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Grades 9-12

Elsinore High School

School Accountability Report Card

Reported Using Data from the 2022-23 School Year
Published During 2023-24

Robbin Hamilton, Principal
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About This School

Mission Statement

Elsinore High School provides a safe and caring environment that encourages students to take intellectual, academic, and creative risks that prepare them to graduate and compete in a diverse global society..

Principal's Message

It is with great excitement I have entered my 8th year as a principal at Elsinore High School. I am humbled and honored to lead a school with such a rich tradition that has produced so many outstanding students. Elsinore High has 135 years of a heartfelt culture of Tradition, Caring, and Respect. The staff at Elsinore High is a dedicated group of professionals who work very hard to support all our students. Almost 20% of our staff are alumni.

I am excited to return to focus on instruction since we have returned fully from the COVID-19 pandemic. The seniors, class of 2024, are our students who began at Elsinore High School as freshmen in virtual learning. Our seniors are excited to experience a full senior year with meaningful ASB activities. As an Instructional Leadership Team, we will continue to focus on Common Core Standards, First Best Instruction, CTE Pathways, AVID, Special Education, Safety, and PBIS. We have added Mental Health support for our students. Students can meet with an Engagement Specialist, a Licensed Clinical Social Worker, or a Drug and Alcohol counselor for daily support. We look forward to using our collective experiences in education to lead and move Elsinore High forward in academics and athletics. We are elated to bring our skills together as educational leaders to work to ensure student success. Along with the staff, we will continue the legacy of success established by building strong, healthy relationships with students, learning, and listening to their stories. Our goal this year is to continue building healthy relationships and focus on our school systems and the safety of staff and students, and we will continue to implement First Best Instruction strategies.

Our motto continues to be "We Believe We Will Achieve." We plan to provide educational experiences that are rigorous, relevant, and engaging for all students. We look forward to an outstanding school year for 2023-24.

Sincerely,
Robbin Hamilton
Principal



SCHOOL ACCOUNTABILITY REPORT CARD

Student Enrollment by Grade Level (2022-23)

Grade Level	Enrollment
Grade 9	574
Grade 10	590
Grade 11	562
Grade 12	396
Total Enrollment	2122

Student Enrollment by Subgroup (2022-23)

Student Group	Percent of Total Enrollment
Female	50.0
Male	49.9
Non-Binary	0.0
American Indian or Alaska Native	0.3
Asian	1.4
Black or African American	5.2
Filipino	2.1
Hispanic or Latino	61.6
Native Hawaiian or Pacific Islander	0.4
Two or More Races	5.8
White	23.2
English Learners	4.4
Foster Youth	0.6
Homeless	8.5
Migrant	0.0
Socioeconomically Disadvantage	71.7
Students with Disabilities	13.4

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
Permits and Waivers	1.0	1.0
Misassignments	0.0	0.2
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.0	1.2

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

Authorization/Assignment	Number 2020-21	Number 2021-22
Credentialed Teachers Authorized on Permit or Waiver	0.6	0.0
Local Assignment Options	0.5	2.5
Total Out-of-Field Teachers	1.1	2.5

Class Assignments

Indicator	Percent 2020-21	Percent 2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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)	0.2	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)	83.4	90.69	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)	1.0	1.09	6.7	0.72	11,216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.1	1.2	10.9	1.17	12,115.8	4.41
Unknown	6.4	7.02	68.4	7.27	18854.3	6.86
Total Teaching Positions	92.0	100.0	940.9	100.0	274,759.1	100.0

Teacher Preparation and Placement (2021-2022)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	76.3	84.98	871.6	90.73	234,405.2	84.0
Intern Credential Holders Properly Assigned	0.3	0.4	5.1	0.54	4,853.0	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.2	1.39	6.1	0.64	12,001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.5	2.78	20.5	2.14	11953.1	4.28
Unknown	9.3	10.43	57.1	5.95	15,831.9	5.67
Total Teaching Positions	89.8	100.0	960.6	100.0	279,044.8	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time ; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2023-24)

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 14, 2023.

