

Temescal Canyon High School

28755 El Toro Road • Lake Elsinore, CA 92532 • (951) 253-7250 • Grades 9-12

Dr. Whitney D'Amico, Principal
whitney.damico@leusd.k12.ca.us
<http://tch.leusd.k12.ca.us>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Lake Elsinore Unified School District

545 Chaney St.
Lake Elsinore, CA 92530
(951) 253-7000
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
Christopher J. McDonald, Trustee Area 5

District Administration

Dr. Doug Kimberly
Superintendent
Dr. Gregory J. Bowers
Assistant Superintendent
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. 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 School Accountability Report Card (SARC) is an analysis of resources, data, and educational programs and gives an accurate picture of the combined efforts of Temescal Canyon High School (TCHS) students, staff, and administration for 2015 - 2016 school year. The Federal Government requires all teachers, in core subject areas, to meet certain standards to be Highly Qualified. Those requirements are:

- Possess a Bachelor's degree
- Possess a California Teaching Credential
- Demonstrate competence in core academic subjects

Temescal Canyon administration makes every effort to recruit and retain the most highly qualified California credentialed teachers. This professional staff continues to train and concentrate in processes, which will result in improved student scholastic and social achievement. TCHS staff shares a vision of success in the social, emotional, and academic development of our students.

As principal, I invite all parents and guardians to join the staff at Temescal Canyon High School (A California Distinguished School and an IB World School) in the preparation and education of all graduating students, allowing them to meet the challenges of the 21st century.

Each year, the Temescal Canyon Staff reviews the commitment to our students and agrees to follow clear expectations. Our school goal is for each Titan graduate is to be an:

- Individual with academic skills
- Individual who is healthy
- Individual who possesses lifelong skills
- Individual who works collaboratively
- Individual who contributes to our community

School Vision Statement:

The vision of Temescal Canyon High School is to provide interdisciplinary instruction and curriculum that is challenging, innovative, and globally minded. Each student’s success, both in high school and in future endeavors, reinforced through the partnership of home, school, and community.

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
Grade 9	592
Grade 10	578
Grade 11	541
Grade 12	528
Total Enrollment	2,239

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	0.3
Asian	2.7
Filipino	2.6
Hispanic or Latino	47.9
Native Hawaiian or Pacific Islander	0.1
White	35.0
Socioeconomically Disadvantaged	55.4
English Learners	2.6
Students with Disabilities	9.4
Foster Youth	0.4

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			
Temescal Canyon High School	16-17	17-18	18-19
With Full Credential	90	95	
Without Full Credential	4	0	
Teaching Outside Subject Area of Competence	1	1	
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			
Temescal Canyon High School	16-17	17-18	18-19
Teachers of English Learners	1	1	
Total Teacher Misassignments	1	1	
Vacant Teacher Positions	1	1	

* 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 22, 2016

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	MyPerspectives Grade 9 2017, Adopted 2018 MyPerspectives Grade 10 2017, Adopted 2018 MyPerspectives Grade 11-American Literature 2017, Adopted 2018 MyPerspectives Grade 12-British and World Literature 2017, Adopted 2018 iLit-Inspire Literacy 2017, Adopted 2018 Read 180 Next Generation Level C, Scholastic 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Big Ideas Algebra 1 2015, Adopted 2016 Big Ideas Geometry 2015, Adopted 2016 Big Ideas Algebra 2 2015, Adopted 2016 Calculus Concepts, Brooks and Cole, 2001 Adopted 2005 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 12th Ed, Calculus AP Edition, Cengage 2012, Mathematics HL Course Companion, Oxford 2012, Mathematics for the International student HL, Haese 2009, Intermediate Algebra Pearson 2014
Science	Earth Science, Prentice Hall, 2006 Adopted 2006 Biology, Prentice Hall, 2005 Adopted 2005 Modern Biology, Holt, Rinehart & Winston, 2003 Adopted 2005 Oceanography: An Invitation to Marine Science, Thompson, 2007 Adopted 2009 Biology, Prentice Hall 2005 Adopted 2009 Living By Chemistry 2015, Adopted 2018 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 & Physiology, 2005 Adopted 2005 Science for the Millennium, EMCPA, 2007 Adopted 2009 Understanding Psychology, 8th ed, Glencoe, 2008 Adopted 2005 The textbooks listed are from most recent adoption: Yes
History-Social Science	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 The textbooks listed are from most recent adoption: Yes

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
Foreign Language	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, 2013, Houghton Mifflin 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 1, EMC, 2000 Adopted 2003 C'est A Toi, Level 2, EMC, 2000 Adopted 2004 C'est A Toi, Level 3, EMC, 2000 Adopted 2004 Adventures in Japanese 1, Cheng & Tsui, 2007 Adopted 2010 Adventures in Japanese 2, Cheng & Tsui, 2007 Adopted 2010 Adventures in Japanese 3, Cheng & Tsui, 2007 Adopted 2010 Adventures in Japanese 4, Cheng & Tsui, 2007 Adopted 2010 The textbooks listed are from most recent adoption: Yes
Health	Health, Glencoe, 2005 Adopted 2005 The textbooks listed are from most recent adoption: Yes

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.

