



Rice Canyon Elementary

29535 Westwind Drive • Lake Elsinore, CA 92530 • (951) 471-2184 • Grades TK-5

Robert Recatto, Principal

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<http://rce.leusd.k12.ca.us>

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Lake Elsinore Unified School District

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District Governing Board

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Dr. Gregory J. Bowers
Assistant Superintendent
Dr. Alain Guevara
Executive Director
Dr. Kip Meyer
Assistant Superintendent
Arleen Sanchez
Interim Chief Business Officer
Tracy Sepulveda
Assistant Superintendent
Sam Wensel
Executive Director

Superintendent's message

We open the 2016-17 School Accountability Report Card with an update on two forces that are shaping the new face of education this year and beyond. The first is the newly adopted state accountability and assessment system (CAASPP); the second is the power of voters in supporting Measure 'V,' LEUSD's \$105 million school bond, to secure a 21st Century Education for all current and future students. Let's examine these forces and respective impacts on maintaining quality education: MEASURE V: On November 8, 2016, voters overwhelmingly said "yes" to LEUSD's \$105 million school bond to implement cutting-edge technology and repair our local schools to support student college and career success. Specifically, bond funding will be used to provide more classroom capacity; to increase student skills in math and science; to expand career pathways and technology; to increase energy efficiency, and to improve school safety. The bond will benefit all LEUSD schools, not just a few. Measure 'V' was written by the LEUSD School Board to be highly accountable to taxpayers: it establishes a citizens' oversight committee to monitor and report on all project expenditures. Bond funds will stay local, and cannot be taken away by the State or used for other purposes. Measure 'V' funds cannot be used for teacher or administrator salaries. Finally, annual audits ensure project expenditures will be transparent. As a result of voter acceptance and support, Measure 'V' will have lasting impact on LEUSD's quality of education over the next 30-40 years. CAASPP: In September 2016, the State released the California Assessment of Student Performance & Progress (CAASPP) test scores. Overall, LEUSD did well: student proficiency in English Language Arts increased by approximately 5.5%. Student proficiency in mathematics increased approximately 4%. From these results, we can celebrate improved student achievement, but we can also learn from these results as we prepare for instruction and building common assessments in our teacher-run PLC teams. Our PLC efforts will now focus on four questions – What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? How can we enrich and extend their learning when they already know it? Together, we will continue to increase student achievement and meet our Local Control Accountability Plan (LCAP) goals through professional conversations and necessary supports. Currently, PLC teams across our District are not only implementing common assessments to inform instruction, but are administering Interim Assessments (provided by CAASPP) so students and staff can become familiar with online testing conditions, using iPads for simulated test problems, and timed performance. This way, students are better equipped for CAASPP testing in the spring. By collaborating on instructional practices, we continue to improve student achievement, to meet our LCAP goals, and to close the achievement gap for our neediest students! Measure 'V' has also set LEUSD on a path that is second to none, with sound funding for facilities improvements and new technology to support and promote our schools as safe, effective places of learning! Dr. Doug Kimberly, Superintendent

Principal's Message

The Rice Canyon staff works diligently to meet the needs of all students with rigorous and relevant learning opportunities in order to prepare them for college and career readiness. We are proud of our accomplishments this year: teachers working collaboratively on lesson planning and data analysis through Professional Learning Communities, focused staff development, and intervention programs embedded throughout the day that offer both remediation and enrichment activities. This year, as in the past, we continue to concentrate on the strategies that spur continuing advancement, evaluate what we have accomplished, and assess areas of need as we prepare students for global competitiveness and success in their life endeavors.

The mission of the Rice Canyon staff is to provide a high quality, data-driven learning environment utilizing the resources of the school, home, and community. We emphasize an integrated, Common Core State Standards-based curriculum in a positive, safe environment. The utilization of technology is integrated throughout academic instruction as a means to better prepare students, enrich learning opportunities, and promote digital citizenship. We are committed to developing compassionate children who are competent, lifelong learners.