Each pupil in the district, including English learners, kindergarten through grade twelve, is provided with standards-aligned textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board to use in class and to take home.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Reading/Language Arts	My Perspectives Grade 9 & 10	2018	Yes	0%
	My Perspectives Grade 11 American Literature	2018	Yes	0%
	My Perspectives Grade 12 British and World Literature	2018	Yes	0%
	iLit-Inspire Literacy			0%
	Read 180 Next Generation Level C, Scholastics		Yes	0%
Mathematics	Big Ideas Algebra 1	2016	Yes	0%
	, Big Ideas Geometry	2016	Yes	0%
	Big Ideas Algebra 2	2016	Yes	0%
	Calculus Concepts, Brooks and Cole,	2005	Yes	0%
	Pre-Calculus Functions and Graphs, Cengage	2012	Yes	0%
	Calculus AP, Brooks Cole	2016	Yes	0%
	Mathematics Course Companion, Oxford	2019	Yes	0%
	Mathematics for the International Student	2009	Yes	0%
	Intermedia Algebra, Pearson	2014	Yes	0%
Science	Earth Science, Prentice Hall	2006	Yes	0%
	Living by Chemistry	2018	Yes	0%
	Honors Chemistry, Prentice Hall	2005	Yes	0%
	Conceptual Physics	2021	Yes	0%
	Physics, Savvas	2022	Yes	0%
	Honor Physics, Savvas	2021	Yes	0%
	Living in the Environment, Thompson	2007	Yes	0%
	Essentials of Human Anatomy & Physiology	2005	Yes	0%
	Understanding Psychology, Glencoe	2005	Yes	0%
	Experience Biology, Savvas	2021	Yes	0%
	Experience Physics, Saavvas	2021	Yea	0%

Quality, Currency, and Availability of Textbooks and Instructional Materials (2023-24) (Continued)

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
History-Social Studies	World History: CA Impact-World History, Culture Geography: The Modern World	2019	Yes	0%
	CA Impact—United States History and Geography: Continuity & Change	2019	Yes	0%
	CA Impact—Principles of American Democracy	2019	Yes	0%
	CA Impact—Principles of Economics	2019	Yes	0%
World Language	Somos Asi en Sus Marcas, EMC	2003	Yes	0%
	Somos Asi Listos, EMC	2003	Yes	0%
	Somos Asi Yal, EMC	2003	Yes	0%
	Una Vez Mas, EMC	2007	Yes	0%
	Abriendo Paso: Grammatica, Prentice Hall	2007	Yes	0%
	Abriendo Paso: Ambliando Perspectivas, Houghton Mifflin	2013	Yes	0%
	Espanol Para Nosotros, Glencoe	2003	Yes	0%
	TU Mundo, Glencoe	2003	Yes	0%
	Somos Asi Yal, EMC	2003	Yes	0%
	C'est A Toi, Level 1, EMC	2003	Yes	0%
	C'est A Toi, Level 2 & 3, EMC	2004	Yes	0%
Visual and Performing Arts	Gardner's Art Through the Ages, Cengage	2013	Yes	0%
Science Lab Equipment		N/A	N/A	0%

School Facilities

School Facility Good Repair Status (School Year 2023-24)

