

Elsinore High School

Est. 1891



Home of the Tigers

Tradition. Care. Respect.

Elsinore High School

21800 Canyon Drive • Wildomar, CA 92595 • (951) 253-7200 • Grades 9-12

Sarah Arredondo/Robbin Hamilton, Principal

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<http://ehs.leusd.k12.ca.us>

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	634
Grade 10	564
Grade 11	491
Grade 12	437
Total Enrollment	2,126

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.4
Asian	1.7
Filipino	2.2
Hispanic or Latino	57
Native Hawaiian or Pacific Islander	0.2
White	29.8
Two or More Races	5.5
Socioeconomically Disadvantaged	63.3
English Learners	3.1
Students with Disabilities	14.7
Foster Youth	0.4
Homeless	4.1

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 Elsinore High School	17-18	18-19	19-20
With Full Credential	88	85	91
Without Full Credential	1	3	1
Teaching Outside Subject Area of Competence	0	0	1

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	Somos Así en Sus Marcas!, EMC, 2000 Adopted 2003 Somos Asi Listos! , EMC, 2000 Adopted 2003 Somos Asi Ya! , EMC, 2000 Adopted 2003 Una Vez Mas! , EMC, 2000 Adopted 2007 Abriendo Paso: Grammatica, Prentice Hall, 2007 Adopted 2007 Abriendo Paso: Lectura, Prentice Hall, 2007 Adopted 2007 Abriendo puertas: ampliando perspectivas, 2013, Houghton Mifflin Adopted 2013 Espanol Para Nosotros, Glencoe, 2006 Adopted 2003 Tu Mundo, Glencoe, 2006 Adopted 2003 Somos Asi Ya!, EMC, 2000 Adopted 2003 C'est A Toi, Level 1, EMC, 2000 Adopted 2003 C'est A Toi, Level 2, EMC, 2000 Adopted 2004 C'est A Toi, Level 3, EMC, 2000 Adopted 2004 Adventures in Japanese 1, Cheng & Tsui, 2007 Adopted 2010 Adventures in Japanese 2, Cheng & Tsui, 2007 Adopted 2010 Adventures in Japanese 3, Cheng & Tsui, 2007 Adopted 2010 Adventures in Japanese 4, Cheng & Tsui, 2007 Adopted 2010 The textbooks listed are from most recent adoption: Yes 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

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.

Elsinore high School is the oldest high school in Lake Elsinore Unified School District, opening in 1966 serving the southern portion of the district. It has 106 regular and specialty classrooms with a district design capacity of 3,425. The site includes a multiuse gymnasium, locker/shower facilities, computer and science labs, art, band, choral, wrestling, dance, weight room, administration support buildings, outdoor courts and fields, and a multi-media library.

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/5/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	GIRLS LOCKER RM: THERMOSTAT BROKEN/ CHIPPED TOP OF LOCKERS RM 314: THERMOSTAT COVER BROKEN RM 502: THERMOSTAT BROKEN
Interior: Interior Surfaces	Good	300 BOYS RR: BROKEN TILE ON CORNER WALL. STALL DOOR
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	BOYS RR 300: MIRRORS NEED REPLACE/ URINAL CLOGGED/ SINK FAUCET LOW PRESSURE
Electrical: Electrical	Good	BOYS LOCKER RM QUAD HALL: NEEDS BASE BOARDS, LIGHT COVERS AND EXIT SIGN IS BROKEN BOYS LOCKER RM RR: NEEDS 3 LIGHT COVERS CUSTODIAL 300: MISSING LIGHT COVER GYM: COVER PLATE/ WIRES HANGING OUT LIBRARY: LIGHT FIXTURE OUTSIDE HAS BUSTED COVER RM 110: WIRES HANGING OUT OF WALL ABOVE DOOR POSSINBLE EXIT SIGN RM 406: SEVERAL HOLES IN FLOOR TILES, COMPUTER WIRES COMING OUT OF WALL NEEDS TO BE CAPPED RM 556: LIGHT COVER RM 711: LIVE OUTLET PULLED OUT OF WALL
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	BOYS RR 300: MIRRORS NEED REPLACE/ URINAL CLOGGED/ SINK FAUCET LOW PRESSURE GIRLS RR 300: FAUCET LOOSE AND CONTINOUSE RUNNING, SINK COMING OFF WALL , DOOR NEEDS PAINT RM 150 BOYS RR: 2 URINALS LEAK WATER EXCESIVLY RM 300: FAUCET UNDER SINK LEAKS
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	ELECTRICAL MECH RM: FIRE HATCH NEEDS REPLACING
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	ADMIN: WINDOS OUTSIDE PRINCIPALS OFFICE NEED RECAULKING
Overall Rating	Exemplary	

