vision Statement

We at Elsinore Middle School believe that education is the foundational base on which our society is built. The goal of our standards-based academic program is to help produce responsible citizens capable of achieving at the highest levels. To facilitate our vision, we have adopted both a response to intervention academic model as well as a school-wide positive behavior support program (ROAR).

Principal's Message

I am thrilled to introduce myself as the new principal of Elsinore Middle School. My name is Shawna Pedretti, and I am entering my 20th year working at LEUSD. I taught English for 13 years at Lakeside High School and served for 6 years as an Assistant Principal at Elsinore High School. I am also a product of LEUSD, having attended school from 4th through 12th grade in this district.

As we embark on this new academic year together, my foremost commitment is to foster a nurturing environment where every student feels valued, supported, and motivated to achieve their full potential. I firmly believe that a positive school culture is foundational to academic growth and personal development. At EMS, we will cultivate a safe and inclusive space where students can thrive academically, socially, and emotionally.

At Elsinore Middle School, we are focused on education and developing critical thinking skills, creativity, and a passion for lifelong learning. Through a rigorous and innovative curriculum, we aim to equip our students with the tools they need to succeed in an ever-changing world. I encourage open communication and collaboration between students, families, and staff. Your involvement and support are crucial to our shared goal of ensuring that every student reaches their highest potential. Together, we can create a learning community where students are inspired to dream big and empowered to turn those dreams into reality.

I look forward to meeting each of you and working together to make this school year memorable and successful. Please do not hesitate to contact me with any questions, ideas, or concerns. Together, we will continue to build upon the strong foundation of excellence that defines Elsinore Middle School.

Warm regards,
Shawna Pedretti, Principal



Student Enrollment by Grade Level (2023-24)

Grade Level	Enrollment
Grade 6	323
Grade 7	280
Grade 8	334
Total Enrollment	937

Student Enrollment by Subgroup (2023-24)

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.4
Non-Binary	0.0
American Indian or Alaska Native	0.0
Asian	1.9
Black or African American	3.2
Filipino	1.4
Hispanic or Latino	76.7
Native Hawaiian or Pacific Islander	0.4
Two or More Races	3.9
White	12.4
English Learners	15.6
Foster Youth	0.6
Homeless	6.8
Migrant	0.0
Socioeconomically Disadvantage	77.3
Students with Disabilities	11.6

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

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

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

Authorization/Assignment	Number 2020-21	Number 2021-22	Number 2022-23
Credentialed Teachers Authorized on Permit or Waiver	0.4	0.0	1.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.4	0.0	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	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

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

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)	32.0	87.79	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)	0.4	1.09	10.9	1.17	12,115.8	4.41
Unknown	4.0	11.11	68.4	7.27	18854.3	6.86
Total Teaching Positions	36.5	100.0	940.9	100.0	274,759.1	100.0

SCHOOL ACCOUNTABILITY REPORT CARD

Teacher Preparation and Placement (2021-2022)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.7	91.09	871.6	90.73	234,405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	5.1	0.54	4,853.0	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	6.1	0.64	12,001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	20.5	2.14	11953.1	4.28
Unknown	3.6	8.94	57.1	5.95	15,831.9	5.67
Total Teaching Positions	40.2	100.0	960.6	100.0	279,044.8	100.0

Teacher Preparation and Placement (2022-2023)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.4	92.64	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)	0.0	0.0	20.7	2.14	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.0	2.54	18.9	1.95	11746.9	4.23
Unknown	1.8	4.8	52.8	5.44	14303.8	5.15
Total Teaching Positions	39.3	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 22, 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**	Stained, damaged, and loose ceiling tiles in multiple rooms. Drywall chipping exposing metal in multiple rooms. Wall trim missing. Wall tiles broken in multiple rooms. Floor tiles broken in multiple rooms. Formica chipping on countertop. One wallboard is torn. Hole in wall in multiple rooms. Wall is damaged.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	**Good**	No repairs needed at the time of inspection.
Electrical: Electrical	**Fair**	Light panels out in multiple rooms. Light diffuser has water stain in multiple rooms. Multiple light fixtures are out. Electric cover is missing. Light diffuser missing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	**Fair**	Faucet leaks at fitting. Faucet leaks at handle. Faucet has a sporadic flow. Faucet has a drip. Broken stall partition. Faucet handle broken. Toilet loose at base. Faucet has no flow. Exterior bottle filler constantly runs creating a slip hazard.
Safety: Fire Safety, Hazardous Materials	**Good**	Emergency exit light is not functioning. Paint peeling on interior wall in multiple rooms. Paint is peeling on exterior wall, on ceiling, on multiple handrails, and on multiple doors.
Structural: Structural Damage, Roofs	**Good**	Cracks in ceiling and interior walls. Dry rot on exterior walls and eaves.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	**Good**	Door vent broken. Door gouges into floor. Steps are rusted.
Overall Rating	**Fair 89.69%**	