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 11, 2024. The information from that survey, as outlined below, reflects the condition of our buildings as of the date of the report. Since that time, circumstances may have changed.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	**Good**	No repairs needed at the time of inspection.
Interior: Interior Surfaces	**Poor**	Ceiling tiles stained and missing in several rooms. Worn carpet in one room. Dirty carpets in several rooms. Hole in wall in one room. Tiles need replacing in one room. One restroom ceiling needs painting. Wallpaper torn in one room. Gym the front part of the bleachers is missing.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	**Good**	Dirty walls in more than one room. More than one room needs deep cleaning. Gym and weight room needs cleaning. Several restrooms need deep cleaning.
Electrical: Electrical	**Fair**	Lights out in several rooms. Bad sensor in one room. Broken diffuser in more than one room. Bad ballasts in more than one room.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	**Poor**	Loose faucets in one restroom and one classroom. One leaky faucet in one classroom. One restroom toilets are loose. Missing faucets in one classroom. Restroom in boy's locker room poor sanitation and in poor repair. Drinking fountains in gym not working.
Safety: Fire Safety, Hazardous Materials	**Good**	No repairs needed at the time of inspection.
Structural: Structural Damage, Roofs	**Good**	No repairs needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	**Good**	Weather stripping needs replacement on one door. Paint on door in more than one room.
Overall Rating	**Fair 88.19%**	

School Facility Conditions and Planned Improvements

Elsinore High School is the oldest high school in Lake Elsinore Unified School District, opening in 1966 and serving the southern portion of the district. We have a combination of regular and portable classrooms.

The site includes a multi-use gymnasium, locker/shower facilities, practice gym, computer and science labs, art, band, choral, wrestling, dance, weight room, sports medicine room, administration support buildings, counseling, and attendance building, outdoor courts and fields, farm with animals, hydroponic greenhouses, and a multi-media library.

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	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
ELA/Literacy	56	53	37	37	47	46
Mathematics	23	24	23	24	33	34

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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 2022–2023)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	496	482	97.18	2.85	53.11
Female	258	255	98.84	1.16	59.61
Male	238	227	95.38	4.62	45.81
American Indian or Alaska Native	—	—	—	—	—
Asian	—	—	—	—	—
Black or African American	26	26	100.0	0.0	50.0
Filipino	12	12	100.0	0.0	66.67
Hispanic or Latino	309	299	96.76	3.24	48.83
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	25	25	100.0	0.0	64.0
White	110	106	96.36	3.64	62.26
English Learners	28	24	85.71	14.29	—
Foster Youth	—	—	—	—	—
Homeless	19	18	94.74	5.26	33.33
Military	19	19	100.0	0.0	73.68
Socioeconomically Disadvantaged	331	320	96.68	3.32	48.44
Students Receiving Migrant Education Services	—	—	—	—	—
Students with Disabilities	50	47	94.0	6.0	17.02

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 2022–2023)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	497	481	96.78	3.22	23.91
Female	258	252	97.67	2.33	24.21
Male	239	229	95.82	4.18	23.58
American Indian or Alaska Native	—	—	—	—	—
Asian	—	—	—	—	—
Black or African American	26	26	100.0	0.0	3.85
Filipino	12	12	100.0	0.0	50.0
Hispanic or Latino	310	298	96.13	3.87	20.13
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	25	24	96.0	4.0	20.83
White	110	107	97.27	2.73	33.64
English Learners	28	25	89.29	10.71	—
Foster Youth	—	—	—	—	—
Homeless	19	17	89.47	10.53	11.76
Military	19	19	100.0	0.0	21.05
Socioeconomically Disadvantaged	332	319	96.08	3.92	18.5
Students Receiving Migrant Education Services	—	—	—	—	—
Students with Disabilities	51	47	92.16	7.87	6.38

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	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
	19.86	23.36	19.15	19.34	29.47	30.29

CAASPP Test Results in Science by Student Group Grades Five, Eight and High School (2022-23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	848	834	98.35	1.65	23.14
Female	432	428	99.07	0.93	22.9
Male	416	406	97.6	2.4	23.4
American Indian or Alaska Native	—	—	—	—	—
Asian	15	15	100.0	0.0	40.0
Black or African American	57	55	96.49	3.51	5.45
Filipino	18	18	100.0	0.0	55.56
Hispanic or Latino	497	491	98.79	1.21	18.74
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	54	54	100.0	0.0	25.93
White	201	195	97.01	2.99	34.36
English Learners	29	29	100.0	0.0	—
Foster Youth	—	—	—	—	—
Homeless	26	26	100.0	0.0	19.23
Military	29	29	100.0	0.0	37.93
Socioeconomically Disadvantaged	560	547	97.68	2.32	18.65
Students Receiving Migrant Education Services	—	—	—	—	—
Students with Disabilities	95	85	89.47	10.53	8.24

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.

