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Grades 9-12

Temescal Canyon High School
School Accountability Report Card
Reported Using Data from the 2023-24 School Year
Published During 2024-25

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Contents

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

About This School

Mission Statement
Through a shared commitment with our community, we ensure rigorous, relevant, and globally competitive opportunities for each student in a supportive learning environment.

Vision Statement
The vision of Temescal Canyon High School is to provide interdisciplinary instruction and curriculum that is challenging, innovative, and globally minded. Each student's success, both in high school and in future endeavors, is reinforced through the partnership of home, school, and community.

Principal's Message
The School Accountability Report Card (SARC) is an analysis of resources, educational programs, and student performance data. It provides an accurate picture of Temescal Canyon High School (TCHS) students, staff, and administration's combined efforts to accomplish our mission for the 2023- 2024 school year. The state of California requires all teachers to meet specific standards to teach students in our public schools. Those requirements are:

- Possess a bachelor's degree
- Possess a California Teaching Credential
- Demonstrate competence in the subject area

Temescal Canyon administration tries to recruit and retain the most highly qualified California credentialed teachers. This professional staff continues to train and concentrate on processes that will improve student academic and social achievement. TCHS staff shares a vision of success in our students' social, emotional, and academic development.

We invite all parents and guardians to join the staff at Temescal Canyon High School (A California Distinguished School and an IB World School) in the preparation and education of all graduating students, allowing them to meet the challenges of the 21st century. Each year, the Temescal Canyon staff reviews our commitment to our students. We agreed upon the student-learner outcomes that each Titan graduate demonstrates:

- Teamwork
- Community
- Health
- Scholarship

This happens in the classroom as students become proficient with academic standards and learn to work together with different students and staff as well as in the swimming pool, on the athletic field, or court in the Small Gym or Titan Thunderdome, where students learn what it means to be part of a team working toward a goal. It happens on the stage or parade ground as students create, harmonize, and perform artistic productions. It happens in our House of Bluez as students plan and host activities that ensure a sense of belonging, connection, and Titan Pride.

We are the Titans!

SCHOOL ACCOUNTABILITY REPORT CARD

Student Enrollment by Grade Level (2023-24)

Grade Level	Enrollment
Grade 9	644
Grade 10	590
Grade 11	543
Grade 12	471
Total Enrollment	2248

Student Enrollment by Subgroup (2023-24)

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
Non-Binary	0.0
American Indian or Alaska Native	0.1
Asian	2.7
Black or African American	5.2
Filipino	2.7
Hispanic or Latino	58.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	5.0
White	25.0
English Learners	4.5
Foster Youth	0.7
Homeless	4.8
Migrant	0.0
Socioeconomically Disadvantage	60.1
Students with Disabilities	11.3

Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority, 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

Authorization/Assignment	Number 2020-21	Number 2021-22	Number 2022-23
Permits and Waivers	0.0	0.0	0.4
Misassignments	0.0	1.1	1.4
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	1.1	1.8

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	1.0	0.0
Local Assignment Options	0.6	1.6	1.9
Total Out-of-Field Teachers	0.6	2.6	1.9

Class Assignments

Indicator	Percent 2020-21	Percent 2021-22	Percent 2021223
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0	0.0	2.0
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)	86.8	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)	0.6	0.65	10.9	1.17	12,115.8	4.41
Unknown	4.0	5.22	68.4	7.27	18854.3	6.86
Total Teaching Positions	92.2	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)	82.3	89.83	871.6	90.73	234,405.2	84.0
Intern Credential Holders Properly Assigned	0.3	0.36	5.1	0.54	4,853.0	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.1	1.2	6.1	0.64	12,001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.6	2.9	20.5	2.14	11953.1	4.28
Unknown	5.2	5.7	57.1	5.95	15,831.9	5.67
Total Teaching Positions	91.7	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)	76.7	85.38	872.6	89.73	231142.4	100.0
Intern Credential Holders Properly Assigned	1.0	1.11	7.2	0.74	5566.4	2.0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.8	2.0	20.7	2.14	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.9	2.15	18.9	1.95	11746.9	4.23
Unknown	8.3	9.34	52.8	5.44	14303.8	5.15
Total Teaching Positions	89.8	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			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%

