



# Lakeside High School

32593 Riverside Drive • Lake Elsinore, CA 92530 • (951) 253-7300 • Grades 9-12  
Dr. Henry Romero, Principal  
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## 2018-19 School Accountability Report Card Published During the 2019-20 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**

### School Description

Superintendent's message

Like the roaring '20s, our district is poised to make some noise in 2020!

LEUSD student accountability showed meaningful gains with the latest California School Dashboard results. Positive growth in English Language Arts and Math is largely due to LEUSD's collaborative focus on Professional Learning Communities (PLCs) to provide teachers and principals with critical performance data to guide daily instruction, helping students succeed!

The district's first new school in 12 years is greatly anticipated. Alberhill Elementary School will open in August of 2020. This new TK-5 school will feature state-of-the-art solar energy efficiency, flexible classroom furniture and configurable classroom space, exciting classroom technology, and advanced campus security systems.

Recent facilities projects funded by the recent Measure V school bond include flexible classroom furniture, artificial turf replacement, playground refurbishment, LED lighting conversions, and classroom technology purchases. Grant funded CTE program expansion will significantly update our existing engineering, agriculture, and medical career pathways. All LEUSD high school performing arts centers have recently received state-of-the-art sound and lighting upgrades, and new theater seating plus stage refurbishments are coming next.

A previously shuttered campus in Wildomar, Jean Hayman Elementary, was reopened this summer under a new development plan that will unfold over the next five years. Phase 1 tenant improvements were recently completed to accommodate the Southern California EMS Training Institute. Phase 2 will include refurbishment of the existing multipurpose room for professional development, staff training, community meeting rooms, and expanded parking. Phases 3 and 4 include the relocation of existing adult education programs, new site-based child care, plus separate parking. Phase 5 will complete the relocation of our existing Adult Transition Program; also, installation of affordable housing for teachers as an incentivized recruitment strategy, enabling LEUSD to stay competitive in a statewide teacher shortage.

As you can see, 2020 and the beginning of a new decade has plenty for everyone to shout about!

Sincerely,

Dr. Doug Kimberly, Superintendent

## 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.

### 2018-19 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 9                 | 500                |
| Grade 10                | 532                |
| Grade 11                | 421                |
| Grade 12                | 387                |
| <b>Total Enrollment</b> | <b>1,840</b>       |

### 2018-19 Student Enrollment by Group

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 3.4                         |
| American Indian or Alaska Native    | 0.3                         |
| Asian                               | 1.5                         |
| Filipino                            | 1.5                         |
| Hispanic or Latino                  | 73.3                        |
| Native Hawaiian or Pacific Islander | 0.2                         |
| White                               | 16.4                        |
| Two or More Races                   | 3.4                         |
| Socioeconomically Disadvantaged     | 77.8                        |
| English Learners                    | 5.6                         |
| Students with Disabilities          | 14.2                        |
| Foster Youth                        | 0.3                         |
| Homeless                            | 6.7                         |

## 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 for Lakeside High School | 17-18 | 18-19 | 19-20 |
|--|-------|-------|-------|
| With Full Credential                         | 79    | 80    | 85    |
| Without Full Credential                      | 2     | 2     | 0     |
| Teaching Outside Subject Area of Competence  | 0     | 0     | 2     |

| Teacher Credentials for Lake Elsinore Unified | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential                          | ♦     | ♦     |       |
| Without Full Credential                       | ♦     | ♦     |       |
| Teaching Outside Subject Area of Competence   | ♦     | ♦     |       |

### Teacher Misassignments and Vacant Teacher Positions at Lakeside High School

| Indicator                     | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners  | 0     | 0     | 0     |
| Total Teacher Misassignments* | 0     | 0     | 0     |
| Vacant Teacher Positions      | 0     | 0     | 0     |

