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Grades 11-12

Ortega 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

Mission Statement

The mission of Ortega High School is to provide an educational environment that supports the whole student through a targeted lens of social-emotional learning. Dedicated staff are committed to building resiliency, grit, and independence within our students through compassion and a shared commitment to lifelong learning across various post-secondary settings.

Vision Statement:

The vision at Ortega High School is to support our mission by fostering a school community that supports collaboration, commitment, and the endless pursuit of doing what is best for our students as they establish a role in the 21st-century world.

Principal's Message

I want to welcome you to Ortega High School. Thank you for taking this opportunity to visit our Model Continuation High School. We offer a variety of programs to fit your student's individual needs. We offer an accelerated credit-recovery program within an alternative education setting that includes quality teaching and coursework, allowing students to earn 100+ credits per year.

At Ortega High School, we always aim to do what is best for our students to ensure they receive a quality education that can open doors to the next stage in their lives. We will strive to continue to offer these programs with the same level of rigor offered by the comprehensive high schools and to improve our graduation rates as our enrollment increases. It is with great pleasure that we serve you and your students for the 2024-2025 school yar.



Student Enrollment by Grade Level (2023-24)

Grade Level	Enrollment
Grade 11	110
Grade 12	378
Total Enrollment	488

Student Enrollment by Subgroup (2023-24)

Student Group	Percent of Total Enrollment
Female	38.5
Male	61.5
Non-Binary	0.0
American Indian or Alaska Native	0.0
Asian	1.8
Black or African American	4.7
Filipino	0.6
Hispanic or Latino	73.0
Native Hawaiian or Pacific Islander	1.0
Two or More Races	2.3
White	16.6
English Learners	10.7
Foster Youth	0.4
Homeless	6.6
Migrant	0.0
Socioeconomically Disadvantage	83.8
Students with Disabilities	27.0

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

Authorization/Assignment	Number 2020-21	Number 2021-22	Number 2022-23
Permits and Waivers	0.0	0.0	0.0
Misassignments	1.0	1.1	0.2
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.0	1.1	0.2

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	4.4	5.2	6.2
Total Out-of-Field Teachers	4.4	5.2	6.2

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)	3.0	6.7	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	0.0

Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (2020-2021)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.5	52.78	853.3	90.69	228,366.1	83.12
Intern Credential Holders Properly Assigned	0.0	0.0	1.5	0.16	4,205.9	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	5.56	6.7	0.72	11,216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.4	24.94	10.9	1.17	12,115.8	4.41
Unknown	3.0	16.67	68.4	7.27	18854.3	6.86
Total Teaching Positions	18.0	100.0	940.9	100.0	274,759.1	100.0

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

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)	16.5	63.81	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)	1.1	4.58	6.1	0.64	12,001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.2	20.0	20.5	2.14	11953.1	4.28
Unknown	3.0	11.54	57.1	5.95	15,831.9	5.67
Total Teaching Positions	26.0	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)	18.8	66.54	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)	0.2	0.71	20.7	2.14	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.20	22.14	18.9	1.95	11746.9	4.23
Unknown	3.0	10.61	52.8	5.44	14303.8	5.15
Total Teaching Positions	28.2	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 11 American Literature	2018	Yes	0%
	My Perspectives Grade 12	2018	Yes	0%
	ELD-iLit-Inspire Literacy	2018	Yes	0%
Mathematics	Big Ideas Math, 6, 7, 8	2016	Yes	0%
	Big Ideas Algebra, 1 & 2	2016	Yes	0%
	Big Ideas Geometry	2016	Yes	0%
Science	Amplify Science 6, 7, 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%
History-Social Studies	Pearson History-Social Science My World Interactive Ancient Civilizations	2019	Yes	0%
	Pearson History-Social Science My World Interactive Medieval & Early Modern Times	2019	Yes	0%
	Pearson History-Social Science My World Interactive American History to 1914	2019	Yes	0%

