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Grades 1-12

Keith McCarthy Academy

School Accountability Report Card

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

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About This School

Mission Statement

Keith McCarthy Academy's blended learning environment prepares students to be independent lifelong learners equipped for postsecondary excellence.

Vision Statement

At Keith McCarthy Academy, we strive to be a model independent study school whose diverse programs provide student readiness for their next steps.

Principal's Message

Keith McCarthy Academy is a fully accredited, exemplary independent study school of choice for students in grades 2nd – 12th in the Lake Elsinore Unified School District. Keith McCarthy Academy has offered a college prep program since the 2012-2013 school year. Upon graduating from our school, KMA students can meet the University of California and California State University A-G requirements and NCAA eligibility requirements. Our standards-driven, blended learning environment is adapted to meet the needs of our students and families needing something different from a traditional school. Our school serves students coming to us with many different needs, including students who wish to graduate early, take college courses while still enrolled in high school, students who are credit deficient and want to engage in a different learning environment, and students who desire the flexibility in our schedule to work or train as they attend school. Students at our school have a wide range of academic needs and experiences, varied interests, and various academic abilities. We are committed to making this nontraditional blended learning school an outstanding alternative for students in our community. Come and visit our school and see how our students receive the support they need to accelerate their learning, get back on track for graduation, or use our flexible learning format to pursue their interests or needs outside of school. If you have any questions or comments about the information in this School Accountability Report Card, please do not hesitate to call my office at (951) 253-7777.



Student Enrollment by Grade Level (2023-24)

Grade Level	Enrollment
Grade 1	8
Grade 2	12
Grade 3	15
Grade 4	29
Grade 5	22
Grade 6	18
Grade 7	28
Grade 8	37
Grade 9	32
Grade 10	65
Grade 11	118
Grade 12	86
Total Enrollment	470

Student Enrollment by Subgroup (2023-24)

Student Group	Percent of Total Enrollment
Female	54.7
Male	45.3
Non-Binary	0.0
American Indian or Alaska Native	0.9
Asian	0.4
Black or African American	5.5
Filipino	1.7
Hispanic or Latino	66.0
Native Hawaiian or Pacific Islander	0.9
Two or More Races	2.6
White	22.1
English Learners	5.5
Foster Youth	0.2
Homeless	4.7
Migrant	0.0
Socioeconomically Disadvantage	72.6
Students with Disabilities	12.6

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

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

Authorization/Assignment	Number 2020-21	Number 2021-22	Number 2022-23
Credentialed Teachers Authorized on Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	2.7	5.0	4.0
Total Out-of-Field Teachers	2.7	5.0	4.0

Class Assignments

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

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)	9.5	77.63	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)	2.7	22.29	10.9	1.17	12,115.8	4.41
Unknown	0.0	0.0	68.4	7.27	18854.3	6.86
Total Teaching Positions	12.2	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)	11.3	65.55	871.6	90.73	234,405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	5.1	0.54	4,853.0	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	6.1	0.64	12,001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.0	29.08	20.5	2.14	11953.1	4.28
Unknown	0.9	5.25	57.1	5.95	15,831.9	5.67
Total Teaching Positions	17.3	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)	21.0	80.8	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)	0.5	1.92	20.7	2.14	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.0	15.36	18.9	1.95	11746.9	4.23
Unknown	0.5	1.92	52.8	5.44	14303.8	5.15
Total Teaching Positions	26.0	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	Reach for Reading, National Geographic (K-5)	2018	Yes	0%
	California Collection, Houghton Mifflin Harcourt (6-8)	2018	Yes	0%
	MyPerspectives (9-10)	2018	Yes	0%
	MyPerspectives—American Literature (11)	2018	Yes	0%
	MyPerspectives—British Literature (12	2018	Yes	0%
Mathematics	GoMath, California Edition, (K-5)	2016	Yes	0%
	Engage New York, (K-5)	2016	Yes	0%
	Big Ideas, Course I, II, III (6-8)	2016	Yes	0%
	Big Ideas, Algebra I & II	2016	Yes	0%
	Big Ideas, Geometry	2016	Yes	0%(
Science	Amplify Science (6-8)	2021	Yes	0%
	Biology, Pearson/Savvas	2021	Yes	0%
	Conceptual Physics, Pearson	2019	Yes	0%
	Living By Chemistry	2018	Yes	0%
	Earth Science, Prentice Hall	2006	Yes	0%

