



# Lakeside High School

32593 Riverside Drive • Lake Elsinore, CA 92530 • (951) 253-7300 • Grades 9-12  
Peter Hopping, Ed. D., Principal  
peter.hopping@leusd.k12.ca.us  
<http://lhs.leusd.k12.ca.us>

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Lake Elsinore Unified School District

545 Chaney St.  
Lake Elsinore, CA 92530  
(951) 253-7000  
[www.leusd.k12.ca.us](http://www.leusd.k12.ca.us)

#### District Governing Board

Stan Crippen, Trustee Area 1  
Susan E. Scott, Trustee Area 2  
Heidi Matthies Dodd, Trustee Area 3  
Juan I. Saucedo, Trustee Area 4  
Steven L. Wood, Trustee Area 5

#### District Administration

Dr. Doug Kimberly  
**Superintendent**  
Dr. Gregory J. Bowers  
**Assistant Superintendent: Facilities  
& Operations Support Services**  
Dr. Alain Guevara  
**Assistant Superintendent**  
Dr. Kip Meyer  
**Assistant Superintendent**  
Arleen Sanchez  
**Chief Business Officer**  
Tracy Sepulveda  
**Assistant Superintendent**  
Sam Wensel  
**Executive Director**

### 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](http://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

As Lakeside High School celebrate its twelfth year of service to our students, I could not be more pleased with the manner in which our school has progressed. As many of you are aware, great things continue to happen at Lakeside! Recently Lakeside High School has sent graduates to Ivy League schools, the prestigious UC system of schools, and a host of private colleges and universities ranked in the U.S. News and World Report's top 50 schools. LHS has been recognized by U.S. News and World Report as a Silver Awardee as one of the best high schools in the United States. LHS has also been designated a California Business for Education Excellence Honor Roll School. Our school also was recently recertified as an AVID (Advancement Via Individual Determination) National Demonstration Site! Lakeside High School has quickly established itself as a highly competitive academic environment that offers numerous unique educational opportunities to our students to grow and explore their interests prior to graduation.

Our many campus activities provide Lakeside students the chance to explore their leadership and creative skills. In addition to the opportunity to get involved and grow in leadership capacity, our campus activities provide students a vehicle to strike a needed balance between their academic and personal lives in order to flourish as productive and fulfilled citizens. The course offerings in Lakeside High School's Performing Arts programs add another layer of sophistication and culture to our students' lives. Our students' exposure to the music, dance, art, and theater programs enriches their outlook on the world and allows them to appreciate and respect the beauty that surrounds them, from their local community to the various art forms they will encounter after graduation. Lakeside's theater program has won an unprecedented 3 consecutive CETA (California Educational Theater Association) awards for their performances in 2011, 2012, 2013 and 2014. In addition, our band program has risen to the top in competition repeatedly in our short tenure as a school, winning a division 3 state championship in the fall of 2014 and placing in the top 3 in 2015!

Finally, our athletic programs continue to build a sense of pride, unity, and respect, both for ourselves and the surrounding community. Lakeside celebrated our first individual (wrestling) and team (boys' soccer) CIF championships in the 2011-12 school year and had our girls basketball team in the CIF State Finals in the Winter of the 15/16 school year. We intend to build upon these positive experiences with even more prosperous seasons in Lancer athletics. Lakeside High School is an amazing high school that has much to be proud of. Our staff is dedicated to maximizing the academic success and personal growth of each of our students, and I am confident that we have the right people, resources, and tenacity to continue to do just that. At LHS, our aim is to prepare each of our students for post-high school success by providing them with a solid academic foundation that will enable them to pursue any post-secondary endeavor they choose.

Listed below are the foundational supports/goals developed as LHS when we opened in 2005. Each of these still rings true today!

- Lakeside High School will maintain a strong commitment in creating an environment that is dedicated to the development of excellence.
- Our STUDENTS will demonstrate honor and pride in themselves, their academics, the campus and community.
- Our STAFF will nourish life-long learners by challenging and motivating each student to reach his/ her intellectual and physical potential as well as encourage each student to embrace the notion that he/she possesses unique and valuable qualities.
- Our SCHOOL and community will develop active partnerships and foster a positive environment through mutual support and involvement.

