

# Elsinore High School

21800 Canyon Drive • Wildomar, CA 92595 • (951) 253-7200 • Grades 9-12  
Sarah Arredondo & Robbin Hamilton, Principal  
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## 2016-17 School Accountability Report Card Published During the 2017-18 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  
Steven L. Wood, Trustee Area 5

#### District Administration

Dr. Doug Kimberly  
**Superintendent**  
Dr. Gregory J. Bowers  
**Assistant Superintendent**  
Dr. Alain Guevara  
**Assistant Superintendent**  
Dr. Kip Meyer  
**Assistant Superintendent**  
Arleen Sanchez  
**Chief Business Officer**  
Tracy Sepulveda  
**Assistant Superintendent**  
Sam Wensel  
**Executive Director**

### Superintendent's message

LEUSD is well positioned for the 2018 school year! The collaboration between voters, parents, teachers and staff has resulted in student achievement growth, improved facilities and playing fields under Measure V, and new instructional technology for classrooms. Under our state accountability system, the Fall 2017 update to the California School Dashboard was recently released. The Dashboard provides teachers and principals with valuable performance data that is examined weekly during their PLC collaboration time, and used to guide instruction. The current Dashboard shows LEUSD schools are making progress. LEUSD improved in several areas, though English Language Arts and Math growth indicators are little changed from a year ago, a trend statewide. The Dashboard is powered by six state indicators and four local indicators, along with a variety of custom reports by which to compare schools, districts, and student subgroups. Dashboard color codes reflect status and change to depict achievement growth ranging from Red (lowest) to Blue (highest). LEUSD performance highlights: **SUSPENSION RATES**—by lowering suspensions, results for the 'Suspension' indicator have IMPROVED from orange to yellow, changing from a high suspension rating to a medium suspension rating. **'EL' PROGRESS**—English Learners IMPROVED from yellow to green, changing from 'Medium' to 'High' as a result of an additional 3.1% students making progress towards English proficiency. **GRADUATION RATE**—this indicator has IMPROVED from green to blue. The District continues to have a 'High' rating due to an increase in graduating students of 1.5%. **COLLEGE/CAREER PREPAREDNESS**—growing College & Career Preparedness is an area for increased attention. The CA School Dashboard shows 35.2% of LEUSD graduates as being 'Prepared.' The State will not have a color indicator for College & Career Preparedness until 2018, but notably, LEUSD 11th grade students' ELA and Mathematics scaled scores increased in both areas respectively by 0.3 points and 4.2 points, a positive college readiness indicator. **CHRONIC ABSENTEEISM**—for the first time, the CA Schools Dashboard includes District and school Chronic Absenteeism rates, though a Chronic Absenteeism color indicator does not appear on the Fall 2017 report. District wide, LEUSD's Chronically Absent statistic is 12.8%. LEUSD met all local indicators for implementing state standards, providing safe school facilities, adequate books and instructional materials, as well as meeting indicators for school climate, and student and parent engagement. View how LEUSD is performing at [www.caschooldashboard.org](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

### Principal's message

It is with great pleasure and excitement that we take the lead at Elsinore High School as a Co-Principal team. We are humbled and honored to lead a school with such a rich tradition that has produced so many outstanding students. Elsinore high has a heartfelt culture of Tradition, Caring and Respect. The staff at Elsinore High is a dedicated group of professionals to work very hard to support all of our students.

We have both dedicated our careers to education. Between us we have 38 years experience in education as, teachers, assistant principals, program specialist, associate principals, principal and now co-principals. We have had experience in Common Core Standards, Curriculum and Instruction, CTE, AVID, Special Education, LCAP and PBIS. WE look forward to using our experiences in education to lead and move Elsinore High forward. We are elated to bring our skills together as educational leaders to work to ensure student success.

Along with the staff we will continue the legacy of success established by building strong relationships with students. Our goal this year is to continue building relationships, focus on our school systems and continue to implement the Common Core Standards.

One of the most important components of a great school is the partnership between the school and the parents. The team that works together for the best interest of our students will find the greatest success. Please stay involved at the high school level. There are many opportunities for parents to become involved including PTSA, School Site Council, attending sporting events and student performances. This year our motto is, "We Believe We Will Achieve." We plan to provide educational experiences that are rigorous, relevant and engaging for all students. We look forward to an outstanding school year 2017-18.

