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Grades 9-12

Lakeside High 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

The foundational supports/goals developed at LHS when we opened in 2005 are listed below. Each of these still rings true today!

Our Belief Statement

Lakeside High School will maintain a strong commitment creating an environment that is dedicated to the development of excellence.

Mission Statement

At Lakeside High School, we believe all Lancers will RISE up and build a sustainable future in an ever -changing society.

Vision Statement

Our students will be independent, resilient, life-long learners who have the skills necessary to succeed in an ever-changing global society.

Principal's Message

Lakeside High School celebrates its nineteenth year of service to our students and community. We've grown so much over the years!

Lakeside High School has recently sent graduates to Ivy League schools, the prestigious UC system of schools, military academies, and a host of private colleges and universities ranked in the U.S. News and World Report's top 50 schools. U.S. News and World Report has recognized LHS as a Silver Awardee as one of the best high schools in the United States. LHS has also been designated a California Business for Education Excellence Honor Roll School. Our school was recently recertified as an AVID (Advancement Via Individual Determination) National Demonstration Site! In addition, LHS continues to grow its Career Technical Education (CTE) programs and currently offers culinary, computer science, construction, and sports medicine pathways. It will be adding an education pathway for future teachers, next year. Lakeside High School has quickly established itself as a highly competitive academic environment that offers numerous unique educational opportunities for our students to grow and explore their interests before graduation.

Lakeside High School is exceptionally proud to have award-winning theater and band programs. Between 2010 and 2023, the LHS theater program won 8 regional first-place awards and three second-place awards, including one festival championship award. In addition, our band program has repeatedly risen to the top in competition in our short 16 years as a school, winning a division 3 state championship in the fall of 2014 and our Lancer Regiment to division 4A in CSBC. Earning high music scores and other awards at multiple individual tournaments, they were once again able to secure a position in the state finals in the 2018 and 2019 marching seasons. In the SCSBOA Festival season, the band sends two ensembles to competition. Unanimous Superior scores have qualified them to move on to and succeed in regional competition yearly. In the 2023-24 school year, the LHS band first appeared in the most significant and oldest parade band competition at the Arcadia Festival of Bands. This competition is an invitation-only event in which the Lancer Regiment placed fourth, and the Lancer Guard continually place in the top four.

Finally, our athletic programs continue to build a sense of pride, unity, and respect for ourselves and the surrounding community. Lakeside celebrated our first individual (wrestling) and team (boys' soccer) CIF championships in the 2011-12 school year. Our boys' wrestling program won the Division 4 CIF Finals in winter 2023. Our girls' basketball team participated in the CIF State Finals in the winter of 2015-16 and won the CIF Finals for Division 2A in the winter of 2019. Our girls' varsity softball team won the CIF Division Title for Division 7 in 2021. We intend to build upon these positive experiences with even more prosperous seasons in Lancer Athletics Programs. In the 2023-2024 school year, Lakeside celebrated the success of an individual diver who placed 6th in the state and is now diving at Cornell University.

Lakeside High School is an outstanding high school with much to be proud of. Our staff maximizes each student's academic success and personal growth. I am confident we have the right people, resources, and tenacity to continue doing just that. At LHS, we prepare each of our students for post-high school success by providing them with a solid academic foundation to enable them to pursue any post-secondary endeavor they choose.

Student Enrollment by Grade Level (2023-24)

Grade Level	Enrollment
Grade 9	431
Grade 10	422
Grade 11	447
Grade 12	357
Total Enrollment	1,657

Student Enrollment by Subgroup (2023-24)

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.5
Non-Binary	0.1
American Indian or Alaska Native	0.5
Asian	1.5
Black or African American	3.4
Filipino	1.9
Hispanic or Latino	78.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	2.7
White	11.6
English Learners	7.6
Foster Youth	0.7
Homeless	7.6
Migrant	0.0
Socioeconomically Disadvantage	80.3
Students with Disabilities	16.5

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	0.8
Misassignments	0.0	0.2	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.2	0.8

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

Authorization/Assignment	Number 2020-21	Number 2021-22	Number 2022-23
Credentialed Teachers Authorized on Permit or Waiver	0.0	0.6	0.0
Local Assignment Options	0.0	0.2	0.9
Total Out-of-Field Teachers	0.0	0.8	0.9

Class Assignments

Indicator	Percent 2020-21	Percent 2021-22	Percent 2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0	0.0	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	0.0