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 October 11, 2019

### Textbooks and Instructional Materials

Year and month in which data were collected: October 11, 2019

| Core Curriculum Area          | Textbooks and Instructional Materials/Year of Adoption   |
|-------------------------------|--|
| <b>Reading/Language Arts</b>  | MyPerspectives Grade 9 2017, Adopted 2018<br>MyPerspectives Grade 10 2017, Adopted 2018<br>MyPerspectives Grade 11-American Literature 2017, Adopted 2018<br>MyPerspectives Grade 12-British and World Literature 2017, Adopted 2018<br>iLit-Inspire Literacy 2017, Adopted 2018<br>Read 180 Next Generation Level C, Scholastic 2012<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%  |
| <b>Mathematics</b>            | Big Ideas Algebra 1 2015, Adopted 2016<br>Big Ideas Geometry 2015, Adopted 2016<br>Big Ideas Algebra 2 2015, Adopted 2016<br>Calculus Concepts, Brooks and Cole, 2001 Adopted 2005<br>Pre-Calculus: Functions and Graphs 12th ed, Cengage, 2011 Adopted 2012<br>Elementary Statistics, Prentice Hall, 2005 Adopted 2006<br>Statistics, Modeling the World 3rd ed, Prentice Hall, 2010 Adopted 2012<br>Finite Mathematics, 6th ed, Thompson, 2005 Adopted 2006<br>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<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0 |
| <b>Science</b>                | Earth Science, Prentice Hall, 2006 Adopted 2006<br>Biology, Prentice Hall, 2005 Adopted 2005<br>Modern Biology, Holt, Rinehart & Winston, 2003 Adopted 2005<br>Oceanography: An Invitation to Marine Science, Thompson, 2007 Adopted 2009<br>Biology, Prentice Hall 2005 Adopted 2009<br>Living By Chemistry 2015, Adopted 2018<br>Honors Chemistry, Prentice Hall, Addison-Wesley, 2002 Adopted 2005<br>Chemistry (Zuhmdahl 6th ed), Houghton Mifflin, 2003 Adopted 2009<br>Living in the Environment, Thompson, 2007 Adopted 2007<br>Physics, Glencoe, 2005 Adopted 2005<br>Essentials of Human Anatomy & Physiology, 2005 Adopted 2005<br>Science for the Millennium, EMCPA, 2007 Adopted 2009<br>Understanding Psychology, 8th ed, Glencoe, 2008 Adopted 2005<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0           |
| <b>History-Social Science</b> | World History: CA Impact - World History, Culture, Geography: The Modern World, 2019 Adopted 2019<br>CA Impact - United States History and Geography: Continuity & Change, 2019 Adopted 2019<br>CA Impact - Principles of American Democracy, 2019 Adopted 2019<br>CA Impact - Principles of Economics, 2019 Adopted 2019<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0   |

| Core Curriculum Area              | Textbooks and Instructional Materials/Year of Adoption  |
|-----------------------------------|---|
| <b>Foreign Language</b>           | Somos Así en Sus Marcas, EMC, 2000 Adopted 2003<br>Somos Asi Listos, EMC, 2000 Adopted 2003<br>Somos Asi Ya!, EMC, 2000 Adopted 2003<br>Una Vez Mas, EMC, 2000 Adopted 2007<br>Abriendo Paso: Grammatica, Prentice Hall, 2007 Adopted 2007<br>Abriendo Paso: Lectura, Prentice Hall, 2007 Adopted 2007<br>Abriendo puertas: ampliando perspectivas, Houghton Mifflin, 2013 Adopted 2013<br>Espanol Para Nosotros, Glencoe, 2006 Adopted 2003<br>Tu Mundo, Glencoe, 2006 Adopted 2003<br>Somos Asi Ya!, EMC, 2000 Adopted 2003<br>C'est A Toi, Level 1, EMC 2000 Adopted 2003<br>C'est A Toi, Level 2, EMC 2000 Adopted 2004<br>C'est A Toi, Level 3, EMC 2000 Adopted 2004<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0 |
| <b>Visual and Performing Arts</b> | Gardner's Art Through The Ages, 14th ed, Cengage, 2013 Adopted 2013<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0  |

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

Fire drill evacuations are conducted on a monthly basis at all elementary and middle schools, and 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: 7/15/2019**

| System Inspected   | Repair Status    | Repair Needed and Action Taken or Planned |
|--|------------------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | Good             |   |
| <b>Interior:</b><br>Interior Surfaces                                      | Good             |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | Good             |   |
| <b>Electrical:</b><br>Electrical   | Good             |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | Good             |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Good             |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good             |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good             |   |
| <b>Overall Rating</b>  | <b>Exemplary</b> |   |