School Facility Conditions and Planned Improvements

Our school opened in July 1980. The site includes a combination of regular classrooms and portables. In addition, EMS has a mobile computer lab, a MakerSpace, a multi-purpose room, a library, a gym, and outdoor courts and fields. Every teacher has a class set of iPads for student use. We plan to repaint some of the outdoor items, including awnings and railings, as well as resurface the upper basketball court.

Cleaning Process, Maintenance, and Repair

The Lake Elsinore Unified School District (LEUSD) is dedicated to upholding a safe, secure, and visually pleasing environment for our students. The LEUSD Governing Board has established cleaning standards for all schools within the district. A summary of these guidelines can be obtained from the school office or the District Office. The principal collaborates daily with the custodial team to create cleaning schedules that guarantee a clean and safe school environment.

In addition to providing district-level support for routine and periodic maintenance, LEUSD maintains high standards for the cleanliness, appearance, and overall condition of all campuses on a daily basis. These standards are upheld through the combined efforts of students, staff, day custodians, evening custodial crews, and the District Maintenance Department.

Site administrators, custodians, and district personnel conduct regular physical inspections to ensure safety and maintenance requirements are met. The district's maintenance staff ensures that any necessary repairs to maintain the school's good condition and functionality are promptly addressed. A streamlined work-order process is employed to ensure efficient service, with emergency repairs receiving top priority. LEUSD consistently evaluates maintenance, modernization, and new construction needs. Any pesticide usage at our school sites adheres to the Healthy Schools Act of 2000.

Pupil Outcomes

State Priority: Pupil Achievement

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SCHOOL ACCOUNTABILITY REPORT CARD

College and Career Ready: The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students 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	31	28	37	38	46	47
Mathematics	24	22	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	929	901	96.99	3.01	28.33
Female	443	427	96.39	3.61	29.11
Male	486	474	97.53	2.47	27.64
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	17	17	100.0	0.0	52.94
Black or African American	27	27	100.0	0.0	18.52
Filipino	13	13	100.0	0.0	76.92
Hispanic or Latino	720	695	96.53	3.47	22.49
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	37	37	100.0	0.0	51.35
White	111	108	97.3	2.7	51.85
English Learners	138	121	87.68	12.32	0.0
Foster Youth	—	—	—	—	—
Homeless	75	65	86.67	13.33	16.92
Military	17	16	94.12	5.88	18.75
Socioeconomically Disadvantaged	728	703	96.57	3.43	20.94
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	113	109	96.46	3.54	7.34

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	930	915	98.39	1.61	21.51
Female	444	46	98.2	1.8	18.20
Male	486	479	98.56	1.44	24.53
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	17	17	100.0	0.0	52.94
Black or African American	27	27	100.0	0.0	7.41
Filipino	13	13	100.0	0.0	92.31
Hispanic or Latino	721	709	98.34	1.66	15.18
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	37	37	100.0	0.0	43.24
White	111	108	97.3	2.7	46.3
English Learners	138	133	96.38	3.62	0.0
Foster Youth	—	—	—	—	—
Homeless	75	72	96.0	4.0	12.68
Military	17	16	94.12	5.88	25.0
Socioeconomically Disadvantaged	729	716	98.22	1.78	13.9
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	113	109	96.46	3.54	7.34

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.