### 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	456
Grade 10	448
Grade 11	427
Grade 12	440
<b>Total Enrollment</b>	<b>1,771</b>

**2016-17 Student Enrollment by Group**

Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.3
Asian	1.6
Filipino	1.4
Hispanic or Latino	70.1
Native Hawaiian or Pacific Islander	0.2
White	18.7
Two or More Races	3.8
Socioeconomically Disadvantaged	75.6
English Learners	9.5
Students with Disabilities	12.4
Foster Youth	0.3

**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**

Lakeside High School	15-16	16-17	17-18
With Full Credential	79		
Without Full Credential	0		
Teaching Outside Subject Area of Competence	0		
Lake Elsinore Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

**Teacher Misassignments and Vacant Teacher Positions at this School**

Lakeside High School	15-16	16-17	17-18
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	1	
Vacant Teacher Positions	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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

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

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: September 14, 2017</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	Language of Literature 9, McDougal Littell, 2002 Adopted 2004 Language of Literature 10, McDougal Littell, 2002 Adopted 2004 Language of Literature, American Literature, McDougal Littell, 2002 Adopted 2004 Language of Literature, British Literature, McDougal Littell, 2002 Adopted 2004 Language of Literature 9, McDougal Littell, 2002 Adopted 2004 Language of Literature 10, McDougal Littell, 2002 Adopted 2004 Introduction to Literature, Bedford, 2008 Adopted 2009 The Language of Composition, 2nd ed, Bedford, 2013 Adopted 2013 Elements of Style, Prentice Hall, 2005 Adopted 2008 They Say, I Say, W. W. Norton, 2010 Adopted 2013 Everything’s an Argument, Bedford, 2011 Adopted 2011 Writing Matters, Mc Graw Hill, 2011 Adopted 2011 Beyond Feelings, Mc Graw Hill, 2012 Adopted 2011 Creating America, Houghton Mifflin, 2005 Adopted 2011 EDGE, National Geographic, 2008 Adopted 2012 . 1984 by George Orwell Brave New World by Aldous Huxley into the Wild by Jon Krakauer, various Publishers, Intervention, 9-12, Read 180 Next Generation Level C, Scholastic 2012, Measuring Up CAHSEE Prep, People's Education 2008, Kaplan CAHSEE, Kaplan 2008  <b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook:    0%</b>
<b>Mathematics</b>	California Algebra 1, Prentice Hall, 2008 Adopted 2008 California Algebra 1, Prentice Hall, 2008 Adopted 2008 California Algebra 2, Glencoe, 2008 Adopted 2008 Calculus Concepts, Brooks and Cole, 2001 Adopted 2005 California Geometry, Prentice Hall, 2008 Adopted 2008 California Geometry, Prentice Hall, 2008 Adopted 2008 California Integrated Mathematics, ABC 2007 Adopted 2008 Integrated Mathematics, McDougal Littell 2002 Adopted 2008 Pre-Calculus: Functions and Graphs 12th ed, Cengage, 2011 Adopted 2012 Elementary Statistics, Prentice Hall, 2005 Adopted 2006 Statistics, Modeling the World 3rd ed, Prentice Hall, 2010 Adopted 2012 Finite Mathematics, 6th ed, Thompson, 2005 Adopted 2006 Mathematics with Business Applications, 6th ed, McGraw Hill, 2007 Adopted 2009, Pre-calculus with functions & graphs 12gh Ed, Calculus AP Edition, Cengage 2012, Mathematics HL Course Companion, Oxford 2012, Mathematics for the International student HL, Haese 2009, Intermediate Algebra Pearson 2014  <b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook:    0</b>