Temescal Canyon High School is located in the northeast portion of the Lake Elsinore Unified School District, opening in 1991. It has 90 regular and specialty classrooms with a district design capacity of 3,126. The site includes a multiuse gymnasium, locker/shower facilities, computer and science labs, art, band, choral, wrestling, dance, weight room, administration support buildings, outdoor courts and fields, and a multi-media library.

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: 6/27/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	812: UNIT MAKING LOAD NOISE/WORN CARPET/2 BAD BALLAST
Interior: Interior Surfaces	Fair	402: Carpet worn badly 451: Carpet worn badly 601: Missing wall paper in many places 602: Carpet worn badly 613: Walls need paint. 617: Carpet worn badly 618: Carpet worn badly 620: Carpet worn badly 621: Carpet worn badly 622: Carpet worn badly 623: Carpet worn badly 810: Carpet worn badly 812: UNIT MAKING LOAD NOISE/WORN CARPET/2 BAD BALLAST 814: BADLY WORN CARPET 819: Carpet worn badly 821: Carpet worn badly BIG WEIGHT ROOM: BOYS PE LOCKER: THERE IS A BLACK STAIN ON THE CEILING AND MISSING TILES DANCE/ WRESTLING: NEEDS PAINT THEATER: HOLES IN CARPET NORTH SIDE HALL DOOR
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	812: UNIT MAKING LOAD NOISE/WORN CARPET/2 BAD BALLAST BOYS VARSITY LOCKER: MISSING LIGHT COVERS ON 4 LIGHTS
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	BIG GYM: HOLE IN WALL FROM MISSING TOWEL HOLDER
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	BIG WEIGHT RM: LARGE DRYWALL DAMAGE WO IN LAST MONTH 7-27-2017 BOYS VARSITY LOCKER RM: DRYWALL DAMAGE WO IN 8-10-2017 RM 167: LARGE HOLES IN DRYWALL WO IN 8-10-2017 SMALL WEIGHT RM: HOLES IN DRYWALL IN STORAGE ROOM WO IN 8-10-2017 THEATER: MISSING CELING TILES IN THE HALLWAY WO IN 8-10-2017
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	823: THERMOSTAT LOOSE FROM WALL/DOOR DOES NOT SLANT PROPERLY
Overall Rating	Good	

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	56.0	55.0	40.0	40.0	48.0	50.0
Math	31.0	28.0	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
9	18.0	17.1	19.1

* 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	499	486	97.39	55.17
Male	233	226	97.00	49.33
Female	266	260	97.74	60.23
Black or African American	17	17	100.00	47.06
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100.00	64.71
Filipino	--	--	--	--
Hispanic or Latino	226	222	98.23	45.70
Native Hawaiian or Pacific Islander	--	--	--	--
White	185	178	96.22	62.71
Two or More Races	44	42	95.45	69.05
Socioeconomically Disadvantaged	257	249	96.89	49.60
English Learners	25	23	92.00	27.27
Students with Disabilities	47	41	87.23	7.32
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	499	477	95.59	28.09
Male	234	220	94.02	30.45
Female	265	257	96.98	26.07
Black or African American	17	17	100	35.29
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100	58.82
Filipino	--	--	--	--
Hispanic or Latino	226	216	95.58	18.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	185	176	95.14	32.95
Two or More Races	44	42	95.45	40.48
Socioeconomically Disadvantaged	257	242	94.16	23.55
English Learners	25	24	96	20.83
Students with Disabilities	47	36	76.6	5.56
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)

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

- Volunteering in the classroom
- Tutoring students
- Participating in the School Site Council (SSC)
- Volunteering for Parent-Teacher-Student Association (PTSA) activities
- Extracurricular and Athletic Booster Club membership

* Parent / Principal Advisory Council

- Helping with athletic and music activities

For more information on how to become involved at the school, please contact Principal Dr. Whitney D'Amico at (951) 253-7250.

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 by our School Site Council on October 15, 2016 and updates were presented for review to our Governing Board in January 2017. The School Safety Plan was last reviewed and discussed with the school faculty January 2017.

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, 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	2015-16	2016-17	2017-18
Suspensions Rate	8.0	4.7	5.6
Expulsions Rate	0.5	0.3	0.5
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	5
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	.05
Library Media Services Staff (Paraprofessional)	2
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	440:1

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	31.0	31.0	30.0	17	13	17	12	21	15	50	42	51
Mathematics	29.0	31.0	30.0	16	13	15	17	8	17	42	45	43
Science	30.0	28.0	28.0	8	10	10	40	59	62	15	1	
Social Science	29.0	31.0	29.0	15	9	14	12	16	16	36	35	39

* 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 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/.