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 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
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%
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 21, 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**	Multiple exhaust fans are inoperable.
Interior: Interior Surfaces	**Fair**	Ceiling tiles water stained or broken in multiple rooms. Floor tiles are broken. Holes in wall. Soap dispenser is not functioning. Carpet is worn.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	**Good**	Carpet is stained in multiple rooms.
Electrical: Electrical	**Fair**	Can light is out. Light bulb is out. Multiple light panels are out. Electrical cover is missing in multiple rooms. Multiple ethernet covers are loose/missing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	**Fair**	Multiple faucets leak at handle and one leaks at fitting. Multiple toilets leak at fitting. Multiple exterior drinking fountains and bottle filler have no flow. Drinking fountain has high flow. Multiple toilets leak at fitting.
Safety: Fire Safety, Hazardous Materials	**Good**	Paint is peeling on multiple doors.
Structural: Structural Damage, Roofs	**Good**	Cracks in multiple exterior walls and covered walkway.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	**Good**	Tripping hazard on main entry sidewalk.
Overall Rating	**Good 93.23%**	

School Facility Conditions and Planned Improvements

Ortega High School originally opened in 1980. It has 23 regular classrooms, a College and Career Center, a library, three computer labs, a multipurpose room, and a conference center. Athletic facilities include a gym and outside basketball courts and fields.

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	11	9	37	38	46	47
Mathematics	1	1	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 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	228	222	97.37	2.63	9.01
Female	103	101	98.06	1.94	9.9
Male	125	121	96.8	3.2	8.26
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	—	—	—	—	—
Black or African American	—	—	—	—	—
Filipino	0	0	0.0	0.0	0.0
Hispanic or Latino	171	165	96.49	3.51	8.48
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	—	—	—	—	—
White	35	35	100.0	0.0	11.43
English Learners	30	30	100.0	0.0	0.0
Foster Youth	—	—	—	—	—
Homeless	—	—	—	—	—
Military	—	—	—	—	—
Socioeconomically Disadvantaged	169	165	97.63	2.37	8.48
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	32	31	96.88	3.12	3.23

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 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	228	224	98.25	1.75	0.89
Female	103	101	98.06	1.94	0.00
Male	125	123	98.4	1.60	1.63
American Indian or Alaska Native	0	0	0.0	0.0	0.00
Asian	—	—	—	—	—
Black or African American	—	—	—	—	—
Filipino	0	0	0.0	0.0	0.00
Hispanic or Latino	171	167	97.66	2.34	0.60
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	—	—	—	—	—
White	35	35	100.0	0.0	2.86
English Learners	30	30	100.0	0.0	0.00
Foster Youth	—	—	—	—	—
Homeless	—	—	—	—	—
Military	—	—	—	—	—
Socioeconomically Disadvantaged	169	165	97.63	2.37	0.61
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.00
Students with Disabilities	32	32	100.0	0.0	0.00

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
	3.92	5.47	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	501	494	98.6	1.4	5.47
Female	205	202	98.554	1.46	3.47
Male	296	292	98.65	1.35	6.85
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	—	—	—	—	—
Black or African American	22	21	95.45	4.55	0.0
Filipino	—	—	—	—	—
Hispanic or Latino	385	381	98.96	1.04	4.20
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	14	14	100.0	0.0	0.0
White	68	66	97.06	2.94	15.15
English Learners	58	58	100.0	0.0	0.0
Foster Youth	—	—	—	—	—
Homeless	29	27	93.1	6.9	0.0
Military	—	—	—	—	—
Socioeconomically Disadvantaged	400	395	98.75	1.25	4.56
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	57	56	98.25	1.75	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.

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:

- Graphic Design
- Business Management
- Personal Finance
- Careers in Professional Music

Career Technical Education Participation (2023-24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	214
Percent of pupils completing a CTE program and earning a high school diploma	—
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	82.17
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.32

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: Dr. Greg Cleave, Principal
Phone Number: (951) 253-7065

Ortega High School encourages parents to be involved in their child's education. We offer many opportunities for parent participation, including the following:

- Parent/student Orientations for all new students
- Back to School Night
- Open House
- Volunteering in the classroom
- School Site Council
- English Learner Advisory Committee (ELAC)
- Field trip supervision
- FAFSA nights

