



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Elsinore High School	33-75176-3332350	May 13, 2026	June 11, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Elsinore High School for meeting ESSA’s planning requirements for in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) and in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

In alignment with LEUSD's LCAP, this plan was developed as a result of a variety of feedback and input from staff, students, and community members as well as a comprehensive needs assessment inclusive of a root cause analysis in order to meet the needs of students most at-risk of not meeting standards.

Educational Partner Involvement

How, when, and with whom did your Elsinore High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The EHS Educational partners that have been involved in the process of developing and creating the 2025-2026 SPSA are noted below. Each meeting and gathering noted below provide opportunities for feedback, root cause analysis, and goal creation and consensus.

Names of Team Member involved in providing feedback & reviewing proposals goals and actions in the SPSA

1. ILT Team: Rico Borrero, Dana Coogan, Kyle Easton, Patricia Garcia, Eris Hereford, Sally Jarvis, Matt Kelly, Ryan Klopp, Ron Kusayanagi, Megan Sebesta-Leak, Matthew Purkiss, Jaime Metter, Hannah Montgomery, Nathan Ritter, Greg Stanley, Brandon Stephens, Darren Weisemann, Stacy Styrcula, Amber Meeks, Ryan Stevens/ Root Cause Analysis/Feedback Information
2. SSC Team: Shirley Moreno, September Goudy, Monica Roberts, Aubrey Klopp, Ryley Davis, Naomi Le, Maria Flores, Ryan Klopp, Patricia Garcia, Pauline Leavitt, Miriam Uribe-Garcia
3. EHS Teacher Team: 88 Teachers (Wednesday Collaboration Meetings), Root Cause Analysis Information & Teacher Survey (88 out of 98 completed the survey March 2026)
4. EHS Administration Team: Pauline Leavitt, Principal, Assistant Principals: Brandon Stephens, Greg Stanley, Robyn Mulvanny, Sally Jarvis
5. EHS Students: 1249/1886 students completed a student survey, March 2026
6. Parent voice: 60 parents completed the Parent survey, March 2026
7. ELAC Parent Group: 10- 20 parents gave feedback at ELAC meetings on: _____

SSC:(School Site Council)

1. September 16, 2025: Reviewed the SPSA,voted and approved Bylaws, voted and agreed upon SSC chairperson and vice chairperson, reviewed teacher survey for input on school and student needs, and previewed SPSA goals from 2024-2025 school year
2. October 16, 2025: Reviewed and agreed upon "Parent Engagement Policy & School -Family Compact". Discussed and agreed upon funding changes in the SPSA for goals #2,action 2.29 to increase funding for buses to provide more opportunities for student engagements for college visits. Discussed and agreed upon funding changes in the SPSA for Goal #1/action 1.5 to increase funding for certificated subs for release days for RCOE training.
3. December 8, 2025:Review and approved the EHS Safety Plan
4. February 19, 2026: Reviewed Staff survey, & next steps in creating the new goals and funding changes, agreed on what to be proposed to EHS staff/ team
5. April 9, 2026: Review of 2026-2027 SPSA & an Approval of new goals to be reviewed by district leadership
6. May 14, 2026: Final review and approval of 2026-2027 SPSA

ILT (Instructional Leadership Team/ Content Chairs)

1. August 8, 2025: Reviewed SPSA goals, outcomes from last year, and data that would be tracked for the 2025-2026 school year to track and monitor student learning and growth.
2. October 31,2025: Reviewed Title I budget, reviewed Chronic Absentism data and held discussion on role of Community Liason supporting attendance/ & graduation needs. ILT team supported having the Community Liason role being continued and funded in the Title I budget.
3. December 5, 2025: Reviewed School Safety plan, gave feedback, and approved to share with SSC and Staff for review and approval.
3. February 2, 2026: (Root Cause Analysis Activity): Reviewed staff data using "what do you see and wonder" activity. Information was identified for a need for student engagement activities as well as a continuation of

tutoring support - Team agreed to send out Student Survey to collect data on student needs and voice by the end of February for review at next Wednesday Collaboration Meeting.