Career Technical Education Programs (2022-23)

Several course articulation agreements have been made between LEUSD and Mt. San Jacinto College, Riverside Community College, Norco College, Palomar College, and Mt. San Antonio College, whereby high school CTE students receive college credit upon successfully completing the course and admission into the college with the parent/student agreement.

The CTE Pathways offered in 2022-23 included the following:

- Agriscience
  - Vet Science
  - Horticulture
- Design, Visual, and Media Arts
- Public and Community Health

Career Technical Education Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	953
Percent of pupils completing a CTE program and earning a high school diploma	44
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	—

Courses for UC and/or CSU Admission

	Percent
2022-23 Students Enrolled in Courses Required for UC/CSU Admission	98.12
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	35.38

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 (2022-23)

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
9	90.4	95.7	93.7	95.3	88.5

Note: The administration of the PFT during the 2021–22 and 2022-23 school years requires only participation results for these five fitness areas.

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.



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: Robbin Hamilton, Principal

Contact Phone Number: (951) 253-7200

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

- Joining the PTSA
- Participating in School Site Council (SSC)
- Participating in the English Learner Advisory Committee (ELAC)
- Participating in the African American Parental Advisory Committee (AAPAC)
- Participating in a booster organization to support our students' athletics and activities
- Helping with athletic competitions
- VAPA activities through booster organizations

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate

School	2020-21	2021-22	2022-23
Dropout Rate	2.1	0.5	2.0
Graduation	93.6	95.8	92.9
District	**2020-21**	**2021-22**	**2022-23**
Dropout Rate	2.0	2.3	2.0
Graduation	89.6	92.9	93.7
State	**2020-21**	**2021-22**	**2022-23**
Dropout Rate	9.4	7.8	8.2
Graduation	83.6	87.0	86.2



Graduation Rate by Student Group (Four-Year Cohort Rate) (2022–2023)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	408	379	92.9
Female	200	194	97.0
Male	208	185	88.9
Non-Binary	0	0	0.0
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	36	32	88.9
Filipino	0	0	0.0
Hispanic or Latino	227	212	93.7
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	31	29	93.5
White	100	92	92.0
English Learners	21	16	76.2
Foster Youth	0	0	0.0
Homeless	41	35	85.4
Socioeconomically Disadvantaged	322	296	91.9
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	71	55	77.5

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 2020-21	School 2021-22	School 2022-23
Suspensions	0.0	6.16	5.67
Expulsions	0.0	0.04	0.17
Rate	**District 2020-21**	**District 2021-22**	**District 2022-23**
Suspensions	0.0	3.24	3.85
Expulsions	0.1	0.1	0.15
Rate	**State 2020-21**	**State 2021-22**	**State 2022-23**
Suspensions	0.2	3.17	3.6
Expulsions	0.0	0.07	0.08

Suspensions and Expulsions by Student Group (2022-23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.67	0.17
Female	4.52	0.0
Male	6.8	0.34
Non-Binary	0.0	0.0
American Indian or Alaska Native	0.0	0.0
Asian	3.33	0.0
Black or African American	10.16	0.0
Filipino	0.0	0.0
Hispanic or Latino	5.16	0.14
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	3.1	0.0
White	7.41	0.38
English Learners	6.47	0.0
Foster Youth	6.25	0.0
Homeless	7.82	0.0
Socioeconomically Disadvantaged	6.85	0.18
Students Receiving Migrant Education Services	0.0	0.0
Students with Disabilities	10.54	0.0

School Safety

SB187 Safety Plan

Date the plan was last approved: October 2023

Date the plan was reviewed by staff: October 2023

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.