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	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	Yes	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 19, 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 covers are rusted. Vent cover is missing. Exhaust fan is inoperable.
Interior: Interior Surfaces	**Poor**	Ceiling tiles are stained, damaged, missing, or loose in multiple rooms. Rubber molding is missing. Hole in wall. Cabinet door is missing in multiple rooms. Drywall is chipping exposing metal in multiple rooms. Wallpaper torn in multiple rooms. Missing floor tiles. Wall tiles are broken. Valve covers are missing. Formica trim is missing or chipping on countertop in multiple rooms.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	**Good**	Carpet is stained in multiple rooms.
Electrical: Electrical	**Poor**	Light panels are out in multiple rooms. Light bulbs out in multiple rooms. Multiple can lights are out.. Light diffusers missing in multiple rooms. Multiple electrical covers are missing. Light panel is missing. Multiple light diffusers are broken. Multiple electrical covers are missing. Multiple ethernet boxes loose from wall. Multiple ethernet covers are loose. Multiple floor outlet covers missing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	**Fair**	Faucets leaking in multiple rooms. Multiple drinking fountains have no flow. Toilets leaks in multiple RRs. Faucet loose at base. All gender RR, menstrual products are not readily available and menstrual notice is not posted. Multiple toilets are loose at base. Faucet handle is broken. Multiple faucets dripping, Faucet has sporadic flow.
Safety: Fire Safety, Hazardous Materials	**Good**	Paint is peeling on multiple doors and interior wall. Fire sprinkler escutcheon is loose. Eye wash station is disassembled.
Structural: Structural Damage, Roofs	**Good**	Cracks in ceiling and interior wall. Dry rot on exterior wall.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	**Good**	Door handle is missing.
Overall Rating	**Fair 86.43%**	

School Facility Conditions and Planned Improvements

Temescal Canyon High School is in the northeast portion of the Lake Elsinore Unified School District and opened in 1990. We have a combination of regular and portable classrooms. The site includes a multi-use gymnasium, locker/shower facilities, computer and science labs, art, band, choral, wrestling, dance, weight room, administration support buildings, outdoor courts and fields, 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	
	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024
ELA/Literacy	44	55	37	38	46	47
Mathematics	26	29	24	24	34	35

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: 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 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	516	497	96.32	3.68	55.44
Female	250	241	96.4	3.6	59.17
Male	266	256	96.24	3.76	51.95
American Indian or Alaska Native	—	—	—	—	—
Asian	15	15	100.0	0.0	66.67
Black or African American	30	29	96.67	3.33	50.0
Filipino	17	17	100.0	0.0	82.35
Hispanic or Latino	306	294	96.08	3.92	52.04
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	21	21	100.0	0.0	66.67
White	122	116	95.08	4.92	59.48
English Learners	17	15	88.24	11.76	0.00
Foster Youth	—	—	—	—	—
Homeless	23	22	95.65	4.35	54.55
Military	18	18	100.0	0.0	61.11
Socioeconomically Disadvantaged	313	297	94.89	5.11	50.68
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	60	58	96.67	3.33	22.41

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	517	492	95.16	4.84	29.07
Female	250	236	94.40	5.6	24.58
Male	267	256	95.88	4.12	33.20
American Indian or Alaska Native	—	—	—	—	—
Asian	15	15	100.0	0.0	60.0
Black or African American	30	28	93.33	6.67	7.14
Filipino	17	17	100.0	0.0	70.59
Hispanic or Latino	307	289	94.14	5.86	22.49
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	21	21	100.0	0.0	42.86
White	122	117	95.9	4.10	39.32
English Learners	17	16	94.12	5.88	6.25
Foster Youth	—	—	—	—	—
Homeless	23	21	91.3	8.7	19.05
Military	18	18	100.0	0.0	44.44
Socioeconomically Disadvantaged	314	291	92.68	7.32	21.99
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	60	56	93.33	6.67	5.36

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
	20.88	26.26	19.34	20.38	30.29	30.73

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.

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	983	965	98.17	1.83	26.11
Female	487	475	97.54	2.46	23.58
Male	496	490	97.79	1.21	28.57
American Indian or Alaska Native	—	—	—	—	—
Asian	330	30	100.0	0.0	56.67
Black or African American	55	55	100.0	0.0	21.82
Filipino	34	34	100.0	0.0	55.88
Hispanic or Latino	563	551	97.87	2.13	19.78
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	50	49	98.0	2.0	36.73
White	245	240	97.96	2.04	31.67
English Learners	28	24	85.71	14.29	4.17
Foster Youth	—	—	—	—	—
Homeless	41	40	97.56	2.44	20.0
Military	21	21	100.0	0.0	33.33
Socioeconomically Disadvantaged	575	561	97.57	2.43	20.68
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	107	105	98.13	1.87	4.76

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:

- Engineering Design
- Patient Care
- Welding and Materials Joining

Career Technical Education Participation (2023-24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	605
Percent of pupils completing a CTE program and earning a high school diploma	73.8
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	98.09
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	53.01

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	91.8%	97.87%	97.87%	81.31%	97.54%

Engagement

Other Programs

These programs and supplemental services are provided at Temescal Canyon High School to support and assist students:

- English Language Development
- Resource Specialist Program (RSP)
- Special Day Class (SDC)
- AP (Advanced Placement Program)
- IB (International Baccalaureate)
- Health and Medical Careers Academy (HMCA)
- CTE classes, including classes that are articulated with local colleges

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: Joshua Hill, Principal
Phone Number: (951) 253-7250