Types of Services Funded

English Language Development, Resource Specialist Program (RSP)

- Special Day Class (SDC), AP (Advanced Placement Program), IB (International Baccalaureate) CTE and Health and Medical careers Academy (HMCA) and AVID

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Temescal Canyon High School	2014-15	2015-16	2016-17
Dropout Rate	3.9	2.5	0.9
Graduation Rate	94.6	96.5	94.8
Lake Elsinore Unified School District	2014-15	2015-16	2016-17
Dropout Rate	6.7	5.3	2.6
Graduation Rate	89.7	91.9	85.6
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	513
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	22.2%

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,399	\$837	\$6,562	\$96,077
District	◆	◆	\$6,622	\$102,012
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-0.9	-6.0
Percent Difference: School Site/ State			-8.2	17.3

* 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.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	97.2
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	46.4

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	◆
English	6	◆
Fine and Performing Arts	1	◆
Foreign Language	1	◆
Mathematics	4	◆
Science	4	◆
Social Science	18	◆
All courses	35	29.5

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	97.0	85.6	88.7
Black or African American	100.0	80.3	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	100.0	96.7	94.9
Filipino	100.0	90.0	93.5
Hispanic or Latino	96.8	84.0	86.5
Native Hawaiian/Pacific Islander	100.0	75.0	88.6
White	96.1	87.5	92.1
Two or More Races	100.0	90.3	91.2
Socioeconomically Disadvantaged	100.0	88.0	88.6
English Learners	14.3	42.7	56.7
Students with Disabilities	83.3	57.5	67.1
Foster Youth	100.0	80.0	74.1

Career Technical Education Programs

The Governing Board maintains a strong commitment to Career Technical Education (CTE) for all students. Through the Carl D. Perkins Grant (Federal), the Career Technical Education Incentive Grant (State), Agricultural Career Technical Education Incentive Grant (State), California Partnership Academy Grant (State) and our General Fund, Lake Elsinore Unified School District provides activities and instruction that strengthen students' academic and career technical skills through the integration of academics and CTE standards in a coherent sequences of courses to ensure student learning. In the 2017-18 school year, 91 sections of CTE courses were offered at three comprehensive high schools and two Alternative schools. These courses represent 14 separate industry sectors and 20 separate career pathways as defined by the California Department of Education CTE Model Curriculum Standards.

LEUSD maintains and active CTE Advisory Committee that provides direction for District programs. The CTE Advisory Committee is comprised of industry representatives that mirror the career pathways offered as well, teachers and administrators. Each year nominations are made and a vote is held to select the chair of the committee. For the 2017-18 school year Mr. Mike Norkin, Owner of Cherished Memories, served as the chair. Academic achievement is measured by the California Assessment of Student Performance and Progress (CAASPP), certification attainment and articulated credits. This data is forwarded to the California Department of Education (CDE) as requested and/or required.

LEUSD works proactively with our CTE teachers to determine the professional development needs of our instructors and will work with outside organizations or companies to provide additional training for our students. The school counselors and CTE teachers strive to ensure special population students and non-traditional students are well represented in CTE courses. Students participate in work-based learning opportunities that expose them to real-world and workplace environments where they can learn from adults, inside and outside of school through project-based learning. 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 articulated with a post-secondary institution and/or approved as a college prep course (A-G) through the University of California and California State University systems.

Measurable outcomes include the number of students who graduate with a certificate of competence in a career pathway, the number of students continuing post-secondary training in a career pathway started in high school and or the number of students employed in the career pathway they started in high school. LEUSD CTE programs are evaluated for effectiveness via the performance targets set by the Carl Perkins Core indicators.

CTE Pathways offered in 2017-18 included the following:

- Elsinore High School
- Agriscience
- Animal Science
- Design, Visual and Media Arts
- Public and Community Health
- Information Support and Services
- Graphic Production Technologies
- Systems Diagnostics, Service, and Repair
- Lakeside High School
- Production and Managerial Arts
- Food Service and Hospitality
- Residential and Commercial Construction
- Ortega High School
- Design, Visual, and Media Arts

- Business Management
- Temescal Canyon High School
- Engineering Design
- Fashion Design and Merchandising
- Interior Design
- Patient Care
- Welding and Materials Joining

Several course articulation agreements have been between LEUSD and Mt. San Jacinto College, Riverside Community College, Norco College, Palomar College and Mt. San Antonio College whereby high school CTE students receive college credit upon successful completion of the course and admission into the college with the agreement.

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.