Machado Elementary School

15150 Joy Street • Lake Elsinore, CA 92530 • (951) 253-7500 • Grades K-5
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

School Description

Superintendent's message

LEUSD is well positioned for the 2018 school year! The collaboration between voters, parents, teachers and staff has resulted in student achievement growth, improved facilities and playing fields under Measure V, and new instructional technology for classrooms.

Under our state accountability system, the Fall 2017 update to the California School Dashboard was recently released. The Dashboard provides teachers and principals with valuable performance data that is examined weekly during their PLC collaboration time, and used to guide instruction. The current Dashboard shows LEUSD schools are making progress.

LEUSD improved in several areas, though English Language Arts and Math growth indicators are little changed from a year ago, a trend statewide. The Dashboard is powered by six state indicators and four local indicators, along with a variety of custom reports by which to compare schools, districts, and student subgroups. Dashboard color codes reflect status and change to depict achievement growth ranging from Red (lowest) to Blue (highest).

LEUSD performance highlights:
SUSPENSION RATES—by lowering suspensions, results for the 'Suspension' indicator have IMPROVED from orange to yellow, changing from a high suspension rating to a medium suspension rating.
'EL' PROGRESS—English Learners IMPROVED from yellow to green, changing from 'Medium' to 'High' as a result of an additional 3.1% students making progress towards English proficiency.
GRADUATION RATE—this indicator has IMPROVED from green to blue. The District continues to have a 'High' rating due to an increase in graduating students of 1.5%.
COLLEGE/CAREER PREPAREDNESS—growing College & Career Preparedness is an area for increased attention. The CA School Dashboard shows 35.2% of LEUSD graduates as being 'Prepared." The State will not have a color indicator for College & Career Preparedness until 2018, but notably, LEUSD 11th grade students' ELA and Mathematics scaled scores increased in both areas respectively by 0.3 points and 4.2 points, a positive college readiness indicator.
CHRONIC ABSENTEEISM—for the first time, the CA Schools Dashboard includes District and school Chronic Absenteeism rates, though a Chronic Absenteeism color indicator does not appear on the Fall 2017 report. District wide, LEUSD's Chronically Absent statistic is 12.8%.
LEUSD met all local indicators for implementing state standards, providing safe school facilities, adequate books and instructional materials, as well as meeting indicators for school climate, and student and parent engagement. View how LEUSD is performing at www.caschooldashboard.org. These are positive indicators, so let's be mindful of the many positive accomplishments of 2017 to help set the bar high for 2018.

Sincerely,
Dr. Doug Kimberly,
Superintendent

Principal's Message

The staff and students are excited to share this School Accountability Report Card (SARC) that is designed to inform you, our parents and community, about the programs and progress being made at Machado Elementary School. Our programs are exciting, and our students and parents are empowered by the activities we have in place at Machado Elementary. In the 2009-10 school year, Machado Elementary School became a California Distinguished School. Our experienced staff of teachers is dedicated and continues to provide quality education to every child through the best educational opportunities possible. Many special services supplement our regular school programs: Read 180; SRA Reach and Reading Mastery; California Early Literacy Learning (CELL) reading trained staff; Step Up to Writing supplemented with Framing Your Thoughts writing programs; Intensive Intervention programs in language arts; enrichment programs in language arts; Guided Language Acquisition Design (GLAD)trained teachers including one Key Certified Key Trainer; drug and tobacco education; counseling; English Language Development (ELD) programs; Advancement Via Individual Determination (AVID); Science Technology Engineering Arts Math (S.T.E.A.M.) education; psychologist/speech services; a full time Community Liaison, full time Dean of Students; and Technology and Math Coaches. The THINK Together after school program is also a partner to Machado Elementary School. Here students are provided with homework help, tutoring and physical fitness and enrichment activities until 6:00 p.m. daily. This is a grant program and thus is offered to families at a minimal yearly cost. We also offer after school tutoring, Norma's Nest Literacy Center for parents to come work with their students, and get help from a staff members. We currently offer nine after school STEAM clubs: Dance, Guitar, Musical Theater, Leadership, Art, Robotics, Technology (2), and Running Club.

We realize the importance of developing in each child an attitude of self-respect and self-worth, and we provide a variety of opportunities for our student scholars to form meaningful and responsible relationships. To this end, the Machado school community is proud of its Positive Behavior Intervention Support school wide system (PBIS) that incorporates Character Education (based on the book Inches and Miles by John Wooden) and Boys Town positive social skills. Our PBIS school system builds a pyramid of success based on 14 character traits, establishes clear and consistent expectations for scholarly behavior and positive interactions, but also empowers students with the social skill training to be successful and interact positively at school, at home, and in the community. Our school community unites every Friday for "Friday Flag" for social skill instruction, and students are recognized monthly at our awards assembly for being an outstanding example of the traits we are working on for the month. Our PBIS system helps our young scholars develop positive social behaviors and positive commitments to their education, families, school, peers, and communities. We emphasize the importance of being Respectful, Responsible, and Safe on campus, while also making sure we act with Integrity and choose Kindness. Each week, parents are notified of the social skill and trait that we are working on, and invited to Friday Flag, so that they may reinforce these skills at home in partnership with the school. Parents are our partners in the important job of educating the children of this community. Numerous parents volunteer in classes and in the Site Materials Resource and Volunteer Center. Support for both our English and non-English speaking parents include: English Learner Advisory Committee (ELAC), PTA, parent cards for our library, Latino Literacy, the Parent Institute for Quality Education, English as a Second Language (ESL) classes, and monthly parent workshops with Pastries with the Principal and Dean. These are exciting and challenging times for all of us, and we urge parents to come and visit our classes and talk with our teachers.