Go Tigers!  
Mrs. Arredondo & Mrs. Hamilton  
Co-Principals Elsinore High School

The mission of Elsinore High School is to ensure an environment where students feel safe and successful, grow academically and socially, and develop basic and lifelong skills which prepare them for the 21st century

### About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	573
Grade 10	504
Grade 11	483
Grade 12	485
<b>Total Enrollment</b>	<b>2,045</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	0.6
Asian	1.4
Filipino	2.2
Hispanic or Latino	53.2
Native Hawaiian or Pacific Islander	0.3
White	31.2
Two or More Races	6.7
Socioeconomically Disadvantaged	63.2
English Learners	5.5
Students with Disabilities	14
Foster Youth	0.6

### 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			
Elsinore High School	15-16	16-17	17-18
<b>With Full Credential</b>	82	88	
<b>Without Full Credential</b>	2	0	
<b>Teaching Outside Subject Area of Competence</b>	0	0	
Lake Elsinore Unified School District	15-16	16-17	17-18
<b>With Full Credential</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Elsinore High School	15-16	16-17	17-18
<b>Teachers of English Learners</b>	0	1	
<b>Total Teacher Misassignments</b>	0	0	
<b>Vacant Teacher Positions</b>	0	0	

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Lake Elsinore Unified School District chooses instructional materials which are aligned to State content standards, present a broad spectrum of knowledge and viewpoints, reflect society’s diversity, and enhance the use of multiple teaching strategies and technologies. Materials for grades K-8 are chosen from the State-adopted list. Materials for grades 9-12 are evaluated and recommended by subject area teachers. Curriculum and textbook subcommittees are comprised of teachers (subject or grade level) and administrators. The subcommittee recommends instructional materials to the Curriculum Advisory Committee (CAC), which has representatives from every school. The CAC evaluates and recommends materials to the school board, which makes the final approval of all adopted instructional materials. Parents and community members may review adopted materials at the District office.

Lake Elsinore Unified School District held a hearing for the sufficiency of textbooks September 22, 2016

<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>	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 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 EDGE by National Geographic, 2008 Adopted 2012 Journeys, Hampton Brown, 2006 Adopted 2006 Everything’s an Argument, Bedford, 2010 Adopted 2012 Writing Matters, Mc Graw Hill, 2011 Adopted 2012 Beyond Feelings, Mc Graw Hill, 2012 Adopted 2012 Creating America, Houghton Mifflin, 2005 Adopted 2012. 1984 by George Orwell Brave New World by Aldous Huxley into the Wild by Jon Krakauer, various Publishers, Intervention, 9-12, Read 180 Next Generation Level C, Scholastic 2012, Measuring Up CAHSEE Prep, People's Education 2008, Kaplan CAHSEE, Kaplan 2008  <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, 2016 adopted Big Idea Algebra 2, Adopted 2016 Calculus Concepts, Brooks and Cole, 2001 Adopted 2005 Big Ideas Geometry Adopted 2016 California Integrated Mathematics, ABC 2007 Adopted 2008 Integrated Mathematics, McDougal Littell 2002 Adopted 2008 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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: September 14, 2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Science</b>	<p>Earth Science, Prentice Hall, 2006 Adopted 2006                      Biology. Prentice Hall, 2005 Adopted 2005                      Modern Biology, Holt, Rinehart &amp; Winston, 2003 Adopted 2005                      Chemistry, Prentice Hall, Addison-Wesley, 2002 Adopted 2005                      Honors Chemistry, Prentice Hall, Addison-Wesley, 2002 Adopted 2005                      Chemistry (Zuhmdahl 6th ed), Houghton Mifflin Adopted 2009                      Physics, Glencoe, 2005 Adopted 2005                      Essentials of Human Anatomy &amp; Physiology, Glencoe, 2005 Adopted 2005                      Oceanography: An Invitation to Marine Science, Thompson, 2007 Adopted 2009                      Biology, Prentice Hall 2005 Adopted 2009                      Physical Geology, 9th ed, Mc Graw Hill, 2009 Adopted 2009                      Physics Principles with Applications, Pearson, 2005 Adopted 2005                      The Science of Agriculture, Delmar/Thomson, 2011 Adopted 2012                      Understanding Psychology, 8th ed, Glencoe, 2008 Adopted 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>World History: Modern Times, Glencoe, 2005 Adopted 2005                      World Civilizations: The Global Experience, Pearson, 2006 Adopted 2010                      The American Vision: Modern Times, Glencoe, 2005 Adopted 2005                      America's Pageant, Houghton Mifflin, 2006 Adopted 2007                      America's History (5th ed,) Bedford, 2004 Adopted 2010                      Documents to Accompany American History, volumes 1 and 2, Bedford, 2004 Adopted 2010                      Democracy in Action, Glencoe, 2006 Adopted 2005                      Economics Today and Tomorrow, Glencoe, 2005 Adopted 2005                      Economics: Principles, Problems and Policies, McGraw Hill, 2008 Adopted 2005</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Foreign Language</b>	<p>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 &amp; Tsui, 2007 Adopted 2010                      Adventures in Japanese 2, Cheng &amp; Tsui, 2007 Adopted 2010                      Adventures in Japanese 3, Cheng &amp; Tsui, 2007 Adopted 2010                      Adventures in Japanese 4, Cheng &amp; Tsui, 2007 Adopted 2010</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Health</b>	<p>Health, Glencoe, 2005 Adopted 2005</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science Laboratory Equipment</b>	<p>N/A</p> <p><b>The textbooks listed are from most recent adoption:</b> N/A</p>

