

# Ortega High School

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

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## 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](http://www.leusd.k12.ca.us)

#### District Governing Board

Stan Crippen, Trustee Area 1  
Susan E. Scott, Trustee Area 2  
Heidi Matthies Dodd, Trustee Area 3  
Juan I. Saucedo, Trustee Area 4  
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](http://www.caschooldashboard.org). These are positive indicators, so let's be mindful of the many positive accomplishments of 2017 to help set the bar high for 2018. Sincerely, Dr. Doug Kimberly, Superintendent

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 <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 11	82
Grade 12	172
Ungraded Secondary	67
<b>Total Enrollment</b>	<b>321</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.2
American Indian or Alaska Native	0.9
Asian	0.9
Filipino	0.3
Hispanic or Latino	65.1
Native Hawaiian or Pacific Islander	0.3
White	22.4
Socioeconomically Disadvantaged	71.3
English Learners	6.5
Students with Disabilities	26.5
Foster Youth	0.0

**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	16-17	17-18	18-19
With Full Credential	14	14	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
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			
Ortega High School	16-17	17-18	18-19
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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 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

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: September 14, 2017</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Earth Science, Prentice Hall, 2006 Adopted 2006 Biology, Prentice Hall, 2005 Adopted 2005 Biology, Prentice Hall, 2005 Adopted 2009  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Health</b>	Health, Glencoe, 2005 Adopted 2005  <b>The textbooks listed are from most recent adoption:</b> Yes <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 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: 7/2/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	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
<b>External:</b> 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

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	7.0	8.0	40.0	40.0	48.0	50.0
Math	0.0	0.0	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

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	145	140	96.55	7.86
Male	95	92	96.84	9.78
Female	50	48	96.00	4.17
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	97	94	96.91	5.32
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	33	97.06	15.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	115	111	96.52	6.31
English Learners	31	30	96.77	3.33
Students with Disabilities	14	14	100.00	0.00

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.

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.

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	145	140	96.55	0
Male	95	92	96.84	0
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	97	94	96.91	0
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	33	97.06	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	115	111	96.52	0
English Learners	31	30	96.77	0
Students with Disabilities	14	14	100	0

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)

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 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) 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	2015-16	2016-17	2017-18
Suspensions Rate	0.3	5.6	4.3
Expulsions Rate	0.0	0.4	0.9
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	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 (non-teaching)	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+		
	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	8.0	13.0	15.0	25	15	12	1	5	6			
Mathematics	17.0	19.0	21.0	8	6	4		4	6			
Science	9.0	22.0	21.0	11	2	5		6	3			
Social Science	15.0	22.0	19.0	12	6	8		9	6			

\* 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/](http://www.cde.ca.gov/ds/fd/cs/).

### 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	2014-15	2015-16	2016-17
Dropout Rate	9.1	7.8	5.2
Graduation Rate	74.7	74.4	56.1
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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,972	\$670	\$8,302	\$109,106
District	◆	◆	\$6,622	\$102,012
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			22.5	6.7
Percent Difference: School Site/ State			15.3	29.9

\* 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.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	18
% 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	0

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	78.8
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

\* Where there are student course enrollments.



Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	43.6	85.6	88.7
Black or African American	27.3	80.3	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	100.0	96.7	94.9
Filipino	100.0	90.0	93.5
Hispanic or Latino	43.4	84.0	86.5
Native Hawaiian/Pacific Islander	0.0	75.0	88.6
White	44.2	87.5	92.1
Two or More Races	54.6	90.3	91.2
Socioeconomically Disadvantaged	43.9	88.0	88.6
English Learners	40.5	42.7	56.7
Students with Disabilities	14.7	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 an 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.