Mission Statement:

We, the Machado Elementary Community, strive to provide rigorous, relevant, and high quality learning opportunities through challenging curriculum and a positive environment where all students can succeed. Above all, we work together with our community to nurture lifelong learners and critical thinkers. We educate hearts and minds for the betterment of humankind!

Values:

We embrace a positive"Growth Mindset" and value the partnership and role of each member of the school community to provide our students with the intellectual/academic, social/emotional, technological, and civic, critical thinking, and creative skills they need to be successful in their communities and personal lives now and in the future.

Vision:

Our vision is to be a 21st century educational community that fosters hope, encourages, and guides our student scholars to develop the intellectual/academic, social/emotional, technological, and civic skills they need to be successful in their communities and personal lives now and in the future. We continually invest in our professional growth to provide the educational experiences to meet the ever-evolving needs of all student scholars.

School Motto:

The Path to Success Starts Here...
Machado Eagles S.O.A.R.!

Thank you for your commitment and partnership to meet the needs of our student scholars!
Dr. Sandra Valles-Metzger, Principal

About the SARC

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, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	103
Grade 1	101
Grade 2	103
Grade 3	105
Grade 4	118
Grade 5	95
Total Enrollment	625

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	0.2
Asian	0.2
Filipino	0.8
Hispanic or Latino	84.8
Native Hawaiian or Pacific Islander	0.0
White	7.8
Socioeconomically Disadvantaged	91.5
English Learners	37.8
Students with Disabilities	14.4
Foster Youth	0.8

A. 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 Credentials			
Machado Elementary School	16-17	17-18	18-19
With Full Credential	30	31	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Lake Elsinore Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Machado Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	1	0	

*   Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Lake Elsinore Unified School District chooses instructional materials which are aligned to 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. Materials for grades 9-12 are evaluated and recommended by subject area teachers. 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 makes the final approval of 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 September 14, 2017

Textbooks and Instructional Materials Year and month in which data were collected: September 14, 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	National Geographic Reach for Reading {Ca} (K-5) 2018 READ 180, Level A and B Adopted 2010 System 44 Scholastic 2012 TK, Scholastic Big Day for Pre-K Center Based Curriculum Adopted 2010 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	GoMath, California Edition, (K-5) Adopted 2016 OR Engage New York, (K-5) Adopted 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	California Science, Houghton Mifflin, 2005 Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	History-Social Science for California, Scott Foresman, 2006 Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	Avenues, Hampton Brown Adopted 2005 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

The Lake Elsinore Unified School District (LEUSD) is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The LEUSD Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office and at the District Office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. In addition to District-level support of routine and periodic maintenance needs, LEUSD holds high standards for cleanliness, appearance, and good repair of all campuses daily and maintains them through the efforts of the students, staff, day custodian, evening custodial crew, and District Maintenance Department. Our maintenance staff ensures the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority. LEUSD regularly assesses maintenance, modernization, and new construction needs. Any pesticide use at our school sites is in compliance with the Healthy Schools Act of 2000.

Fire drill evacuations are conducted on a monthly basis at all elementary and middle schools, and twice a year at the high schools in the District. A fire safety inspection is conducted once each year by the Riverside County Fire Department, while site personnel conduct site inspections on a regular basis.

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 as a result of a crisis situation. Team members are called upon to assist across the District as necessary. As part of the comprehensive School Safety Program, School Resource Officers provide prevention and intervention procedures on all LEUSD campuses at least part time.

Our school was built in 2002. It has 26 regular classrooms, six science labs, eight portables, a library, a computer lab, a multipurpose room, and five special education rooms. The designed capacity of the school is 1,300 students. Athletic facilities include a gym, dance room, and outside courts and fields.

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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/2/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	OFFICE: LEAKING UNDER THE SINK AND DRY WALL BY THE INSTA FLOW NEEDS TO BE PATCHED IN THE RESTROOM RR #1: CEILING NEEDS PAINT
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	OFFICE: LEAKING UNDER THE SINK AND DRY WALL BY THE INSTA FLOW NEEDS TO BE PATCHED IN THE RESTROOM
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	RM 30: ROT/TERMITE ON BLDG
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Fair**	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and

• 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

	2017-18 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	19.0	24.0	40.0	40.0	48.0	50.0
Math	14.0	19.0	28.0	28.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

	CAASPP Test Results in Science for All Students					
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

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

Grade Level	**2017-18 Percent of Students Meeting Fitness Standards**		
	4 of 6	**5 of 6**	**6 of 6**
5	23.5	15.3	20.4