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	44	40	41	50	50
Math	20	20	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	29.0	22.9	23.1

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**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	459	452	98.47	43.81
Male	239	233	97.49	37.77
Female	220	219	99.55	50.23
Black or African American	15	15	100.00	26.67
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	11	11	100.00	63.64
Hispanic or Latino	268	265	98.88	38.49
Native Hawaiian or Pacific Islander	--	--	--	--
White	116	114	98.28	50.88
Two or More Races	36	34	94.44	55.88
Socioeconomically Disadvantaged	289	286	98.96	37.06
English Learners	25	24	96.00	0.00
Students with Disabilities	63	59	93.65	6.78
Foster Youth	--	--	--	--
Homeless	27	27	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.

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	459	445	96.95	20.22
Male	239	229	95.82	20.52
Female	220	216	98.18	19.91
Black or African American	15	15	100.00	13.33
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	11	11	100.00	54.55
Hispanic or Latino	268	259	96.64	16.99
Native Hawaiian or Pacific Islander	--	--	--	--
White	116	114	98.28	21.93
Two or More Races	36	35	97.22	25.71
Socioeconomically Disadvantaged	289	279	96.54	16.85
English Learners	25	22	88.00	0.00
Students with Disabilities	63	56	88.89	0.00
Foster Youth	--	--	--	--
Homeless	27	24	88.89	11.11

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)

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

- Joining the PTSA
- Volunteering for ad hoc committees
- Tutoring students
- Participating in School Site Council (SSC)
- Participating in the English Learner Advisory Committee (ELAC)
- Volunteering in the classroom
- Volunteering for field trip supervision
- Helping with athletic and music activities

For more information on how to become involved, please contact Co-Principal Sarah Arredondo or Robbin Hamilton at (951) 253-7201 or sarah.arredondo@leusd.k12.ca.us or robbin.hamilton@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 by our School Site Council November 2019, and updates were presented for review to our Governing Board in December 2019. The School Safety Plan was last reviewed and discussed with the school faculty November 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 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.2	6.7	7.0
Expulsions Rate	0.7	0.5	0.7

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*	425.2

* 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	29	18	23	34	32	8	22	43	31	12	19	44
Mathematics	32	7	17	34	30	14	11	43	30	12	17	40
Science	30	5	33	10	30	6	43	4	29	6	47	1
Social Science	29	13	16	25	30	11	5	36	30	10	12	33

* 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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,389	\$1,330	\$7,059	\$86,528
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	6.4	-1.7
School Site/ State	-6.1	4.9

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 the school either through categorical funds or other sources that support and assist students:

- Gifted and Talented Education (GATE)
- Resource Specialist Program (RSP)
- Special Day Class (SDC)
- Advancement Via Individual Determination (AVID)

* AP program

* Dual enrollment program

* ELD program

- * Athletics program
- * Peer counseling program
- * CTE pathways: agriculture; information, communication, and technology; auto mechanics
- * Air Force JROTC

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Elsinore High School	2015-16	2016-17	2017-18
Dropout Rate	0.9	1.2	0.9
Graduation Rate	97.7	92.3	94.9

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	800
% 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	12.0%

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.

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	98.08
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	36.66

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	4	N/A
Fine and Performing Arts	2	N/A
Foreign Language	4	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	9	N/A
All courses	24	18.9

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

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

CTE Pathways offered in 2017-18 included the following:

- Elsinore High School
- o Agriscience
- o Animal Science
- o Design, Visual and Media Arts
- 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.