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	
Dropout Rate	3.6	0.6	1.5
Graduation Rate	90.3	95.3	92.1

District	2021-22	2022-23	
Dropout Rate	2.3	2.8	2.4
Graduation Rate	92.9	93.7	93.5

State	2021-22	2022-23	
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	329	303	92.1
Female	125	119	95.2
Male	204	184	90.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	—	—	—
Black or African American	11	11	100.0
Filipino	—	—	—
Hispanic or Latino	248	230	92.7
Native Hawaiian or Pacific Islander	—	—	—
Two or More Races	—	—	—
White	51	45	88.2
English Learners	45	42	93.3
Foster Youth	—	—	—
Homeless	49	47	95.9
Socioeconomically Disadvantaged	294	271	92.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	49	39	79.6

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	3.05	2.26	2.93
Expulsions	0.55	0.66	0.0
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	2.93	0.0
Female	3.62	0.0
Male	2.46	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	5.88	0.0
Filipino	0.0	0.0
Hispanic or Latino	2.59	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	5.26	0.0
White	2.73	0.0
English Learners	1.25	0.0
Foster Youth	0.0	0.0
Homeless	8.7	0.0
Socioeconomically Disadvantaged	2.6	0.0
Students Receiving Migrant Education Services	0.0	0.0
Students with Disabilities	5.77	0.0

School Safety

SB187 Safety Plan

Date the plan was last approved: 9/05/2024
Date the plan was reviewed by staff: 9/13/2024

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

Chronic Absenteeism by Student Group (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	683	669	433	64.7
Female	276	273	179	65.6
Male	407	396	254	64.1
Non-Binary	—	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian	—	—	—	—
Black or African American	34	32	18	56.3
Filipino	—	—	—	—
Hispanic or Latino	501	491	311	63.3
Native Hawaiian or Pacific Islander	—	—	—	—
Two or More Races	19	19	11	57.9
White	110	108	83	76.9
English Learners	80	80	49	61.3
Foster Youth	—	—	—	—
Homeless	46	45	34	75.6
Socioeconomically Disadvantaged	539	530	354	66.8
Students Receiving Migrant Education Services	—	—	—	—
Students with Disabilities	156	150	107	71.3

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

We have implemented a progressive discipline plan for maintaining order. Supporting a safe environment are two campus supervisors and a School Resource Officer. To encourage anonymous crime reporting, we employ the STOPit program, which promptly investigates all leads. Furthermore, we have a full-time social worker providing mental health support and a dedicated school counselor. A wide range of skills-based mental health counseling is provided through Operation Safehouse. We also provide drug and alcohol counseling through a partnership with Riverside University Health System.

Other SARC Information

Academic Counselors and Other Support Staff

Title	Number of FTE Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	1.2	488
Psychologist	0.3	
Nurse	0.3	
Speech/Language/Hearing	0.3	

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

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	$9,834	$1,402	$8,432	$110,224
District			$8,955	$108,373
State			$10,771	$97,756
Percent Difference: School/District			(6%)	2%
Percent Difference: School/State			(22%)	13%

- **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:

- Title I
- Resource Specialist Program (RSP)
- English Language Development



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	11.0	38	2		19.0	45	3		8.0	51	1	
Mathematics	18.0	11	3		14.0	15	4		17.0	13	1	
Science	18.0	13	2		13.0	18	6		11.0	23	3	
Social Science	12.0	27	3		13.0	26	6		12.0	21	5	

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

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

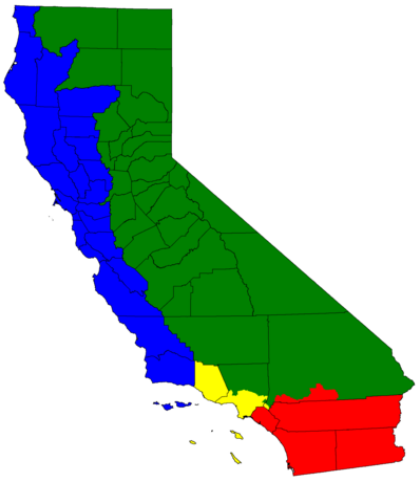
Professional Development

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/**.