Our school exemplifies the positive results that occur when staff, parents, students, and community members work together teaching, learning, changing, and improving. We focus on the positive and work with integrity. We believe that communication between home and school is vital for success. Newsletters, telephone messages, parent/teacher/student conferences, progress reports, and classroom Web sites are just some of the tools in place to foster strong communication.

Our Schoolwide Positive Behavior Support as well as social skills instruction based on Boys Town methodologies help to ensure that our students are following their R.O.A.R (Respect, Organization, Attitude, and Responsibility). This has helped to create a positive school climate where students are always striving to do their best, which is evidenced by our many successes. I look forward to working together for the achievement of your child in our effort for continued success.

School Mission Statement

The mission of the dedicated staff and faculty of Rice Canyon Elementary (RCE) is to assist children in realizing their full potential as responsible, productive, and contributing members of society by providing an educational environment where students are challenged, excellence is expected, and differences are valued. The mission of RCE staff and faculty is also to provide rigorous academic standards while instilling the enjoyment of lifelong learning in a safe and nurturing environment.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	169
Grade 1	157
Grade 2	163
Grade 3	139
Grade 4	145
Grade 5	159
Total Enrollment	932

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.3
Asian	2
Filipino	1.8
Hispanic or Latino	58.7
Native Hawaiian or Pacific Islander	0
White	29.5
Two or More Races	4.6
Socioeconomically Disadvantaged	60.2
English Learners	11.7
Students with Disabilities	6.1
Foster Youth	1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Rice Canyon Elementary	14-15	15-16	16-17
With Full Credential	39	39	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Lake Elsinore Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	41
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Rice Canyon Elementary	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	98.5	1.5
High-Poverty Schools	98.4	1.6
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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 22, 2016

Textbooks and Instructional Materials	
Year and month in which data were collected: September 22, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading {Ca} Medallion Edition, Houghton Mifflin, 2008 2002/2012 Corrective Reading Comprehension & Decoding, SRA 2006 Voyager Passport, Cambrium Learning 2006 READ 180, Level A and B, Scholastic 2006 TK, Big Day for Pre K Center Based Curriculum Scholastic, 2010, Avenues for English Language Development, Pre K-Level F Hampton Brown 2004, System 44 Next Upper Elementary, Scholastic 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	enVision Math Common Core, Scott Foresman/Addison Wesley, 2012 2013 enVision Math California, Scott Foresman/Addison Wesley, 2006 2008 Number Worlds, SRA/ McGraw-Hill 2008 Scholastic MATH 180 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science, Houghton Mifflin, 2005 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 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Avenues, Hampton Brown 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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: 11/21/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Room 314: Stained ceiling tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Room 407: Cords on the floor Room 408: Light diffuser hanging down Room 409: Cords on the floor
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			rooms 313-318 plus student restrooms: replace soap dispenser and there is a loose toilet seat
Safety: Fire Safety, Hazardous Materials	X			Portable 412: No fire extinguisher
Structural: Structural Damage, Roofs	X			Portable 503: Exterior siding needs repaired Portable 504: Exterior siding needs repaired
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	39	44	35	41	44	48
Math	26	34	23	27	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	68	59	64	61	55	55	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21	29	28.4