Teacher Preparation and Placement (2020-2021)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	78.8	94.13	853.3	90.69	228,366.1	83.12
Intern Credential Holders Properly Assigned	0.0	0.0	1.5	0.16	4,205.9	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	6.7	0.72	11,216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	10.9	1.17	12,115.8	4.41
Unknown	4.9	5.86	68.4	7.27	18854.3	6.86
Total Teaching Positions	83.7	100.0	940.9	100.0	274,759.1	100.0

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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)	71.9	93.26	871.6	90.73	234,405.2	84.0
Intern Credential Holders Properly Assigned	0.6	0.78	5.1	0.54	4,853.0	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.2	0.26	6.1	0.64	12,001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	1.15	20.5	2.14	11953.1	4.28
Unknown	3.4	4.52	57.1	5.95	15,831.9	5.67
Total Teaching Positions	77.1	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)	69.8	94.53	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)	0.8	1.12	20.7	2.14	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.9	1.23	18.9	1.95	11746.9	4.23
Unknown	2.2	3.09	52.8	5.44	14303.8	5.15
Total Teaching Positions	73.8	100.0	972.4	100.0	277698.0	100.0

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2024-25)

Lake Elsinore Unified School District chooses instructional materials that are aligned with State content standards, present a broad spectrum of knowledge and viewpoints, reflect society's diversity, and enhance the use of multiple teaching strategies and technologies. Materials for grades K-8 are chosen from the State-adopted list. Subject area teachers evaluate and recommend materials for grades 9-12. Curriculum and textbook subcommittees are comprised of teachers (subject or grade level) and administrators. The subcommittee recommends instructional materials to the Curriculum Advisory Committee (CAC), which has representatives from every school. The CAC evaluates and recommends materials to the school board, which gives final approval to all adopted instructional materials. Parents and community members may review adopted materials at the district office. Lake Elsinore Unified School District held a hearing for the sufficiency of textbooks on September 12, 2024.

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

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Reading/Language Arts	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	2018		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%

Quality, Currency, and Availability of Textbooks and Instructional Materials (2024-25) (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
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%
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	N/A	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 20, 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 is missing.
Interior: Interior Surfaces	**Poor**	Multiple rooms ceiling tiles stained, broken, or loose. Rubber molding missing in multiple rooms. Floor tiles are damaged in multiple rooms. Ceiling tile T bar is missing. Valve cover is missing. One wall is damaged. Drywall is chipping exposing metal in multiple rooms.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	**Good**	Carpet stained in one room.
Electrical: Electrical	**Fair**	Can light out. Multiple light panels are out. Hand dryer inoperable. Outlet cover is missing In multiple rooms. Light diffusers have water stains in multiple rooms.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	**Fair**	Multiple toilets leak at fitting. Faucet has a low flow and one has no flow. Multiple faucet handles are missing or broken. Faucet is out of order. Faucet leaks at fitting. Multiple drinking fountains are out of order. Toilet seat is loose in one RR.
Safety: Fire Safety, Hazardous Materials	**Good**	Fire sprinkler escutcheon is missing in multiple rooms. Paint is peeling on interior wall, door, and doorframe. One fire extinguisher is missing.
Structural: Structural Damage, Roofs	**Good**	Crack in interior wall.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	**Good**	Door is broken.
Overall Rating	**Good 91.14%**	

School Facility Conditions and Planned Improvements

Lakeside High School is the newest high school in Lake Elsinore Unified School District, opening in 2005. We have a combination of regular and portable classrooms. The site icludes a library media center, computer labs, science labs, art rooms, band rooms, choral rooms, wrestling room, dance room, multiuse gymnasium, locker/shower facilities, administration support buildings, and outdoor courts and fields.

Outdoor athletic facilities include a stadium with artificial turf, 8 tennis courts, 10 basketball courts, 2 baseball and 2 softball fields, soccer fields, practice fields, and aquatics center. The campus library is a joint-use facility operated by the county of Riverside library system, open to the public and available to students seven days a week and in the evenings during the week.

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.

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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	44	38	37	38	46	47
Mathematics	9	15	24	24	34	35

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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 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	408	397	97.3	2.7	38.04
Female	192	186	96.88	3.12	39.78
Male	216	211	97.69	2.31	36.49
American Indian or Alaska Native	—	—	—	—	—
Asian	—	—	—	—	—
Black or African American	16	15	93.75	6.25	33.33
Filipino	—	—	—	—	—
Hispanic or Latino	306	300	98.04	1.96	36.00
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	12	11	91.67	8.33	45.45
White	53	50	94.34	5.66	38.00
English Learners	18	16	88.89	11.11	0.00
Foster Youth	—	—	—	—	—
Homeless	25	25	100.0	0.0	40.00
Military	—	—	—	—	—
Socioeconomically Disadvantaged	305	299	98.03	1.97	34.45
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.00
Students with Disabilities	65	61	93.85	6.15	3.28

