

Ortega High School

520 Chaney Street • Lake Elsinore, California 92530 • (951) 253-7065 • Grades 9-12

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



Lake Elsinore Unified School District

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

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

We believe that the most promising strategy for achieving the mission of Ortega High School is to develop our capacity to function as a Professional Learning Community:

A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

- Unite to achieve a common purpose and clearly defined goals
- Set and maintain appropriately high expectations for one another
- Provide for and expect high levels of commitment, collaboration, and communication among all stakeholders

B: Standards-based Student Learning: Curriculum

- Join together to engage in a rigorous, equitable, and relevant curriculum which addresses individual needs
- Articulate with one another to create a climate for academic success
- Engage parents and other members of the community in supporting the State standards and the classroom learning environment

C: Standards-based Student Learning: Instruction

- Create a learning environment that offers continuous opportunity for academic success
- Provide various strategies that will engage all learners in a nonrestrictive environment
- Promote personal responsibility for behavior and education

D: Standards-based Student Learning: Assessment and Accountability

- Provide a program and curriculum to our students that is guided by reliable and timely assessment information
- Employ various assessment tools to evaluate student growth and progress toward mastery of the State standards
- Collect, disaggregate, analyze, and report student assessment data to the District, staff and community
- Evaluate assessment tools and resources to determine their reliability and usefulness for our school’s need

E: School Culture and Support for Student Personal and Academic Growth

- Involve students, parents, and community on campus through a variety of events
- Maintain a clean and safe school environment for all students, staff, parents, and visitors
- Ensure that the master schedule allows for equal access to classes, support services, and activities/opportunities on campus

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 10	2
Grade 11	76
Grade 12	250
Total Enrollment	328

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	0
Asian	0.6
Filipino	0.3
Hispanic or Latino	72.9
Native Hawaiian or Pacific Islander	0.3
White	18
Two or More Races	3.7
Socioeconomically Disadvantaged	77.7
English Learners	17.1
Students with Disabilities	21
Foster Youth	0.9

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			
Ortega High School	15-16	16-17	17-18
With Full Credential	13	14	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	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			
Ortega High School	15-16	16-17	17-18
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
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

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	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, Intervention, 9-12, Read 180 Next Generation Level C, Scholastic 2012, Measuring Up CAHSEE Prep, People's Education 2008, Kaplan CAHSEE, Kaplan 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	California Algebra 1 Prentice Hall, 2009 Adopted 2008 Essentials California Algebra 1, Prentice Hall, 2009 Adopted 2008 California Geometry, Prentice Hall, 2009 Adopted 2008 California Geometry, Prentice Hall, 2009 Adopted 2008 Mathematics with Business Applications, 6th ed, Mc Graw Hill, 2007 Adopted 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Earth Science, Prentice Hall, 2006 Adopted 2006 Biology, Prentice Hall, 2005 Adopted 2005 Biology, Prentice Hall, 2005 Adopted 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	World History: Modern Times. Glencoe, 2005 Adopted 2005 The American Vision: Modern Times, Glencoe, 2005 Adopted 2005 Democracy in Action. Glencoe, 2006 Adopted 2005 Economics Today and Tomorrow, Glencoe, 2005 Adopted 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	EDGE , National Geographic, 2008 Adopted 2012 Journeys, Hampton Brown Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Health, Glencoe, 2005 Adopted 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

The school's Disaster Preparedness Plan is updated annually, and disaster drills are conducted four times per year at each elementary school and middle school, and once each semester at the high schools.

Currently, the District provides storage areas for emergency supplies to be kept on campus in the event of a disaster. A radio communication system allows for continuous communication with the District office in the event of a disaster.

A Crisis Intervention Team has been identified and trained to deal with stress experienced by students and staff as a result of a crisis situation. Team members are called upon to assist across the District as necessary. As part of the comprehensive School Safety Program, School Resource Officers provide prevention and intervention procedures on all LEUSD campuses at least part time.

Our school was built in 2002. It has 23 regular classrooms, 1 science lab, 1 portable, a library, 3 computer labs, a multipurpose room, and a conference center. Athletic facilities include a gym and outside courts and fields.