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

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	Time and Place, Scott Foresman (Grade 1)	2006	Yes	0%
	Then and Now, Scott Foresman (Grade 2)	2006	Yes	0%
	Our Communities, Scott Foresman (Grade 3)	2006	Yes	0%
	Our California, Scott Foresman (Grade 4)	2006	Yes	0%
	Our Nation, Scott Foresman (Grade 5)	2006	Yes	0%
	My World Interactive: Ancient Civilizations	2019	Yes	0%
	My World Interactive: Medieval & Early Modern Times	2019	Yes	0%
	My World Interactive: American History to 1914	2019	Yes	0%
	World History: Culture Geography: The Modern World	2019	Yes	0%
	U.S. History & Geography: Continuity & Change	2019	Yes	0%
	Principals of American Democracy	2019	Yes	0%
	Principles of Economics	2019	Yes	0%
Foreign Language	Somos Asi en Sus Marcas!	2003	Yes	0%
	Somos Asi Listos! , EMC	2003	Yes	0%
	Una Vez Mas!	2007	Yes	0%
Health	Health, Glencoe	2005	Yes	0%

School Facilities

School Facility Good Repair Status (School Year 2024-25)

To determine the condition of our schools, the district sends experts from the facilities team to inspect them. The facilities team uses a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. The latest inspection took place on January 22, 2025. The information from that survey, as outlined below, reflects the condition of our buildings as of the date of the report. Since that time, circumstances may have changed.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	**Good**	No repairs needed at the time of the inspection.
Interior: Interior Surfaces	**Good**	Multiple ceiling tiles are broken.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	**Good**	No repairs needed at the time of the inspection.
Electrical: Electrical	**Fair**	Multiple light panels, can lights, and light bulbs are out. One light diffuser loose.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	**Good**	One drinking fountain has low flow two have no flow.
Safety: Fire Safety, Hazardous Materials	**Good**	No repairs needed at the time of the inspection.
Structural: Structural Damage, Roofs	**Good**	Crack in multiple interior walls.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	**Good**	No repairs needed at the time of the inspection.
Overall Rating	**Good 94.71%**	

School Facility Conditions and Planned Improvements

Our current school opened in July of 2007. The site includes teacher offices, an administration support building, a conference room and counseling office, a multi-media library, 1 elementary classroom, 1 middle school classroom and 4 high school classrooms.

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	28	22	37	38	46	47
Mathematics	7	6	24	24	34	35

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	332	326	98.19	1.81	22.09
Female	179	178	99.44	0.56	24.16
Male	153	148	96.73	3.27	19.59
American Indian or Alaska Native	—	—	—	—	—
Asian	—	—	—	—	—
Black or African American	16	16	100.0	0.0	18.75
Filipino	—	—	—	—	—
Hispanic or Latino	221	216	97.74	2.26	20.83
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	11	11	100.0	0.0	18.18
White	70	70	100.0	0.0	27.14
English Learners	15	15	100.0	0.0	6.67
Foster Youth	—	—	—	—	—
Homeless	13	12	92.31	7.69	25.0
Military	—	—	—	—	—
Socioeconomically Disadvantaged	237	233	98.31	1.69	17.17
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	47	44	93.62	6.38	2.27

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	331	326	98.19	1.51	6.13
Female	179	178	99.44	0.56	5.06
Male	152	148	97.37	2.63	7.43
American Indian or Alaska Native	—	—	—	—	—
Asian	—	—	—	—	—
Black or African American	16	16	100.0	0.0	0.0
Filipino	—	—	—	—	—
Hispanic or Latino	220	216	98.18	1.82	5.56
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	11	11	100.0	0.0	0.0
White	70	70	100.0	0.0	8.57
English Learners	15	15	100.0	0.0	0.0
Foster Youth	—	—	—	—	—
Homeless	13	12	92.31	7.69	8.33
Military	—	—	—	—	—
Socioeconomically Disadvantaged	235	232	98.72	1.28	3.45
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	46	43	93.48	6.52	0.0

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
	10.74	9.93	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	293	284	96.93	3.07	9.86
Female	157	153	97.45	2.55	9.80
Male	136	131	96.32	3.68	9.92
American Indian or Alaska Native	—	—	—	—	—
Asian	—	—	—	—	—
Black or African American	12	12	100.0	0.0	8.33
Filipino	—	—	—	—	—
Hispanic or Latino	183	176	96.17	3.83	7.95
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	—	—	—	—	—
White	78	77	98.73	1.28	10.39
English Learners	—	—	—	—	—
Foster Youth	0	0	0.0	0.0	0.0
Homeless	—	—	—	—	—
Military	—	—	—	—	—
Socioeconomically Disadvantaged	205	199	97.07	2.93	6.53
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	29	26	89.66	10.34	0.0

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.

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.67
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	3.8

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
5	94.74%	100%	100%	100%	100%
7	100%	96.97	96.97	100%	96.97
9	100%	100%	100%	100%	100%

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: Dr. Peter Hopping, Principal

Contact Phone Number: (951) 253-7777

We offer numerous activities throughout the year that involve our parents and community. This includes parent engagement nights, FAFSA nights, college and career presentations, orientation meetings, and parent conferences.