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 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	408	396	97.06	2.94	14.90
Female	192	185	96.35	3.65	8.55
Male	216	211	97.69	2.31	20.38
American Indian or Alaska Native	—	—	—	—	—
Asian	—	—	—	—	—
Black or African American	16	15	93.75	6.25	6.67
Filipino	—	—	—	—	—
Hispanic or Latino	306	298	97.39	2.61	13.76
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.00
Two or More Races	12	12	100.0	0.0	33.33
White	53	50	94.34	5.66	16.00
English Learners	18	14	77.78	22.22	0.00
Foster Youth	—	—	—	—	—
Homeless	25	24	96.0	4.0	16.67
Military	—	—	—	—	—
Socioeconomically Disadvantaged	305	297	97.38	2.62	13.47
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	65	61	93.85	6.15	3.28

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
	13.76	18.01	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	774	762	98.45	1.55	17.74
Female	378	370	97.88	2.12	12.16
Male	394	390	98.98	1.02	22.88
American Indian or Alaska Native11	—	—	—	—	—
Asian	14	13	92.86	7.14	61.54
Black or African American	26	25	96.15	3.85	12.00
Filipino	14	14	100.0	0.0	35.71
Hispanic or Latino	602	595	98.84	1.16	16.64
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	23	23	100.0	0.0	17.39
White	92	89	96.74	3.26	18.18
English Learners	38	38	100.0	0.0	0.00
Foster Youth	—	—	—	—	—
Homeless	48	48	100.0	0.0	14.58
Military	—	—	—	—	—
Socioeconomically Disadvantaged	593	584	98.48	1.52	15.27
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	121	115	95.04	4.96	2.61

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 (2023-24)

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 2023-24 included the following:

- Production and Managerial Arts
- Food Service and Hospitality
- Residential and Commercial Construction Information
- Sports Medicine
- Computer Science

We are excited to announce the addition of an Education CTE pathway beginning in August of 2025 to our list of programs.

Career Technical Education Participation (2023-24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	428
Percent of pupils completing a CTE program and earning a high school diploma	55.1
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	—

Courses for UC and/or CSU Admission

UC/CSU Course Measure	Percent
2023-24 Students Enrolled in Courses Required for UC/CSU Admission	97.17
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	31.83

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
9	66.67%	65.74%	65.74%	58.33%	65.51%

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

Contacts: Ariana Santini, PTSA President (951) 579-1035 arianasantini@gmail.com
ELAC: Norma Perez Jimenez, ELAC President (951) 230-0605
School Site Council: Kassidy Sievert, School Site Council President (951)253-7300

Lakeside High School welcomes parent volunteers and involvement. There are multiple formal opportunities for parents to become involved in the school, such as the School Site Council (SSC), English Learner Advisory Council (ELAC), Coffee with the Principal, Parent Teacher Student Association (PTSA), Superintendent's Parent Advisory Council, CTE Parent Advisory Council; and various booster organizations for athletic and performing arts teams. Parents have multiple opportunities to interact with teachers, including the fall and spring Parent Teacher Conferences and via email and/or Parent Square. Parents are also welcomed onto campus to volunteer time in offices, classrooms, or the library. Lakeside is fortunate to have the support of the Lancer Foundation, a nonprofit 501(c)(3) corporation. Parents of Lakeside students or any feeder school to Lakeside are eligible to become members of the Lancer Foundation. The board of directors consists of parents and the principal.

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	2021-22	2022-23	2023-24
Dropout Rate	1.8	3.4	3.9
Graduation Rate	95.0	94.5	92.5

District	2021-22	2022-23	2023-24
Dropout Rate	2.3	2.0	2.4
Graduation Rate	92.9	93.7	93.5

State	2021-22	2022-23	2023-24
Dropout Rate	7.8	8.2	8.9
Graduation Rate	87.0	86.2	86.4

Graduation Rate by Student Group (Four-Year Cohort Rate) (2023-24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	359	332	92.5
Female	182	169	92.9
Male	175	161	92.0
Non-Binary	—	—	—
American Indian or Alaska Native	0	0	0.0
Asian	—	—	—
Black or African American	—	—	—
Filipino	—	—	—
Hispanic or Latino	287	267	93.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	12	11	91.7
White	40	34	85.0
English Learners	34	29	85.3
Foster Youth	—	—	—
Homeless	41	32	78.0
Socioeconomically Disadvantaged	304	278	91.4
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	57	49	86.0