4. February 25, 2026: Root cause analysis was conducted: What do you notice, what do you wonder: Reviewed Student, Staff, and Parent Surveys. Conclusions were made that tutoring needs to continue as students and parents were requesting more help with Math and a focus on engagement was still highlighted as a large number of students stated they were failing classes due to anxiety and not completing work.

asking for help, engagement continued to be an area of need, as well as

5. April 29 2026: Reviewed SPSA Goals & Title I funding for the 2026-2027 school year. No questions or changes were requested for the document at this time.

EHS Teacher Collaborations: (Monthly Wednesday/Staff Collaborations/120 Teachers)

1. August 7, 2025: Reviews 2025-2026 SPSA Goals with the entire team

2. September 3, 2025: Review of SPSA Goals, College & Career Indicator & Teachers took the PLC Survey- What does it mean to be an effective team?

3. October 1, 2025: Reviewed "Effective Team Data". Majority of teams stated they wanted to focus on PLC Question, what is it we want students to learn? This information will be used as we craft support for building capacity with our team

4. November 12, 2025: Strategies for teaching EL Learners, BIG ideas of a PLC

4. December 10, 2025: Reviewing Grades and attendance data to determine goals and next steps for schoolwide support and professional learning needs for the team.

5. February 11, 2026: Root Cause Analysis Activity: What do you see, what do you notice? Using Staff, Student, and Parent Data to review and give feedback on - staff survey given

6. March 15, 2026: Review of College & Career Indicator, Pathway Completion Rates, and collecting Feedback on new SPSA goals

7. April 13, 2026: (emailed information/ meeting canceled due to testing demands): Shared new SPSA goals and funding

8. May 13, 2026: Share the finalized SPSA and goals for the 2026-2027 school year with the team

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ELAC:(English Language Acquisition Council)

1. 8/26/25: Elections, ELAC Overview , Data, Attendance. Calenda

2. 9/23/26: SPSA Review Goals & Title I Funding, student placement, counseling support, parent survey

3. 12/9/25:: Reviewed SPSA Goals/ Feedback regarding Tutoring, reviewed tardy policies, CCGI information/ FAFSA, &

4. 3/3/26: SPSA Review & ELPAC information, student recognition, How ELPAC affects placement, CCR information

Survey Information:

02/09/2025: EHS Staff Survey: 84 Teachers/ staff completed the survey. The following data was noted in the survey:

76% noted they understood A-G requirements, 80% noted that refusal to work/lack of student engagement caused failing grades, 72% noted attendance was causing failing grades, 64% noted they would be interested in working to learn how to be a PLC, there were varied results with teachers allowing test retakes (24%: retakes with alternative way to show mastery, 32%: retakes with full credit, 21% retakes with partial credit, 7%: no retakes), 40% noted they would like to focus on vocabulary development to support our English Learner students, 54% noted they were in support of continuing AVID as a schoolwide focus.

Written comments were varied but a majority of written comments noted that we needed to implement an MTSS system on our school site. The information from this survey highlighted that teachers were concerned with student engagement, over half of the teachers were interested in working as a PLC, and there is still work to be done with the team on the thinking about grading and to determining if retakes for assessments will be done with outcomes schoolwide.

After conducting Root Cause Analysis activities with the SSC, ILT, and the 98 teachers using this survey data, it was concluded that we would create a schoolwide goal focused on "Student Engagement" and "Vocabulary Development (support EL needs)" and that we would make PLC training voluntary, & continue with our Community Liaison position since we are still in need of attendance growth.

3/09/2026: EHS Parent Survey: 60 Parents completed the Survey: Over 70% of parents noted that they understood A-G requirements and that their student was on track to graduate. 80% of parents noted that they were aware of tutoring after school while 35% of parents surveyed noted that their students had attended tutoring and/ or Saturday school for academic help. When questioned on what CTE courses they would like see on campus, the following was noted: 42% law enforcement, 39% Skilled Trades, 31% Health Careers, 20% Computer Science. 38% survey said that cell phones were a distraction in class and over 70% of parents surveyed noted that they feel like their student was getting what they needed for academic support.

