

Temescal Canyon High School

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

Dr. Whitney D'Amico, Principal
whitney.damico@leusd.k12.ca.us

2013-14 School Accountability Report Card Published During the 2014-15 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

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Superintendent's Message

The district is on the right track, and doing positive things by engaging all stakeholders in student achievement. Let me illustrate multiple ways education reforms are being implemented for the good of all students in every classroom as we strive to close the Achievement Gap district wide.

California's Local Control Funding Formula, coupled with a new Local Control Accountability Plan, or LCAP, are fundamental to closing the Achievement Gap.

By reforming the way we support students and teachers in the classroom—that is, by linking education spending to priority needs—district budgets will be directly accountable for closing the Achievement Gap.

LCFF will provide greater flexibility in how to best allocate our dollars, while ensuring schools receive targeted funding to meet the needs of students from low income households, foster children, and English Language learners.

Our LCAP advisory committee consists of district stakeholders including parents, teachers, administrators, and staff. The committee worked hard over many months to craft our LCAP plan, and we'd like to thank these volunteers for their service to the district.

With the transition to Common Core Standards, our classrooms may be changing, but elements of good teaching have not: understand the content, know your students, use data, and adapt. This is what we must do to prepare students to enter the global marketplace of the 21st century. We're committed to working collaboratively with our faculty and staff to meet the needs of all students.

LEUSD teachers district wide are participating in Professional Learning Communities or PLCs under Common Core. Our teachers are leading the way to Common Core through Professional Learning Communities, sharing instructional methods with each other, identifying gaps in student understanding, collaborating, and propelling all students forward.

- -Dr. Doug Kimberly, District Superintendent

Principal's Message

The School Accountability Report Card (SARC) is an analysis of resources, data, and educational programs and gives an accurate picture of the combined efforts of Temescal Canyon High School (TCHS) students, staff, and administration for 2012-13 school year. The Federal No Child Left Behind (NCLB) Act requires all teachers in core subject areas must meet certain standards to be Highly Qualified. Those requirements are:

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

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

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

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

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

School Vision Statement

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

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (951) 253-7250.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	482
Gr. 10	524
Gr. 11	536
Gr. 12	608
Total	2150

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.0
American Indian or Alaska Native	0.7
Asian	3.3
Filipino	0.6
Hispanic or Latino	43.6
Native Hawaiian/Pacific Islander	0.7
White	42.0
Two or More Races	3.0
Socioeconomically Disadvantaged	48.7
English Learners	2.9
Students with Disabilities	12.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Temescal Canyon High School	12-13	13-14	14-15
Fully Credentialed	81	89	90
Without Full Credential	3	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lake Elsinore Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Temescal Canyon High School	12-13	13-14	14-15
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	1	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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
Districtwide		
All Schools	98.87	1.13
High-Poverty Schools	98.74	1.26
Low-Poverty Schools	100.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

**Textbooks and Instructional Materials
Year and month in which data were collected:**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:</p>	<p>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 Language of Literature 9, McDougal Littell, 2002 Adopted 2004 Language of Literature 10, McDougal Littell, 2002 Adopted 2004 Introduction to Literature, Bedford, 2008 Adopted 2009 The Language of Composition, 2nd ed, Bedford, 2013 Adopted 2013 Elements of Style, Prentice Hall, 2005 Adopted 2008 They Say, I Say, W. W. Norton, 2010 Adopted 2013 Everything's an Argument, Bedford, 2011 Adopted 2011 Writing Matters, Mc Graw Hill, 2011 Adopted 2011 Beyond Feelings, Mc Graw Hill, 2012 Adopted 2011 Creating America, Houghton Mifflin, 2005 Adopted 2011 EDGE, National Geographic, 2008 Adopted 2012 Journeys, Hampton Brown, 2006 Adopted 2006. 1984 by George Orwell Brave New World by Aldous Huxley into the Wild by Jon Krakauer, various Publishers</p>

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 26 regular classrooms, six science labs, eight portables, a library, a computer lab, a multipurpose room, and five special education rooms. The designed capacity of the school is 1,300 students. Athletic facilities include a gym, dance room, and outside courts and fields.

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: 10/30/2014

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]	[]	[]		801,803,805,823,821, 819, 817, 805,: Ceiling tiles in the hall way near 823 need 14 1x1 ceiling tiles to be replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]		Theater and 158 167, and 168: Soap dispenser needs to be replaced
Electrical: Electrical	[X]	[]	[]		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]		608 to 612: Girls restroom outside next to 611 toilet seat broken needs to be replaced 613 to 623: Girl's restroom by 612 the toilet seats need to be tightened / 616 1 ceiling tile needs replaced stained, same in 620 1 tile with sensors 809, 811,813,815: Boy's Restrooms outside by 809 needs soap dispenser and toullet seats need tightening, Girls\'s restroom need toilet seats tightened Boy's & Girl's locker rooms and Gyms: Boy's locker room the toilet seats in the restroom area need to be tightened, in the big Gym the boy's restroom the soap dispenser needs to be replaced
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		
Structural: Structural Damage, Roofs	[X]	[]	[]		702 to 709: Stairs need repair outside the 700 building by 709, and 710
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		
Overall Rating	Exemplary	Good	Fair	Poor	
	[]	[X]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	59	59	65	59	59	62	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	50	48	57	56	58	57	54	56	55
Math	29	32	32	51	52	51	49	50	50
HSS	31	34	42	38	38	39	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	5	5	7
Similar Schools	3	3	6