**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
<b>Science</b>	<p>Earth Science, Prentice Hall, 2006 Adopted 2006                      Biology, Prentice Hall, 2005 Adopted 2005                      Modern Biology, Holt, Rinehart &amp; Winston, 2003 Adopted 2005                      Oceanography: An Invitation to Marine Science, Thompson, 2007 Adopted 2009                      Biology, Prentice Hall 2005 Adopted 2009                      Chemistry, Prentice Hall, Addison-Wesley, 2002 Adopted 2005                      Honors Chemistry, Prentice Hall, Addison-Wesley, 2002 Adopted 2005                      Chemistry (Zuhmdahl 6th ed), Houghton Mifflin, 2003 Adopted 2009                      Living in the Environment, Thompson, 2007 Adopted 2007                      Physics, Glencoe, 2005 Adopted 2005                      Essentials of Human Anatomy &amp; Physiology, 2005 Adopted 2005                      Science for the Millennium, EMCPA, 2007 Adopted 2009                      Understanding Psychology, 8th ed, Glencoe, 2008 Adopted 2005</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>World History: Modern Times, Glencoe, 2005 Adopted 2005                      World Civilizations: The Global Experience, Pearson, 2006 Adopted 2010                      The American Vision: Modern Times, Glencoe, 2005 Adopted 2005                      America's Pageant, Houghton Mifflin, 2006 Adopted 2007                      America's History 5th ed., Bedford, 2004 Adopted 2010                      Documents to Accompany American History, volumes 1 and 2, Bedford. 2004 Adopted 2010                      Democracy in Action. Glencoe, 2006 Adopted 2005                      Economics Today and Tomorrow, Glencoe, 2005 Adopted 2005                      Economics: Principles, Problems and Policies, McGraw Hill, 2008 Adopted 2005</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Foreign Language</b>	<p>Somos Así en Sus Marcas, EMC, 2000 Adopted 2003                      Somos Asi Listos, EMC, 2000 Adopted 2003                      Somos Asi Ya!, EMC, 2000 Adopted 2003                      Una Vez Mas, EMC, 2000 Adopted 2007                      Abriendo Paso: Grammatica, Prentice Hall, 2007 Adopted 2007                      Abriendo Paso: Lectura, Prentice Hall, 2007 Adopted 2007                      Abriendo puertas: ampliando perspectivas, Houghton Mifflin, 2013 Adopted 2013                      Espanol Para Nosotros, Glencoe, 2006 Adopted 2003                      Tu Mundo, Glencoe, 2006 Adopted 2003                      Somos Asi Ya!, EMC, 2000 Adopted 2003                      C'est A Toi, Level I, EMC 2000 Adopted 2003                      C'est A Toi, Level 2, EMC 2000 Adopted 2004                      C'est A Toi, Level 3, EMC 2000 Adopted 2004</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Visual and Performing Arts</b>	<p>Gardner's Art Through The Ages, 14th ed, Cengage, 2013 Adopted 2013</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science Laboratory Equipment</b>	<p>N/A</p> <p><b>The textbooks listed are from most recent adoption:</b> N/A</p>

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 at least 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.

Lakeside High School is located in the north central portion of the district and is the newest high school in Lake Elsinore Unified School District, opening in 2006. It has 98 regular and specialty classrooms with a district design capacity of 3,363. The site includes a library media center, computer labs, science labs, art rooms, band rooms, choral rooms, wrestling room, dance room, multiuse gymnasium, locker/shower facilities, administration support buildings, and outdoor courts and fields.

Outdoor athletic facilities include a stadium with artificial turf, 8 tennis courts, 10 basketball courts, 2 baseball and 2 softball fields, soccer fields, practice fields, and aquatics center. The campus library is a joint-use facility operated by the county of Riverside library system, open to the public and available to students seven days a week and in the evenings during the week.

A progressive discipline plan is in place, multiple expectation assemblies are conducted throughout the year and a PBIS program (Positive Behavioral Intervention Support) is being implemented at our school. Five full time and three 3 hour campus supervisors and a full-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: 7/31/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			WRESTLERS RM: BOTTOM PANEL DRINKING FOUNTAIN DETACHED FROM UNIT CAN FLOOD IF BROKEN OR PULLED OFF
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			E-4 STORAGE RM: HOLE IN WALL 4X5 INCH LARGE GYM: PLASTIC SEATS MISSING OR BROKEN OFF BLEACHER BOTH SIDES SMALL GYM 500 BUILDING: BLEACHERS MISSING PLASTIC SEATS, SEATS BROKEN

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/31/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	51	51	41	40	48	48
Math	18	20	27	28	36	37

\* 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 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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	71	64	55	55	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	26.2	19.5	32.7

\* 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	486	459	94.4	64.5
Male	255	241	94.5	63.9
Female	231	218	94.4	65.1
Black or African American	34	31	91.2	61.3
Hispanic or Latino	330	318	96.4	61.3
White	101	90	89.1	75.6
Socioeconomically Disadvantaged	370	349	94.3	60.2
English Learners	44	43	97.7	18.6
Students with Disabilities	63	56	88.9	39.3