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	9.6	4.7	2.3
Graduation Rate	75.6	80.4	87.5

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 (2022-22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	88	77	87.5
Female	47	38	80.9
Male	41	39	95.1
Non-Binary	0	0	0.0
American Indian or Alaska Native	0	0	0.0
Asian	—	—	—
Black or African American	—	—	—
Filipino	0	0	0.0
Hispanic or Latino	53	45	84.9
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	—	—	—
White	27	27	100.0
English Learners	—	—	—
Foster Youth	—	—	—
Homeless	—	—	—
Socioeconomically Disadvantaged	69	58	84.1
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	11	10	90.9

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 by Student Group (2023-24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.85	0.0
Female	0.22	0.0
Male	1.62	0.0
Non-Binary	0.0	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	6.12	0.0
Filipino	0.0	0.0
Hispanic or Latino	0.54	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	3.85	0.0
White	0.0	0.0
English Learners	1.69	0.0
Foster Youth	0.0	0.0
Homeless	2.08	0.0
Socioeconomically Disadvantaged	0.67	0.0
Students Receiving Migrant Education Services	0.0	0.0
Students with Disabilities	0.97	0.0

Suspensions and Expulsions

Rate	School 2021-22	School 2022-23	School 2023-24
Suspensions	0.62	0.51	0.85
Expulsions	0.09	0.1	0.0
Rate	**District 2021-22**	**District 2022-23**	**District 2023-24**
Suspensions	3.24	385	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

School Safety

SB187 Safety Plan

Date the plan was last approved: May 15, 2024

Date the plan was reviewed by staff: May 15, 2024

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures, and compliance with laws including (1) child abuse reporting, (2) disaster response, (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, (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5, and (10) lockdown procedures. In addition, a copy of the plan is available for inspection by the public at each school.

Chronic Absenteeism by Student Group (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	824	743	104	14.0
Female	454	408	62	15.2
Male	370	335	42	12.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	—	—	—	—
Asian	—	—	—	—
Black or African American	49	46	7	15.2
Filipino	11	—	—	—
Hispanic or Latino	557	503	79	15.7
Native Hawaiian or Pacific Islander	—	—	—	—
Two or More Races	26	21	4	19.0
White	167	152	13	8.6
English Learners	59	51	8	15.7
Foster Youth	—	—	—	—
Homeless	48	43	12	27.9
Socioeconomically Disadvantaged	593	537	80	14.9
Students Receiving Migrant Education Services	—	—	—	—
Students with Disabilities	103	87	7	8.0

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

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

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

Discipline

A progressive discipline plan is in place, and multiple discipline procedures, character pillars, and Boys Town social skills are taught throughout the year. The school has an Anti-Bullying Policy that is reviewed by staff and students.

Other SARC Information

Academic Counselors and Other Support Staff

Title	Number of FTEs* Assigned to the School
Counselor (Academic, Social/Behavioral or Career Development)	0.2
Psychologist	0.3
Nurse	0.3
Other	0.5

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

Average Class Size and Class Size Distribution (Elementary)

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.

Grade Level	2021-22				2022-23				2023-24			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Grade 1	—				18.0	1			8.0	1		
Grade 2	—				14.0	2			12.0	1		
Grade 3	—				18.0	2			15.0	1		
Grade 4	—				15.0	2			26.0		1	
Grade 5	—				24.0		1		20.0	1		
Grade 6	38.0	5	3	6	18.0	5	7		13.0	10		
Other					5.0	1			5.0	1		

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

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	42.0	3		4	37.0	4		5	26.0	5	2	4
Mathematics	42.0	1	1	7	34.0	1	4	4	26.0	3	4	3
Science	65.0		1	4	58.0		1	4	37.0	1	2	3
Social Science	42.0	2		6	56.0			6	35.0	1	3	4

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

School Finances

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

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	$8,513	$1,510	$7,003	$102,135
District			$8,955	$108,373
State			$10,771	$97,756
Percent Difference: School/District			(28%)	(6%)
Percent Difference: School/State			(35%)	4%

- **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	$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

Other Funding (Fiscal Year 2022-23)

Funding is provided from state and federal special programs to supplement the core instructional program provided by the school district. These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

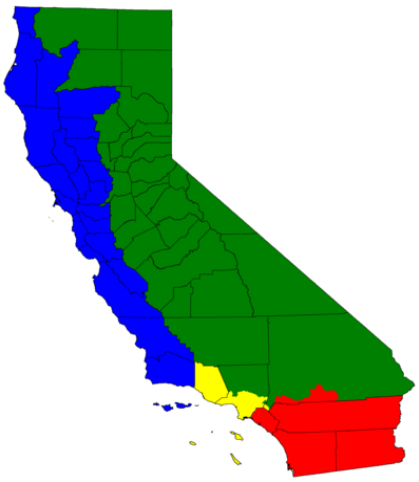
- Special Education
- A-G/NCAA Academics
- MFI Counseling
- PLUS Leadership Program

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/**.