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	16.9	22.1	36.6

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	62
All Student at the School	65
Male	69
Female	61
Black or African American	49
American Indian or Alaska Native	
Asian	88
Filipino	
Hispanic or Latino	57
Native Hawaiian/Pacific Islander	
White	77
Two or More Races	50
Socioeconomically Disadvantaged	54
English Learners	7
Students with Disabilities	41
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	3	10	22
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	29	10	31
Native Hawaiian/Pacific Islander			
White	-16	12	15
Two or More Races			
Socioeconomically Disadvantaged	29	25	28
English Learners	45	35	-4
Students with Disabilities		-56	156

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

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

- Volunteering in the classroom
- Tutoring students
- Participating in the School Site Council (SSC)
- Volunteering for Parent-Teacher-Student Association (PTSA) activities
- Extracurricular and Athletic Booster Clubs
- Helping with athletic and music activities

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

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 in February and updates were presented for review to our Governing Board in February 2014. The School Safety Plan was last reviewed and discussed with the school faculty March 2014.

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) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to California Education Code Sections 35291 and 35291.5

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	6.8	5.6	.035
Expulsions Rate	0.4	0.4	0.00
District	11-12	12-13	13-14
Suspensions Rate	4.5	2.9	4.4
Expulsions Rate	0.3	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	Yes	
Met API Criteria	Yes	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		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		84.6

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	420:1

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	30.3	30	30	14	18	18	14	13	15	43	45	45
Math	30.3	29	30	11	16	14	22	8	17	30	45	40
Science	30	29	30	7	13	8	19	14	30	33	37	25
SS	32.1	33	32	4	7	8	8	8	11	20	37	36

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,173	\$41,761
Mid-Range Teacher Salary	\$68,201	\$66,895
Highest Teacher Salary	\$89,763	\$86,565
Average Principal Salary (ES)	\$113,893	\$108,011
Average Principal Salary (MS)	\$120,040	\$113,058
Average Principal Salary (HS)	\$122,199	\$123,217
Superintendent Salary	\$205,000	\$227,183
Percent of District Budget		
Teacher Salaries	42	38
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 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,584	\$666	\$4,918	\$89,882
District	♦	♦	\$4,747	\$72,819
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			3.6	23.4
Percent Difference: School Site/ State			4.9	27.1

Types of Services Funded at Temescal Canyon High School

- Economic Impact Aid (EIA)
- Gifted and Talented Education (GATE)
- School Libraries Block Grant (SLBG)
- Resource Specialist Program (RSP)
- Special Day Class (SDC)

Professional Development provided for Teachers at Temescal Canyon High School

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. The Instructional Support Services Division's first priority is to provide assistance for teachers and classroom para-educators to reach highly qualified status under the No Child Left Behind legislation. 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 to become highly qualified to successfully meet the learning needs of all students. An in-house professional growth program is provided for all staff. Common Core professional development has also been a focus and opportunities have been provided to staff and administration.

In 2010-11, we dedicated 21 days to professional development, and in 2011-12, there were 60 days dedicated for professional development. In 2012-13, 31 days were dedicated. In 2014, we have 18 PLC days embedded and multiple optional additional professional development days offered.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	48	25	26	42	40	18
All Students at the School	44	26	30	34	41	24
Male	48	26	26	31	43	26
Female	40	25	35	38	39	23
Black or African American	56	23	21	53	38	10
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	52	23	25	39	41	20
Native Hawaiian/Pacific Islander						
White	34	31	36	27	43	31
Two or More Races	40	13	47	33	40	27
Socioeconomically Disadvantaged	56	25	19	44	42	15
English Learners	100			100		
Students with Disabilities	87	11	2	78	18	4
Students Receiving Migrant Education Services						

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Temescal Canyon High School	2011-12	2012-13	2013-14
English-Language Arts	55	53	56
Mathematics	61	57	66
Lake Elsinore Unified School District	2011-12	2012-13	2013-14
English-Language Arts	52	55	39
Mathematics	54	56	43
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	93.20	83.03	84.56
Black or African American	94.74	80.49	75.90
American Indian or Alaska Native	66.67	76.92	77.82
Asian	92.86	88.10	92.94
Filipino	0.00	75.00	92.20
Hispanic or Latino	89.78	80.35	80.83
Native Hawaiian/Pacific Islander	60.00	88.89	84.06
White	97.47	86.09	90.15
Two or More Races	93.75	87.50	89.03
Socioeconomically Disadvantaged	91.50	79.30	82.58
English Learners	75.00	51.28	53.68
Students with Disabilities	63.27	57.36	60.31

Dropout Rate and Graduation Rate			
Temescal Canyon High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	3.3	2.1	3.4
Graduation Rate	94.87	95.98	93.23
Lake Elsinore Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	6.4	4.8	5.4
Graduation Rate	89.75	89.77	88.75
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	1	♦
Science	2	♦
Social Science	12	♦
All courses	18	0.4

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	68.85
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	39.66

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	513
% of pupils completing a CTE program and earning a high school diploma	97.1
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	9.00%

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 2013-14 school year, 75 sections of CTE courses were offered at the three comprehensive high schools, online charter school and continuation high school. These courses represent 11 separate industry sectors and 16 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 2013-14 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. Measurable 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 2013-14 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
- Southern California Online Academy: Media Design Arts, Child Development All programs of study include courses offered by CTE/ROP at each school.

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.