A progressive discipline plan is in place. One campus supervisors and a part-time School Resource Officer also help maintain a safe environment. The WE TIP program is utilized so that students may report crime anonymously and all leads are followed up immediately.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/6/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			100 BUILDING OFFICE: ROOF LEAKS 500 CAREER CENTER: ROOF LEAKS HEALTH OFFICE: ROOF LEAKS RM 501 COMPUTER LAB: ROOF LEAKS STAFF LOUNGE: ROOF LEAKS STUDENT STORE/CAFÉ: ROOF LEAKS WORK AREA: ROOF LEAKS
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/6/2017						
System Inspected	Repair Status			Repair Needed and Action Taken or Planned		
	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	12	7	41	40	48	48
Math		0	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.

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

* 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.

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	7	--	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

* 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 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	144	139	96.53	7.3
Male	83	82	98.8	6.17
Female	61	57	93.44	8.93
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	111	106	95.5	6.73
White	18	18	100	5.56
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	99	94	94.95	8.51
English Learners	27	26	96.3	3.85
Students with Disabilities	--	--	--	--
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**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	144	138	95.83	0
Male	83	81	97.59	0
Female	61	57	93.44	0
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	111	105	94.59	0
White	18	18	100	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	99	94	94.95	0
English Learners	27	26	96.3	0
Students with Disabilities	--	--	--	--
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)

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

- * Volunteering in the classroom
- * Tutoring students
- * Participating in School Site Council (SSC) and/or English Learner Advisory Committee ELAC
- * Field trip supervision
- * Helping with school activities
- * ELAC parent presentations and meetings
- * FAFSA nights
- * Open House/ BTS

For more information on how to become involved at the school, please contact Principal Greg Cleave at 951.253.7065

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 is updated on a yearly basis or as needed. The Plan is presented to the entire staff on the first day of school each year. The School Safety Plan was reviewed September, 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) 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			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.9	0.3	5.6
Expulsions Rate	0.0	0.0	0.4
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	Not in PI	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	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	.25
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	275

* 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	13	8	13	15	25	15	1	1	5			
Mathematics	17	17	19	9	8	6			4			
Science	14	9	22	6	11	2			6			
Social Science	15	15	22	12	12	6	1		9			

* 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/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,057	\$2,081	\$7,977	\$94,011
District	♦	♦	\$4,747	\$84,701
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			68.0	28.4
Percent Difference: School Site/ State			49.2	28.8

* Cells with ♦ do not require data.

Types of Services Funded

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

- Title I
- Resource Specialist Program (RSP) and English Language Development

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Ortega High School	2013-14	2014-15	2015-16
Dropout Rate	19.8	9.1	7.8
Graduation Rate	66.28	74.75	74.44
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

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	144
% of pupils completing a CTE program and earning a high school diploma	52.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

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	83.18
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* 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		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	61.07	84.97	87.11
Black or African American	50	84.76	79.19
American Indian or Alaska Native	100	100	80.17
Asian	0	80.49	94.42
Filipino	100	90.91	93.76
Hispanic or Latino	56.86	83.44	84.58
Native Hawaiian/Pacific Islander	0	66.67	86.57
White	80.95	87.94	90.99
Two or More Races	0	66.67	90.59
Socioeconomically Disadvantaged	59.62	82.71	85.45
English Learners	53.33	65.63	55.44
Students with Disabilities	100	57.79	63.9
Foster Youth	0	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 2012-13 school year, 65 sections of CTE courses were offered at the three comprehensive high schools, online charter school and continuation high school. These courses represent 10 separate industry sectors and 15 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 2012-13 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. Measureable 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 2012-13 include the following:

- Elsinore High School: Graphic Arts, Graphics Technology, Agriscience
- Lakeside High School: Food Service & Hospitality, Production & Managerial Arts, Biotechnology Research & Development, Media Design Arts
- Ortega High School: Entrepreneurship, Information Technology
- Temescal Canyon High School: Fashion Design, Merchandising & Manufacturing, Interior Design & Furnishing, Manufacturing & Engineering, Therapeutic Services

All programs of study include courses offered by CTE/ROP at each school, with the exception of Southern California Online Academy which just opened its doors as a new chartered-dependent online charter school in August 2011. 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.

As a school we have put our focus onto post secondary success for our students. The following have been implemented for all students.

- * Post-secondary surveys
- * Graduation Plans for all students
- * Post Secondary presentations for all career interest areas
- * On site registration for junior college
- * Increase in FAFSFA support and parent meetings for registration
- * Increase in connections with post-secondary programs

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.