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	163	162	99.4	64.2
Male	68	67	98.5	71.6
Female	95	95	100.0	59.0
Black or African American	13	13	100.0	61.5
Hispanic or Latino	85	84	98.8	58.3
White	50	50	100.0	78.0
Socioeconomically Disadvantaged	109	108	99.1	59.3
English Learners	15	15	100.0	26.7
Students with Disabilities	13	12	92.3	66.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	142	139	97.9	45.3
	4	150	150	100.0	41.3
	5	163	163	100.0	46.0
Male	3	64	64	100.0	46.9
	4	73	73	100.0	35.6
	5	68	68	100.0	35.3
Female	3	78	75	96.2	44.0
	4	77	77	100.0	46.8
	5	95	95	100.0	53.7
Black or African American	5	13	13	100.0	38.5
Hispanic or Latino	3	76	75	98.7	40.0
	4	94	94	100.0	39.4
	5	85	85	100.0	40.0
White	3	48	46	95.8	54.4
	4	45	45	100.0	40.0
	5	50	50	100.0	58.0
Socioeconomically Disadvantaged	3	85	83	97.7	31.3
	4	83	83	100.0	27.7
	5	109	109	100.0	39.5
English Learners	3	23	23	100.0	13.0
	4	13	13	100.0	15.4
	5	15	15	100.0	6.7
Students with Disabilities	3	12	11	91.7	9.1
	5	13	13	100.0	7.7

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	142	139	97.9	43.2
	4	151	151	100.0	39.1
	5	163	163	100.0	22.7
Male	3	64	64	100.0	50.0
	4	74	74	100.0	43.2
	5	68	68	100.0	26.5
Female	3	78	75	96.2	37.3
	4	77	77	100.0	35.1
	5	95	95	100.0	20.0
Black or African American	5	13	13	100.0	15.4
Hispanic or Latino	3	76	75	98.7	40.0
	4	95	95	100.0	33.7
	5	85	85	100.0	17.6
White	3	48	46	95.8	47.8
	4	45	45	100.0	44.4
	5	50	50	100.0	28.0
Socioeconomically Disadvantaged	3	85	83	97.7	32.5
	4	84	84	100.0	25.0
	5	109	109	100.0	17.4
English Learners	3	23	23	100.0	26.1
	4	13	13	100.0	7.7
	5	15	15	100.0	
Students with Disabilities	3	12	11	91.7	9.1
	5	13	13	100.0	7.7

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Rice Canyon Elementary School encourages parents to be involved in their child's education. We offer many opportunities for parent participation:

- Volunteering in the classroom or in our Raptor Workroom
- Parent-Teacher Association (PTA)
- English Learner Advisory Committee (ELAC)
- Gifted and Talented Education (GATE) Parent Meetings
- School Site Council (SSC)

- Tutoring
- Family Nights

For more information on how to become involved at the school, please contact Secretary Laura Christoplis at (951) 471-2184 or Laura.Christoplis@leusd.k12.ca.us.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 by our School Site Council on January 22, 2015 and updates were presented for review to our Governing Board March 2015. The School Safety Plan was last reviewed and discussed with the school faculty February 2015.

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 Single 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) schoolwide 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 35291.5.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.6	0.5	0.6
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	4.4	6.0	4.0
Expulsions Rate	0.2	0.2	0.2
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		78.6

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)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	28	26	26				6	6	6			
1	22	25	25				6	6	6			
2	25	22	22				6	6	6			
3	22	20	20	1	5	5	7	2	2			
4	31	31	31				5	5	5			
5	31	31	31				5	5	5			

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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,223	\$45,092
Mid-Range Teacher Salary	\$73,796	\$71,627
Highest Teacher Salary	\$97,127	\$93,288
Average Principal Salary (ES)	\$122,334	\$115,631
Average Principal Salary (MS)	\$127,960	\$120,915
Average Principal Salary (HS)	\$133,738	\$132,029
Superintendent Salary	\$218,540	\$249,537
Percent of District Budget		
Teacher Salaries	43%	37%
Administrative Salaries	4%	5%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,799	\$432	\$4,367	\$91,381
District	♦	♦	\$4,747	\$79,489
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			-8.0	24.8
Percent Difference: School Site/ State			-18.3	25.2

* Cells with ♦ do not require data.

Types of Services Funded

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

- Gifted and Talented Education (GATE)
- Intervention Teacher Support
- Resource Specialist Program (RSP)
- Before/After School Tutoring and English Language Development

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.