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	296	295	99.66	23.73
Male	148	148	100.00	23.65
Female	148	147	99.32	23.81
Black or African American	11	11	100.00	0.00
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	245	244	99.59	24.18
White	26	26	100.00	23.08
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	275	274	99.64	22.26
English Learners	149	149	100.00	18.12
Students with Disabilities	40	40	100.00	17.50
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	297	296	99.66	18.58
Male	148	148	100	21.62
Female	149	148	99.33	15.54
Black or African American	11	11	100	0
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	246	245	99.59	19.59
White	26	26	100	7.69
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	276	275	99.64	18.55
English Learners	150	150	100	17.33
Students with Disabilities	40	40	100	20
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. 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 Parental Involvement (School Year 2018-19)
Machado Elementary School encourages parents to be involved in their child's education. We offer many opportunities for parent participation:
* Pastries with the Principal (Monthly mini workshops/forum, coffee and pastries served)
* Parent University-AVID Nights (Monthly parent/student interactive S.T.E.A.M. and AVID activities with free pizza dinner and childcare!)
* Meet the Masters Art Program (Parents teach art lessons to all student scholars!)
* 	Adult ESL classes (Monday/Tuesday/Wednesday mornings from 8am-10am with free childcare)
* ELAC (Monthly bilingual parent meetings to improve English Learning students' academic achievement)
* 	Friday Flag Social Skill Assemblies (Skits to introduce/teach social skill focus of the week, announcements, scholarly word of the week)
* 	Monthly Awards Celebrations (Character trait awards and attendance recognition)
* 	Semester Awards Celebrations (Academic achievement awards, attendance awards, PBIS awards)
* 	Read with Me Monday (Assigned Mondays for parents to read with their students from 8:15am-9am in the classroom.)
* Volunteering in the classroom or the Site Materials Resource Center-Room 18
* Norma's Nest (After school literacy center open Monday-Friday, from 1:45pm to 3pm)
* 	Reading/Language Arts and Math After School Tutoring (Mondays and Wednesdays from 1:45pm to 3pm)
* 	S.T.E.A.M. Club Thursdays/Fridays-Volunteer to help a club! (Enrichment Science, Technology, Engineering, Arts, Math clubs from 1:45pm to 3pm.
At this time we offer 2 Tech Clubs, Dance, Guitar, Musical Theater,
Leadership and Art)
* Participating in School Site Council (SSC)-Parent members help oversee and approve the SPSA plan for Machado
* Volunteering for Parent-Teacher Association (PTA)
* 	Field Trips! (Every grade level goes on at least one field trip. Parent volunteers attend as chaperones!)

*   Participating in PTA family events (For example: Movie Nights, Family Dances, Harvest Festival, Winter Festival, Swap Meet Saturdays, Beautification Days, Penny Carnival etc.)

For more information on how to become involved, please contact our Community Liaison, Anacani Bruno, at (951) 253-7500 or anacani.bruno@leusd.k12.ca.us.

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.

School Safety Plan
Our School Safety Plan was reviewed and approved by our School Site Council in October 2018. The Safe School Plan (SSP) is updated annually at each site to address components that the site will proactively seek to improve as it relates to student and staff safety. The SSP is available to the public for review upon request. The Comprehensive Safe School Plan is fully incorporated in the School Plan for Student Achievement, Basic Services, 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, orderly, and positivie environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to California Education Code Sections 35291 and 35291.5.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	1.5	0.3	2.0
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	4.0	4.0	3.5
Expulsions Rate	0.2	0.2	0.2
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	2
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

*   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)											
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
K	23	23	18		1	3	5	4	3			
1	22	24	25				4	4	4			
2	23	24	25				5	4	4			
3	25	26	25				4	4	4			
4	25	33	28				4	1	4		2	
5	24	27	25	1	1	1	4	3	3			
Other	10	9	7	2	2	1						

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

Professional Development provided for Teachers

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 first priority is to provide assistance for 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. Subsequent to initial training, follow up and coaching take place districtwide. The District's goal is to provide opportunities for teachers, administrators, and staff in order to meet the learning needs of all students. An in-house professional growth program is provided for all staff.

FY 2016-17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$42,685	$47,903
Mid-Range Teacher Salary	$78,313	$74,481
Highest Teacher Salary	$103,072	$98,269
Average Principal Salary (ES)	$126,770	$123,495
Average Principal Salary (MS)	$134,922	$129,482
Average Principal Salary (HS)	$143,486	$142,414
Superintendent Salary	$247,257	$271,429
Percent of District Budget		
Teacher Salaries	40.0	35.0
Administrative Salaries	4.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$7,407	$1,556	$5,851	$78,629
District	♦	♦	$6,622	$102,012
State	♦	♦	$7,125	$80,764
Percent Difference: School Site/District			-12.4	-25.9
Percent Difference: School Site/ State			-19.6	-2.7

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

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

- Title I AVID Elementary
- Gifted and Talented Education (GATE)
- Resource Specialist Program (RSP)
- Special Day Class (SDC)
- Class Size Reduction (CSR) and English Language Development

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://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).

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.