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: 8/11/2017**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			GIRLS LOCKER RM: THERMOSTAT BROKEN/ CHIPPED TOP OF LOCKERS RM 314: THERMOSTAT COVER BROKEN RM 502: THERMOSTAT BROKEN
<b>Interior:</b> Interior Surfaces		X		BOYS LOCKER RM HALL: CEILING TILES/GRID/FLOOR TILES BROKEN, STALL DOOR BROKEN BOYS LOCKER RM QUAD HALL: NEEDS BASE BOARDS, LIGHT COVERS AND EXIT SIGN IS BROKEN BOYS LOCKER RM: LOCKER TOPS LOOSE, COUNTER NEEDS REPLACEMENT BOYS LOCKER SHOWERS: FLOOR CAN NOT BE CLEANED, HOLE IN SHOWER WALL BOYS VARSITY LOCKER RM: NEEDS BASE BOARDS CENTER RM 200: FLOOR TILES/ BASE BOARD DAMAGED GIRLS LOCKER RM: THERMOSTAT BROKEN/ CHIPPED TOP OF LOCKERS RM 103: FLOOR BUBBLING AND CRACKING RM 108 CLAY RM: CRACKS IN FLOOR NEED TO BE PATCHED RM 150 GIRLS RR: NEEDS PAINT RM 154: CABINET DOOR BROKEN OFF HINGE RM 212: HOLES IN FLOOR RM 311: WALL NEEDS PATCHES RM 325: 2-3" HOLES DRILLED IN WALL NEED TO BE PATCHED RM 401: WALLS FLOORS NEED PAINT RM 404: WALLPAPER TORN/RIPPED RM 406: SEVERAL HOLES IN FLOOR TILES, COMPUTER WIRES COMING OUT OF WALL NEEDS TO BE CAPPED RM 406: WALLPAPER TORN/RIPPED RM 751: WALLPAPER TORN/RIPPED
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			BOYS RR 300: MIRRORS NEED REPLACE/ URINAL CLOGGED/ SINK FAUCET LOW PRESSURE

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 8/11/2017**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Electrical:</b> Electrical		X			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
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				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
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				OUTSIDE RM 513: GUTTER NOT CONNECTED
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				ADMIN: EXTERIOR WINDOWS FACING WALKWAY LEAK SEVERLY BUILDING 300: VINES GROWING UP WALLS AND OVER WINDOWS GIRLS RR 300: FAUCET LOOSE AND CONTINOUSE RUNNING, SINK COMING OFF WALL , DOOR NEEDS PAINT RM 223: DOOR SCRAPES CRASH BAR WONT CLOSE
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	57	53	41	40	48	48
Math	24	25	27	28	36	37

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	525	492	93.7	43.1
Male	274	261	95.3	51.7
Female	251	231	92.0	33.3
Black or African American	24	23	95.8	52.2
Hispanic or Latino	272	260	95.6	34.2
White	188	171	91.0	53.8
Two or More Races	13	11	84.6	36.4
Socioeconomically Disadvantaged	342	323	94.4	35.3
English Learners	32	27	84.4	3.7
Students with Disabilities	71	64	90.1	21.9

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	47	43	55	55	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	21.9	25.9	32.3

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	467	458	98.07	53.28
<b>Male</b>	244	237	97.13	53.16
<b>Female</b>	223	221	99.1	53.39
<b>Black or African American</b>	19	18	94.74	55.56
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	251	248	98.8	47.18
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	147	143	97.28	60.14
<b>Two or More Races</b>	37	37	100	70.27
<b>Socioeconomically Disadvantaged</b>	286	282	98.6	49.29
<b>English Learners</b>	32	32	100	6.25
<b>Students with Disabilities</b>	67	62	92.54	3.23
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	468	451	96.37	24.61
Male	245	230	93.88	24.35
Female	223	221	99.1	24.89
Black or African American	19	18	94.74	33.33
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	252	244	96.83	19.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	147	140	95.24	31.43
Two or More Races	37	37	100	27.03
Socioeconomically Disadvantaged	286	278	97.2	21.94
English Learners	33	31	93.94	0
Students with Disabilities	67	61	91.04	1.64
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

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 January 2016, and updates were presented for review to our Governing Board in March 2016. The School Safety Plan was last reviewed and discussed with the school faculty August 2016.