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2021-22	School 2022-23	School 2023-24
Suspensions	4.17	4.76	3.44
Expulsions	0.1	0.21	0.17
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	3.44	0.17
Female	1.54	0.12
Male	5.14	0.21
Non-Binary	0.0	0.0
American Indian or Alaska Native	0.0	0.0
Asian	3.57	0.0
Black or African American	9.52	1.59
Filipino	0.0	0.0
Hispanic or Latino	2.83	0.07
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	3.92	0.0
White	5.8	0.48
English Learners	3.16	0.0
Foster Youth	5.0	0.0
Homeless	6.21	0.0
Socioeconomically Disadvantaged	3.45	0.14
Students Receiving Migrant Education Services	0.0	0.0
Students with Disabilities	4.41	0.0

School Safety

SB187 Safety Plan

Date the plan was last approved: 01/15/2025

Date the plan was reviewed by staff: 01/15/2025

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.

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-tiered support is available to students. Lakeside has an Academic & Engagement Specialist, a full-time social worker, and a part-time substance abuse counselor. Eight campus supervisors and a full-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 (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1801	1761	578	32.8
Female	846	824	298	36.2
Male	953	935	279	29.8
Non-Binary	—	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian	28	28	8	28.6
Black or African American	63	59	21	35.6
Filipino	33	33	2	6.1
Hispanic or Latino	1411	1379	444	32.2
Native Hawaiian or Pacific Islander	—	—	—	—
Two or More Races	51	49	22	44.9
White	207	205	76	37.1
English Learners	158	149	51	34.2
Foster Youth	20	18	11	61.1
Homeless	161	154	67	43.5
Socioeconomically Disadvantaged	1449	1417	504	35.6
Students Receiving Migrant Education Services	—	—	—	—
Students with Disabilities	25	289	116	40.1

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	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	27.0	21	19	32	29.0	14	21	30	23.0	30	22	25
Mathematics	27.0	14	23	24	31.0	9	11	30	23.0	25	24	17
Science	27.0	14	32	10	27.0	12	43	2	24.0	17	40	4
Social Science	28.0	9	18	23	30.0	7	13	26	25.0	19	15	21

*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
Academic Counselor	4.3	414.25
Library Media Technician	1.0	
Psychologist	0.5	
Nurse	0.5	
Speech/Language/Hearing	1.0	
Other	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 2022-23)

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	$10,078	$236	$9,844	$105,079
District			$8,955	$108,373
State			$10,771	$97,756
Percent Difference: School/District			9%	(3%)
Percent Difference: School/State			(9%)	7%

- **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.

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:

- Career Technical Education (CTE)
- Peer Tutoring
- Advancement Via Individual Determination (AVID) & AVID Tutors
- Advanced Placement (AP) Courses
- Resource Specialist Program (RSP) & Special Day Class (SDC)
- Extreme Saturday School
- Ninth Grade Academy
- Peer Leaders Uniting Students (PLUS)
- Associated Student Body (ASB)
- Renaissance
- Peer Assistance & Review
- Co-Teaching
- Paraeducators
- 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	$54,967	$59,551
Mid-Range Teacher Salary	$96,295	$93,855
Highest Teacher Salary	$132,078	$120,219
Average Principal Salary (Elementary)	$162,100	$151,525
Average Principal Salary (Middle)	$172,176	$158,215
Average Principal Salary (High)	$185,717	$171,087
Superintendent Salary	$313,500	$300,043
Percent of District Budget		
Teacher Salaries	36.93	31.0
Administrative Salaries	4.53	4.91

Advanced Placement Courses (2023-24)

Subject	Number Courses Offered*
English	7
Fine Performing Arts	2
Foreign Language	4
Mathematics	1
Science	2
Social Science	10
Total AP Courses Offered	26
Percent of Students in AP Courses	24.0%

*Where there are student course enrollments.

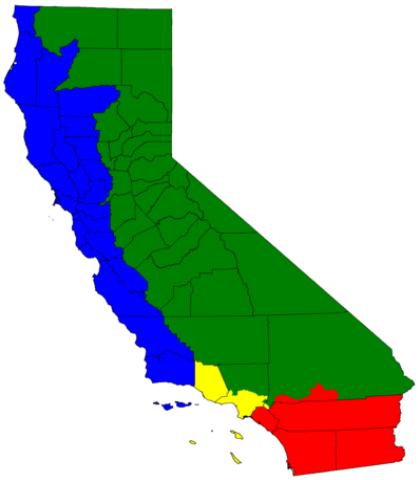
Professional Development

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/**.