



Elsinore High School School Profile

The Lake Elsinore Unified School District serves approximately 22,000 students at 12 elementary schools, two K-8 schools, four middle schools, three comprehensive high schools, and three alternative schools. Elsinore High School is a modern comprehensive high school with a long and proud history. Its core values are: Tradition, Caring, and Respect.

Elsinore High School offers a variety of programs designed to meet individual student needs. Our AVID program is the largest, and AVID methodology has spread throughout the school as more and more teachers are trained. We have approximately 400 students currently in AVID. We no longer have dedicated ROTC or ELD AVID classes, due to conflicts with scheduling and curriculum, but our EL and ROTC teachers are using AVID methodologies in their classrooms. This summer, seven Special Education teachers will be attending the AVID Summer Institute in the supporting instruction strand to assist with the plan for full inclusion next year. Last fall we were also reevaluated and again named an AVID National Demonstration School, a distinction earned by less than 3 % of all AVID schools nationwide. Currently, nearly 60% of our staff has been AVID trained through AVID Write Path and AVID Summer Institute and another 22 staff members will be attending Summer Institute training in June. All of our administrators will have been through training after this summer. Additionally, 89% of our teachers claim to use AVID WICOR strategies in their classrooms. By fall of 2018 we should finish meeting our requirements for qualification as an AVID Site of Distinction by having over 70% of our staff trained.

We have CTE classes in a variety of subjects, with offerings continuing to expand and articulated with local community colleges (Riverside Community College and Mt. San Jacinto College). Our CTE pathways include our Agriculture/FFA and Veterinary science program which has a new senior project in which senior students are training guide dogs for use by the blind and/or disabled. We also have a greenhouse and are completing the set up for an Aquaponics system for our horticulture projects. Students raised over 150 chickens, one steer, and 25 pigs through production last year in our FFA program.

The Information Communication Technology Pathway currently has 360 students enrolled. Since 2015, this program has expanded by adding AP Computer Science A and AP Computer Science Principles. Also included in this pathway are classes in Yearbook Production, Digital Photography, Digital Communications (Tiger Times) and Advanced Video Production. All of these courses meet A-G requirements.

Equipment has been upgraded to include two new large format printers (\$50,000). HP and Canon camera equipment is used, meeting industry standard. Many workshops and field trips give students in these classes opportunities to learn from professional photographers, videographers, and designers. Canon, Cherished Memories, Aquatech, and Outbound Life partner with EHS, giving students real-life experiences in the field. Professionals are critiquing students and just recently, 8 of our students' work was showcased in an evening at the Canon Film Festival.

This year, we developed a Cyber Patriot club and want to build a course. This first year we ranked in the top 25% of the nation. A new course in Python will be added next year.

Plans for the future include further renovating our Studio to reflect a professional environment, teaching students to manipulate light to experiment and push their creativity, collaborating with the CBU (photography/Graphic Design/Film) department.

Our graphic design pathway produces banners, tee shirts, paper products and digital video. Studio 1891 (named for the year our school was founded) creates useful products for the entire district, from A-G posters, bully posters, WICOR posters and yearbooks for elementary students.

The automotive program has roughly 120 students enrolled. Since 2015 we have cleaned and organized the shop and training aids, and we have replaced the program's old worn out vehicles with a total of six new donated vehicles. New tools and equipment valued at \$30,000 have been added to the program this year, including new air hose reels, a bench and a storage area to the shop. In the spring the program will have a new car cover added to back area and a second bench and storage area added to the shop, and in 2018-2019 school year an additional \$40,000 in tools and equipment will be added as well. The goal of our Tiger Garage is to become NAFTA certified by 2019-2020. The CSTO for the Auto and Screen printing program is Skills USA. Auto Tech is the only elective course not currently A-G certified, but we are applying for G status for 2019-2020.

We have approximately 180 students within the sports medicine program from introductory to advanced courses. Since 2015 we have expanded tremendously. We have added more introductory courses, expanded the number of students into advanced courses, started to attend the annual HOSA leadership conference every year, added internships for our students, and are building a brand new state of the art athletic training room. Future plans include expanding into a possible rehab course, starting collaborations with the science, English, and PE departments, adding more internships for students, starting an internships course and possibly a HOSA course. The students have competed at HOSA for two years and made it into the top 10 events twice, which is a great accomplishment for a new CTE pathway and CSTO.

All of our core courses are college-preparatory, with the exception of a few designated as Specialized Academic Instruction (SAI) classes in each core area that are designed for those special education students with mild to moderate disabilities who are not yet ready for complete mainstreaming. Placement into these courses is determined by the individual student's IEP, and students can be transitioned out of these courses and into college-preparatory courses at any time in their high school career if it is deemed appropriate. For the 2018-19 school year Elsinore will fully implement the Supported Inclusion model for our students with mild disabilities. This will provide our students access to the A-G curriculum and increase our College and Career Readiness.