The Safe School Plan (SSP) is updated annually at each site to address components that the site will proactively seek to improve as it relates to student and staff safety. The SSP is available to the public for review upon request. The Comprehensive Safe School Plan is fully incorporated in the Single Plan for Student Achievement, Goal Seven, and includes data regarding the California Healthy Kids Survey, crime, safe school procedures, and compliance with laws including: (1) child abuse reporting, (2) disaster response and crisis intervention, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) 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	2014-15	2015-16	2016-17
Suspensions Rate	4.2	5.8	8.2
Expulsions Rate	0.4	0.5	0.7
District	2014-15	2015-16	2016-17
Suspensions Rate	6.0	4.0	4.0
Expulsions Rate	0.2	0.2	0.2
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		78.6

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	6
Other	0
Average Number of Students per Staff Member	
Academic Counselor	453

\* 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*								
	2014-15	2015-16	2016-17	1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	29	27	29	15	24	18	29	28	23	35	29	34
Mathematics	29	30	32	16	10	7	18	12	17	39	40	34
Science	29	28	30	9	8	5	39	39	33	8	7	10
Social Science	31	29	29	10	14	13	10	14	16	35	28	25

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

#### Professional Development provided for Teachers

Each year, LEUSD strongly supports and encourages teachers, administrators, and support staff to participate in professional development on a regular basis throughout the school year. LEUSD first priority is to provide assistance for teachers and classroom Para-Educators. Workshops and trainings scheduled throughout the year are based on the academic needs of students. Offerings include data analysis, curriculum and content knowledge, Standards-based instruction, instructional strategies, and leadership skills. Subsequent to initial training, follow up and coaching take place districtwide.

The District's goal is to provide opportunities for teachers, administrators, and staff in order to meet the learning needs of all students. An in-house professional growth program is provided for all staff.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,685	\$47,808
Mid-Range Teacher Salary	\$78,313	\$73,555
Highest Teacher Salary	\$103,072	\$95,850
Average Principal Salary (ES)	\$127,686	\$120,448
Average Principal Salary (MS)	\$137,340	\$125,592
Average Principal Salary (HS)	\$144,932	\$138,175
Superintendent Salary	\$235,509	\$264,457
Percent of District Budget		
Teacher Salaries	42%	35%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](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:

- 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)			
Elsinore High School	2013-14	2014-15	2015-16
Dropout Rate	3.1	2.5	0.9
Graduation Rate	92.84	94.64	97.65
Lake Elsinore Unified School District	2013-14	2014-15	2015-16
Dropout Rate	6.7	6.7	5.3
Graduation Rate	89.12	89.7	91.94
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$1,390	\$877	\$513	\$91,813
District	♦	♦	\$4,747	\$84,701
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-89.2	25.4
Percent Difference: School Site/ State			-90.4	25.8

\* Cells with ♦ do not require data.

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	93.9
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	12.0%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	96.24
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	32.68

\* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English	2	◆
Fine and Performing Arts	1	◆
Foreign Language	2	◆
Mathematics	2	◆
Science	2	◆
Social Science	6	◆
All courses	15	17.6

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	95.06	84.97	87.11
Black or African American	83.33	84.76	79.19
American Indian or Alaska Native	100	100	80.17
Asian	77.78	80.49	94.42
Filipino	88.24	90.91	93.76
Hispanic or Latino	99.19	83.44	84.58
Native Hawaiian/Pacific Islander	0	66.67	86.57
White	92.86	87.94	90.99
Two or More Races	66.67	66.67	90.59
Socioeconomically Disadvantaged	95.16	82.71	85.45
English Learners	72.73	65.63	55.44
Students with Disabilities	71.62	57.79	63.9
Foster Youth	100	71.43	68.19

### Career Technical Education Programs

The Governing Board maintains a strong commitment to Career Technical Education (CTE) for all students. Through federal and District funding, LEUSD provides activities that strengthen students' academic and career technical skills through the integration of academics with CTE programs in a coherent sequence of courses, such as CTE Programs of Study, to ensure student learning. It is the vision of the Governing Board that LEUSD adopt career pathway Programs of Study for each high school that cover as many industry sectors as possible. In the 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.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.