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
	19.66	16.88	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	327	315	96.33	3.67	16.88
Female	156	148	94.87	5.13	15.54
Male	171	167	97.66	2.34	18.07
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	—	—	—	—	—
Black or African American	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	252	240	95.24	4.76	12.97
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	—	—	—	—	—
White	46	46	100.0	0.0	30.43
English Learners	43	35	81.4	18.6	0.0
Foster Youth	—	—	—	—	—
Homeless	24	17	70.83	29.17	11.76
Military	—	—	—	—	—
Socioeconomically Disadvantaged	261	250	95.79	4.21	12.85
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	43	41	95.35	4.65	7.32

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	97.81%	97.45%	84.31%	96.72%	98.91%



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: Julie Wiles, School Site Secretary

Contact Phone Number: (951) 253-7350

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

- Volunteering
- Participating in the School Site Council
- Membership and volunteering for PTSA activities
- Participating in our English Learner Advisory Committee (ELAC)
- Title I Parent Committee
- AVID Parent Group
- STEAM Family Night
- Parent Education Workshops
- GEMS Parent Group
- Family Nights
- Back to School Night/Open House
- Band Boosters
- Proposition 28 Committee
- 6th Grade Orientation

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	8.84	9.64	7.35
Expulsions	0.1	0.1	0.4
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	7.35	0.4
Female	5.03	0.0
Male	9.5	0.78
Non-Binary	0.0	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	16.13	3.23
Filipino	0.0	0.0
Hispanic or Latino	7.56	0.39
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	7.5	0.0
White	5.83	0.0
English Learners	8.52	0.57
Foster Youth	7.69	0.0
Homeless	10.11	0.0
Socioeconomically Disadvantaged	7.55	0.26
Students Receiving Migrant Education Services	0.0	0.0
Students with Disabilities	12	0.8

School Safety

SB187 Safety Plan

Date the plan was last approved: 11/14/2023 (In the process of updating the plan)

Date the plan was reviewed by staff: 01/13/2025

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	993	976	261	26.7
Female	477	468	119	25.4
Male	516	508	142	28.0
Non-Binary	—	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian	18	18	2	11.1
Black or African American	31	30	9	30.0
Filipino	13	13	0	0.0
Hispanic or Latino	767	754	216	28.6
Native Hawaiian or Pacific Islander	—	—	—	—
Two or More Races	40	39	5	12.8
White	120	118	25	21.2
English Learners	176	171	42	24.6
Foster Youth	13	12	7	58.3
Homeless	89	85	34	40.0
Socioeconomically Disadvantaged	781	769	244	31.7
Students Receiving Migrant Education Services	—	—	—	—
Students with Disabilities	125	123	37	30.1

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

Discipline

A progressive discipline plan is in place, and multiple discipline and student recognition/celebration assemblies are conducted throughout the year. Two full-time campus supervisors, six part-time campus supervisors, and a School Resource Officer also help maintain a safe environment. A full-time Academic and Engagement Specialist works with struggling students on chronic absenteeism, restorative practices, and follow-up after disciplinary action. The Stop-It program is utilized so that students may report crime or student issues 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
Academic Counselor	2.1	468.5
Library Media Teacher	1.0	
Psychologist	1.0	
Nurse (Health Technician)	0.3	

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

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	6	19	2	24.0	10	16	4	26.0	6	19	2
Mathematics	29.0	1	14	5	28.0	2	15	5	29.0	1	14	5
Science	28.0	2	17	3	28.0	2	16	4	28.0	2	17	3
Social Science	28.0	2	18	2	28.0	2	17	3	28.0	2	18	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)

- **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**.

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	$8,763	$707	$8,056	$104,377
District			$8,955	$108,373
State			$10,771	$97,756
Percent Difference: School/District			(11%)	(4%)
Percent Difference: School/State			(25%)	7%

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:

- Title I
- Specialized Academic Instruction (SAI)
- Grade level counseling
- EXCEL/Afterschool Supplemental Educational Services (ASES)
- English Language Development
- Resource Specialist Program (RSP)
- Special Day Class (SDC)
- Student incentives
- Counseling presentations to classes
- School-wide recognition assemblies

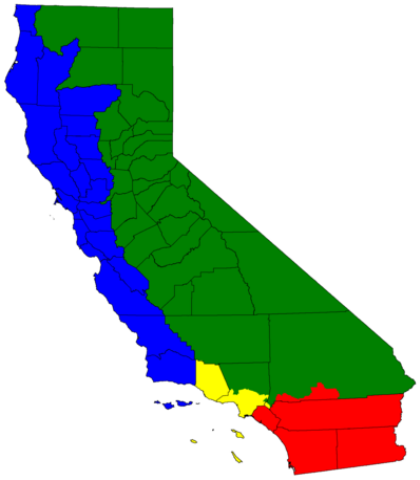
Professional Development

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/**.