**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

**CAASPP Test Results in ELA and Mathematics for All Students  
 Grades Three through Eight and Grade Eleven**

**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA     | 45           | 47           | 40             | 41             | 50          | 50          |
| Math    | 17           | 17           | 28             | 29             | 38          | 39          |

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  
 Grades Five, Eight, and Ten**

**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | N/A          | N/A          | N/A            | N/A            | N/A         | N/A         |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**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

**2018-19 Percent of Students Meeting Fitness Standards**

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 9           | 22.1   | 21.3   | 23.9   |

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
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                        | 386                     | 372                  | 96.37                 | 47.17                          |
| Male                                | 207                     | 199                  | 96.14                 | 42.42                          |
| Female                              | 179                     | 173                  | 96.65                 | 52.60                          |
| Black or African American           | 17                      | 16                   | 94.12                 | 43.75                          |
| American Indian or Alaska Native    | --                      | --                   | --                    | --                             |
| Asian                               | --                      | --                   | --                    | --                             |
| Filipino                            | --                      | --                   | --                    | --                             |
| Hispanic or Latino                  | 264                     | 255                  | 96.59                 | 44.88                          |
| Native Hawaiian or Pacific Islander | --                      | --                   | --                    | --                             |
| White                               | 69                      | 65                   | 94.20                 | 52.31                          |
| Two or More Races                   | 22                      | 22                   | 100.00                | 50.00                          |
| Socioeconomically Disadvantaged     | 295                     | 284                  | 96.27                 | 44.17                          |
| English Learners                    | 46                      | 43                   | 93.48                 | 9.30                           |
| Students with Disabilities          | 36                      | 33                   | 91.67                 | 15.15                          |
| Homeless                            | 20                      | 19                   | 95.00                 | 5.00                           |

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 2018-19 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                        | 386              | 370           | 95.85          | 17.03                   |
| Male                                | 207              | 199           | 96.14          | 17.09                   |
| Female                              | 179              | 171           | 95.53          | 16.96                   |
| Black or African American           | 17               | 16            | 94.12          | 6.25                    |
| American Indian or Alaska Native    | --               | --            | --             | --                      |
| Asian                               | --               | --            | --             | --                      |
| Filipino                            | --               | --            | --             | --                      |
| Hispanic or Latino                  | 264              | 253           | 95.83          | 15.81                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 69               | 66            | 95.65          | 18.18                   |
| Two or More Races                   | 22               | 21            | 95.45          | 14.29                   |
| Socioeconomically Disadvantaged     | 295              | 282           | 95.59          | 15.60                   |
| English Learners                    | 46               | 44            | 95.65          | 2.27                    |
| Students with Disabilities          | 36               | 34            | 94.44          | 2.94                    |
| Homeless                            | 20               | 18            | 90.00          | 10.00                   |

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 2019-20)

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: Melissa Howell, PTSA President (949) 289-0288 mdhmrh@gmail.com

ELAC: Alicia Coronado, ELAC President (951) 400-3532

School Site Council: Jean Schoonover, School Site Council President (951) 253-7000 ext. 3601 jean.schoonover@leusd.k12.ca.us

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 December 11, 2019. The School Safety Plan was last reviewed and discussed with the school faculty in December 11, 2019. 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 Three, and includes data regarding the California Healthy Kids Survey, crime, safe school procedures, and compliance with laws including: (1) child abuse reporting, (2) disaster response and crisis intervention, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) school-wide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to California Education Code Sections 35291 and 35291.5.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                          | 6.1     | 4.7     | 4.1     |
| Expulsions Rate                           | 0.5     | 0.6     | 0.2     |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                            | 4.0     | 3.5     | 3.1     |
| Expulsions Rate                             | 0.2     | 0.2     | 0.2     |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate                         | 3.6     | 3.5     | 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.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title               | Ratio |
|---------------------|-------|
| Academic Counselor* | 368.0 |

\* 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.