\* 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 2016-17 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	406	393	96.8	51.15
Male	209	202	96.65	41.58
Female	197	191	96.95	61.26
Black or African American	21	19	90.48	31.58
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	279	273	97.85	49.45
White	76	75	98.68	54.67
Two or More Races	13	13	100	92.31
Socioeconomically Disadvantaged	290	282	97.24	50
English Learners	55	51	92.73	23.53
Students with Disabilities	65	60	92.31	8.33
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 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	406	388	95.57	20.1
Male	209	197	94.26	19.8
Female	197	191	96.95	20.42
Black or African American	21	19	90.48	15.79
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	279	269	96.42	15.61
White	76	74	97.37	25.68
Two or More Races	13	13	100	46.15
Socioeconomically Disadvantaged	290	279	96.21	16.85
English Learners	55	51	92.73	7.84
Students with Disabilities	65	58	89.23	0
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 schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

Lakeside High School welcomes parent volunteers and involvement. There are multiple formal opportunities for parents to become involved in the school such as the School Site Council (SSC), English Learner Advisory Council (ELAC), Parent Teacher Student Association (PTSA), Superintendent's Parent Advisory Council, CTE Parent Advisory Council and various booster organizations for athletic and performing arts teams. Parents have multiple opportunities to interact with teachers, including the fall and spring Parent Teacher Conferences. Parents are also welcomed onto campus to volunteer time in offices, classrooms, or the library. Lakeside is fortunate to have the support of the Lancer Foundation, a non-profit, 501(c)(3) corporation. Parents of Lakeside students or of any feeder school to Lakeside are eligible to become members of the Lancer Foundation.

The board of directors consists of parents and the principal. For more information on how to become involved at the school, please contact the following:

PTSA: Courtney Gonzalez, PTSA President (951) 253-7300 courtney.gonzalez@Leusd.k12.ca.us

ELAC: Maria Villa, ELAC President (951) 581-9460 benjitas123@live.com

School Site Council: Pearl Flores, School Site Council President (951) 816-1105 pearlfloros527@yahoo.com

Lancer Foundation: Melinda Kneeland, Lancer Foundation President (951) 543-3946 melinda.kneeland@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 on October 3, 2016. The School Safety Plan was last re-viewed and discussed with the school faculty in October 18, 2016. 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	2014-15	2015-16	2016-17
Suspensions Rate	28.8	5.8	6.1
Expulsions Rate	0.6	1.1	0.5
District	2014-15	2015-16	2016-17
Suspensions Rate	6.0	4.0	4.0
Expulsions Rate	0.2	0.2	0.2
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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	5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	6
Other	0
Average Number of Students per Staff Member	
Academic Counselor	380

\* 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 (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	28	28	27	22	24	22	23	19	22	32	32	26
Mathematics	28	29	29	20	14	14	15	19	15	35	30	26
Science	28	27	28	11	10	10	42	34	43	9	14	
Social Science	26	26	27	20	21	18	21	20	17	22	20	19

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,685	\$47,808
Mid-Range Teacher Salary	\$78,313	\$73,555
Highest Teacher Salary	\$103,072	\$95,850
Average Principal Salary (ES)	\$127,686	\$120,448
Average Principal Salary (MS)	\$137,340	\$125,592
Average Principal Salary (HS)	\$144,932	\$138,175
Superintendent Salary	\$235,509	\$264,457
Percent of District Budget		
Teacher Salaries	42%	35%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

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

- Career Technical Education (CTE)
- Gifted and Talented Education (GATE)
- Resource Specialist Program (RSP)
- Special Day Class (SDC)
- Saturday Work Study
- Ninth Grade Academy
- Success Academy
- Salvaging Sisterhood
- Peer Tutoring
- Peer Assistance & Review
- Co-Teaching
- Paraeducators
- AVID/AVID Tutors and English Language Development

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Lakeside High School	2013-14	2014-15	2015-16
Dropout Rate	4.4	4.6	6.4
Graduation Rate	94.04	94.51	91.56
Lake Elsinore Unified School District	2013-14	2014-15	2015-16
Dropout Rate	6.7	6.7	5.3
Graduation Rate	89.12	89.7	91.94
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,824	\$812	\$5,012	\$86,832
District	♦	♦	\$4,747	\$84,701
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			5.6	18.6
Percent Difference: School Site/ State			-6.3	19.0

\* Cells with ♦ do not require data.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	583
% of pupils completing a CTE program and earning a high school diploma	93.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	11%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	96.9
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	36.65

\* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English	2	◆
Fine and Performing Arts	1	◆
Foreign Language	2	◆
Mathematics	1	◆
Science	3	◆
Social Science	4	◆
All courses	13	27.5

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	90.95	84.97	87.11
Black or African American	100	84.76	79.19
American Indian or Alaska Native	100	100	80.17
Asian	88.89	80.49	94.42
Filipino	100	90.91	93.76
Hispanic or Latino	88.26	83.44	84.58
Native Hawaiian/Pacific Islander	100	66.67	86.57
White	94.23	87.94	90.99
Two or More Races	75	66.67	90.59
Socioeconomically Disadvantaged	91.23	82.71	85.45
English Learners	66.67	65.63	55.44
Students with Disabilities	73.44	57.79	63.9
Foster Youth	66.67	71.43	68.19

### Career Technical Education Programs

The Governing Board maintains a strong commitment to Career Technical Education (CTE) for all students. Through federal and District funding, LEUSD provides activities that strengthen students' academic and career technical skills through the integration of academics with CTE programs in a coherent sequence of courses, such as CTE Programs of Study, to ensure student learning. It is the vision of the Governing Board that LEUSD adopt career pathway Programs of Study for each high school that cover as many industry sectors as possible. In the 2013-14 school year, 75 sections of CTE courses were offered at the three comprehensive high schools, online charter school and continuation high school. These courses represent 11 separate industry sectors and 16 separate career pathways as defined by the CDE model curriculum standards for CTE.

LEUSD maintains an active CTE Advisory Council that provides direction for District programs. The CTE Advisory Council is comprised of industry representatives that mirror the career pathways offered in the high schools as well as representatives from local post-secondary education and career training institutions. The elected chairperson of the District CTE Advisory Committee in 2013-14 is Mr. Kim Cousins, President/CEO Elsinore Valley Chamber of Commerce. Academic attainment is measured by the same assessments the State has approved under the No Child Left Behind (NCLB) Act. LEUSD utilizes a comprehensive student assessment data management system, EADMS, which provides this type of information on each and every student in the District. This information is forwarded to the CDE as requested and/or required.

LEUSD works proactively with the Riverside County Office of Education in order to provide additional training, guest speakers and field trip opportunities unique to career technical students. The school site counselors and CTE teachers strive to ensure special population students, such as special education and English language learners, are well represented in CTE courses. Students participate in field-based learning opportunities that expose them to real-world and workplace environments where they can learn from adults outside the school through mentorships, job-shadowing, virtual apprenticeships and project-based learning. CTE programs and classes support academic achievement through the use of project-based learning or other engaging instructional strategies that provide real-world context and relevance to the curriculum. CTE classes strive to provide technical coursework for all students that is well-grounded in academic and professional, industry-level standards. A major goal of every career pathway is to have one or more courses in the pathway articulated with a post-secondary institution and/or approved as a college-prep course (a-g) through the University of California/California State University system.

Additional support services, including counseling and supplemental instruction to meet each student's particular needs, is a critical component that ensures all students are provided access and opportunities for success in both college and career preparatory coursework. Measurable outcomes include the number of students who graduate with a certificate of competence in a career pathway ready to work, the number of students who are continuing post-secondary training in a career pathway started in high school, or the number of students employed in a career pathway after high school. LEUSD CTE programs are evaluated for effectiveness via the performance targets set by the Carl Perkins Core Indicators. CTE Programs of Study Offered in 2013-14 include the following:

- Elsinore High School: Graphic Arts, Graphics Technology, Agriscience
- Lakeside High School: Food Service & Hospitality, Production & Managerial Arts, Media Design Arts, Law Enforcement
- Ortega High School: Entrepreneurship, Information Technology
- Temescal Canyon High School: Fashion Design, Merchandising & Manufacturing, Interior Design & Furnishing, Manufacturing & Engineering, Therapeutic Services
- Southern California Online Academy: Media Design Arts, Child Development All programs of study include courses offered by CTE/ROP at each school.

Several course articulation agreements have been in effect between LEUSD and Mt. San Jacinto Community College and Riverside Community College whereby high school CTE students receive college credit upon successful completion of the high school CTE course of study. These articulation agreements are reviewed annually by the collaborating CTE high school instructor and CTE college professor and renewed according to Board Policy at the post-secondary institution.

**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.