We offer advanced, Honors and AP courses in all core areas and the arts for those students ready and able to take on extra challenges. Most AP teachers have attended both beginning and advanced training at College Board-sponsored trainings and all AP teachers have also written their own syllabi that have been approved by the College Board. We are in our sixth year of offering two college-level English classes, again in partnership with the community college, and added a college-level Political Science course last year. These courses are taught by teachers with Master's degrees in their content area who have met all the community college's hiring requirements, using the same college-level curricular materials and assessment guidelines in place on the actual college campus. Students

in these classes can simultaneously earn graduation credit and college credit that is recognized by all CCC, UC and CSU campuses across the state.

The ELD program recognizes student achievement every month during the ELAC meeting, at which 30-40 students and parents join us for pizza and information. The ELAC hosts guest speakers and invites parents and students to attend to get to know more about graduation, college, and career opportunities. Some of the guest speakers have included the outreach counselors for both MSJC and CSUSM. Our ELD students are supported by an ELD bilingual counselor, a bilingual Assistant Principal, a bilingual community liaison, a bilingual department chair and 3 bilingual paraeducators. The highest pass rate for any AP exam is on the Spanish AP Lit/Lang, with several students receiving a biliteracy diploma and recognition by the Riverside County Office of Education for their achievements. The ELD department participates in the district trainings and meetings for bilingual aides, EL facilitators and AVID trainings. Our number of ELL students has declined to 69 students within levels 1-5.

Over 280 students with special needs are served and supported on the EHS campus in a continuum of placement/services. Students who receive special education services and support are served in the general education classes, using the supported inclusion model with special education support from an aide or teacher, Specialized Academic Instruction classes taught by special education teachers who are HQT, and in functional skills classes taught by a Moderate to Severe credentialed teacher. The goal of special education services and supports is to allow students to access the core curriculum and experience rigor in the classroom. The Friendship Club and Peer Buddy class plan and organize outreach events for our special needs students including a pumpkin patch, trick-or-treating on campus, a Peer Buddy Prom and a Winter Social. These events are hallmarks for how students who have special needs are accepted within the EHS school culture. Each spring, the Special Education department hosts a field trip to MSJC to assist special needs students with access and information regarding how to apply to MSJC. Students meet with the Disabled Students Programs and Services staff and get a tour of the campus. There is a full time School Psychologist, Behavior Interventionist and a Speech and Language therapist on our site.

Over 80 students have 504 plans and participate in SST meetings and LAT meetings throughout the year, with a focus on holding these in the fall. Wednesdays are intervention days with these meetings occurring to address and meet our students' academic/emotional and social needs.

Blended Learning on our campus is for credit recovery, grade remediation, and first time credit. Our own teachers teach courses, during an expanded regular school day that includes periods 0-8, or during the summer. Students must complete an orientation program before taking these courses and complete most assignments online, on or off campus, but do need to take certain assessments in person.

Students who are not successful on our campus are given the option of alternative placement to Ortega Continuation High School, the Keith McCarthy Independent Study program, or Valley Adult Education.

We believe students are scholars and athletes, and our varsity teams' GPAs have averaged over 3.0 for three years straight. In addition, our athletic programs have repeatedly been recognized in the past few years for encouraging academic achievement along with athletic achievement, the latest instance of which is our football team being honored for having the highest team GPA in Riverside

County for the 2013-2014 school year, the second time in four years it has received this distinction.

For the first time, we have a formal site technology plan. Goals include:

- We shall prepare all students for the world that awaits them.
- We see technology as a means to enrich instruction, extend learning opportunities, maximize resources and further our commitment to continuous improvement.
- We shall communicate effectively and form strategic alliances to secure the support and resources necessary to deliver our vision.
- We shall provide effective learning facilities to enhance and maximize opportunities for our students.
- We shall maximize a budget that aligns resources in support of the district's vision and values the contributions of our teachers.

Elsinore High School is an important part of the community in which it is located. Many of our students' parents and extended family members have graduated from our school. We have several committees in place to promote community and parent involvement, including an active English Learner Advisory Committee, a Parent Teacher Student Association that includes 225 parent members (largest high school participation in district), and the School Site Council. Recently (2010), the nonprofit EHS Tiger Foundation was created to fund the ongoing project of building Tiger Courts across campus. We now have two Tiger Courts, one with a bronze tiger and one in which the Victory Bell was installed.