#### Student Support Services Staff (School Year 2018-19)

| Title   | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 5.0                                  |
| Library Media Teacher (Librarian)                   |                                      |
| Library Media Services Staff (Paraprofessional)     |                                      |
| Psychologist  |                                      |
| Social Worker                                       |                                      |
| Nurse   | .3                                   |
| Speech/Language/Hearing Specialist                  |                                      |
| Resource Specialist (non-teaching)                  | .2                                   |
| Other   |                                      |

\* 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        | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-22 | 2016-17 # of Classes* Size 23-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-22 | 2017-18 # of Classes* Size 23-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-22 | 2018-19 # of Classes* Size 23-32 | 2018-19 # of Classes* Size 33+ |
|----------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| English        | 27                         | 22                              | 22                               | 26                             | 28                         | 14                              | 34                               | 22                             | 28                         | 21                              | 24                               | 28                             |
| Mathematics    | 29                         | 14                              | 15                               | 26                             | 30                         | 8                               | 22                               | 28                             | 29                         | 14                              | 13                               | 35                             |
| Science        | 28                         | 10                              | 43                               |                                | 27                         | 11                              | 47                               | 2                              | 28                         | 12                              | 40                               | 8                              |
| Social Science | 27                         | 18                              | 17                               | 19                             | 28                         | 16                              | 10                               | 26                             | 30                         | 12                              | 14                               | 26                             |

\* 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

| Measure   | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement |         |         |         |

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 district wide. The District's goal is to provide opportunities for teachers, administrators, and staff in order to meet the learning needs of all students. Staff members are encouraged to use SCHED to sign up for professional development opportunities.

### FY 2017-18 Teacher and Administrative Salaries

| Category                      | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary      | \$43,965        | \$48,612                                     |
| Mid-Range Teacher Salary      | \$80,663        | \$74,676                                     |
| Highest Teacher Salary        | \$106,164       | \$99,791                                     |
| Average Principal Salary (ES) | \$129,316       | \$125,830                                    |
| Average Principal Salary (MS) | \$137,757       | \$131,167                                    |
| Average Principal Salary (HS) | \$149,975       | \$144,822                                    |
| Superintendent Salary         | \$254,675       | \$275,796                                    |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries           | 39%             | 34%  |
| 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/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level       | Total   | Restricted | Unrestricted | Average Teacher Salary |
|-------------|---------|------------|--------------|------------------------|
| School Site | \$8,517 | \$1,098    | \$7,419      | \$83,850               |
| District    | N/A     | N/A        | \$6,622      | \$88,021.00            |
| State       | N/A     | N/A        | \$7,506.64   | \$82,403.00            |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 11.4         | -4.9                   |
| School Site/ State   | -1.2         | 1.7                    |

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

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

### Types of Services Funded

These programs and supplemental services are provided at 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)

| Rate for Lakeside High School | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|---------|---------|---------|
| Dropout Rate                  | 6.4     | 1.1     | 3.2     |
| Graduation Rate               | 91.6    | 93      | 93.2    |

| Rate for Lake Elsinore Unified School | 2015-16 | 2016-17 | 2017-18 |
|---------------------------------------|---------|---------|---------|
| Dropout Rate                          | 5.3     |         | 3.3     |
| Graduation Rate                       | 91.9    |         | 87.4    |

| Rate for California | 2015-16 | 2016-17 | 2017-18 |
|---------------------|---------|---------|---------|
| Dropout Rate        | 9.7     | 9.1     | 9.6     |
| Graduation Rate     | 83.8    | 82.7    | 83      |

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

#### 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                                   | 93.3                      |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 11%                       |

#### 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
  - o Agriscience
  - o Animal Science
  - o Design, Visual and Media Arts

#### Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission          | 96.96   |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | 32.73   |

#### 2018-19 Advanced Placement Courses

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         | 2                             | N/A                               |
| English                  | 6                             | N/A                               |
| Fine and Performing Arts | 3                             | N/A                               |
| Foreign Language         | 3                             | N/A                               |
| Mathematics              | 2                             | N/A                               |
| Science                  | 5                             | N/A                               |
| Social Science           | 12                            | N/A                               |
| All courses              | 33                            | 29.5                              |

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

\*Where there are student course enrollments of at least one student.

- o Public and Community Health
- o Information Support and Services
- o Graphic Production Technologies
- o Systems Diagnostics, Service, and Repair
  - Lakeside High School
- o Production and Managerial Arts
- o Food Service and Hospitality
- o Residential and Commercial Construction
  - Ortega High School
- o Design, Visual, and Media Arts
- o Business Management
  - Temescal Canyon High School
- o Engineering Design
- o Fashion Design and Merchandising
- o Interior Design
- o Patient Care
- o 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.