Temescal Canyon High School encourages parents to be involved in their child's education, including:

- Participating in the School Site Council (SSC),
- Volunteering for Parent-Teacher-Student Association (PTSA) activities
- Extracurricular and Athletic Booster Club membership
- Parent Advisory Committee
- Helping with athletic and music activities
- Participating in meetings and surveys to provide feedback

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	1.3	1.1	1.7
Graduation Rate	95.8	95.6	95.3

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)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	471	449	95.3
Female	245	235	95.9
Male	226	214	94.7
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	14	13	92.9
Black or African American	27	26	96.3
Filipino	18	18	100.0
Hispanic or Latino	264	252	95.5
Native Hawaiian or Pacific Islander	—	—	—
Two or More Races	32	30	93.8
White	115	109	94.8
English Learners	28	24	85.7
Foster Youth	—	—	—
Homeless	40	36	90.0
Socioeconomically Disadvantaged	317	301	95.0
Students Receiving Migrant Education Services	—	—	—
Students with Disabilities	54	47	87.0

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	4.96	5.02	3.83
Expulsions	0.17	0.13	0.29
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	3.83	0.29
Female	2.3	0.17
Male	5.29	0.41
Non-Binary	0.0	0.0
American Indian or Alaska Native	0.0	0.0
Asian	4.55	0.0
Black or African American	8.46	0.0
Filipino	0.0	0.0
Hispanic or Latino	4.01	0.35
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	3.45	0.0
White	2.69	0.34
English Learners	4.96	0.0
Foster Youth	13.04	0.0
Homeless	6.45	0.81
Socioeconomically Disadvantaged	4.98	0.41
Students Receiving Migrant Education Services	0.0	0.0
Students with Disabilities	8.33	0.36

School Safety

SB187 Safety Plan

Date the plan was last approved: November 29, 2023

Date the plan was reviewed by staff: August 5, 2024

The Comprehensive Safe School Plan is fully incorporated in the School Plan for Student Achievement, Goal Seven, and includes data regarding the California Healthy Kids Survey, crime, safe school procedures, and compliance with laws including: (1) child abuse reporting, (2) disaster response and crisis intervention, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) school-wide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to California Education Code Sections 35291 and 35291. In addition, a copy of the plan is available for inspection by the public at each school.

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

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

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 (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2400	2353	523	22.2
Female	1172	1150	285	24.8
Male	1228	1203	238	19.8
Non-Binary	—	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian	66	66	8	12.1
Black or African American	130	125	26	20.8
Filipino	61	60	2	3.3
Hispanic or Latino	1423	1395	344	24.7
Native Hawaiian or Pacific Islander	—	—	—	—
Two or More Races	116	116	21	18.1
White	594	581	117	20.1
English Learners	121	117	35	29.9
Foster Youth	23	19	8	42.1
Homeless	124	119	35	29.4
Socioeconomically Disadvantaged	1465	1429	378	26.5
Students Receiving Migrant Education Services	—	—	—	—
Students with Disabilities	276	271	90	33.2

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	31.0	11	26	42	31.0	10	21	45	26.0	35	18	46
Mathematics	31.0	9	24	35	31.0	11	14	42	25.0	33	22	36
Science	28.0	7	59	2	29.0	6	60	1	28.0	10	60	2
Social Science	30.0	9	32	29	31.0	9	24	35	27.0	23	20	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
Academic Counselor	5.2	449.6
Library Media Technician	1.5	
Library Media (Librarian)	0.2	
Psychologist	1.0	
Nurse	0.5	

School Finances

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

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	$9,329	$126	$9,,203	$109,169
District			$8,955	$108,373
State			$10,771	$97,756
Percent Difference: School/District			3%	1%
Percent Difference: School/State			(15%)	12%

- **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:

- Advancement Via Individual Determination (AVID) & AVID Tutors
- Career Technical Education (CTE)
- 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 Tutoring
- 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.

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 (2022-23)

Subject	Number Courses Offered*
English	6
Fine Performing Arts	2
Foreign Language	1
Mathematics	3
Science	1
Social Science	12
Total AP Courses Offered	25
Percent of Students in AP Courses	21%

*Where there are student course enrollments.

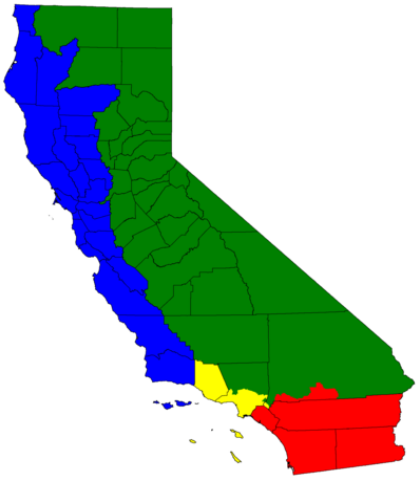
Professional Development

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/**.