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

Chronic Absenteeism by Student Group (2022-23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2291	2230	649	29.1
Female	1129	1104	330	29.9
Male	1161	1125	319	28.4
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	6	6	3	50.0
Asian	30	30	5	16.7
Black or African American	128	119	33	27.7
Filipino	47	46	9	19.6
Hispanic or Latino	1415	1380	402	29.1
Native Hawaiian or Pacific Islander	10	9	5	55.6
Two or More Races	129	127	33	26.0
White	526	513	159	31.0
English Learners	139	129	39	30.2
Foster Youth	16	16	7	43.8
Homeless	243	231	87	37.7
Socioeconomically Disadvantaged	1565	1620	528	32.6
Students Receiving Migrant Education Services	0	0	0	0.00
Students with Disabilities	313	307	120	39.1

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	2020-21				2021-22				2022-23			
	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	33.0	6	23	45	28.0	15	32	32	31.0	15	10	49
Mathematics	32.0	7	13	45	30.0	10	14	40	30.0	10	16	38
Science	27.0	11	44		27.0	9	44		26.0	13	44	
Social Science	31.0	7	17	32	29.0	12	14	32	31.0	8	11	35

*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, Career Development	5.0	424.4
Library Media Services Staff (Paraprofessional)	1.0	
Psychologist	1.0	
Nurse	1.0	
Speech/Language/Hearing	1.0	
Social Worker (LCSW)	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.

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021-22)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School	$8,571	$401	$8,170	$89,557
District			$8,592	$94,872
State			$7,607	$90,632
Percent Difference: School/District			(5%)	(8%)
Percent Difference: School/State			7%	(1%)

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

Teacher & Administrative Salaries (Fiscal Year 2021-22)

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	$48,404	$55,550
Mid-Range Teacher Salary	$85,217	$84,645
Highest Teacher Salary	$116,883	$111,284
Average Principal Salary (Elementary)	$142,174	$139.860
Average Principal Salary (Middle)	$153,115	$146,840
Average Principal Salary (High)	$162,818	$158,447
Superintendent Salary	$290,000	$278,268
Percent of District Budget		
Teacher Salaries	36.93	32.21
Administrative Salaries	4.32	4.89

Other Funding (Fiscal Year 2022-23)

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

- Gifted and Talented Education (GATE)
- Resource Specialist Program (RSP)
- Special Day Class (SDC)
- AVID
- Advance Placement Scholars
- Dual Enrollment Program with MSJC
    - Articulated CTE courses with MSJC and RCC
    - Concurrent Enrollment with MSJC
    - Concurrent Enrollment with MSJC
- ELD Program
- Athletics Program
- Peer Counseling Program
- PLUS Program
- Air Force JROTC-Flying Tigers
- Career Technical Education Pathways
    - Sports Medicine-Public Health
    - Arts, Design, and Media
    - Agriculture
        - Veterinary Sciences
        - Horticulture

Advanced Placement Courses (2022-23)

Subject	Number Courses Offered*
Computer Science	2
English	5
Fine Performing Arts	1
Foreign Language	3
Mathematics	3
Science	2
Social Science	8
Total AP Courses Offered	24
Percent of Students in AP Courses	18.8%

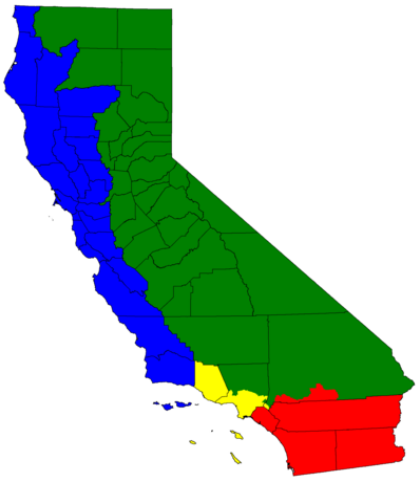
Professional Development

Measure	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	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.