After conducting Root Cause Analysis activities with the SSC, ILT, and the 98 teachers using this survey data, the following conclusions were made: Parents were tracking their students A-G courses and graduation demands. Parents were interested in expanding CTE offerings in the area of Law Enforcement, and parents do not see cell phones as a class issue. Parents were satisfied with their students academic supports which in turn supports the continuation of providing tutoring after school.

02/24/2025: Student Survey: (Root Cause Analysis) 1260 Students completed the Survey: 56% said they were passing their classes, when asked why they are failing their classes: 392 said they don't understand the information, 314 said they feel overwhelmed, 201 said it was because they did not complete their work. When asked what their plans were after high school: 497 said they were going to a 4 year university, 174 said they were going to a community college, 259 said they were unsure, 135 were planning on attending a trade school, and 83 reported they were going to work. 71% said they understood the A-G requirements & 28% said they were unsure or needed more information about A-G courses. The top career fields the students were interested in were the Health and medical field with 251 students and 255 students were unclear on what they wanted to do. Students noted that they would feel more engaged with school with the following: 381 students said working in groups and 497 students said if they learned more about real world/relevant topics. When asked what motivates them to come to school: 652 to graduate, 213 friends, 172 parents, and 157 sports. When asked what motivates the students to come to school: 652 graduation, 157 sports, 213 friends, 172 parents.

After conducting Root Cause Analysis activities with the SSC, ILT, and the 98 teachers using this survey data, the following conclusions were made: Students and parents clearly stated that they value graduation, Students clearly stated in the survey that they would like more relevant/real life learning experiences and they noted that they are failing their classes because they are feeling overwhelmed and not completing their work. Staff surveys and feedback from team collaborations, noted that the focus on student engagement in the classroom continues to be a theme and a needed focus for next school year.

Parent Information Meetings:

September 4, 2025 --Back to School Night: Review of Title I Funding & SPSA Goals

PTSA Meeting: September 17, 2025: Review of SPSA Document, Title I Funding, & 2025-26 Goals. Parent feedback noted that parents wanted more tutoring for math.

ELAC Meetings:

120/9/25: Review of 2025-26 SPSA and Feedback Given: Parents were invited to participate in the School Site Council and encouraged to attend the meetings. Parents gave feedback that they would like to continue with the goals for tutoring, especially in math.

03/03/26: ELAC Parents were given the EHS Parent Survey. Survey data noted that 50% of parents shared that they did not understand A-G requirements but 100% of parents said their students were on track to graduate and that they tracked their students grades.

Survey data also noted that 75% of the parents felt like the students came to school to play sports and 75% of parents did not think that cell phones were a distraction in the classroom. Parents were in support of tutoring to continue in the SPSA goals and would like more opportunities for tutoring during the school day for their students.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI only.

The identification of resource inequities is not required of Elsinore High School at this time.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Comprehensive Needs Assessment

The Elsinore High Team has created a focus on transparency and communication as we have worked to create a SPSA that is relevant to our students and teachers needs. We have reviewed data with our entire school team, ILT team, and parent groups. We have shared and discussed goals through out the school year and collected feedback with thinking protocols and surveys. Teachers, staff members, parents, and students have been involved in the process of creating the SPSA goals, reviewing the Title I budgets, and helping to script the goals and Title I funding in the SPSA this school year. Elsinore High School is working to provide the "Best First Instruction" that will result in learning for each and every student. We have met frequently with our teachers/staff, SSC team, ELAC teams to review the data of our school and determine what we can facilitate and promote to help support our students and teachers as we work to improve instruction, provide intervention, and collaborate and provide professional learning for our teacher teams.

Names of Team Member involved in reviewing and giving feedback regarding our student data and school achievement are noted below: These dedicated teammates have met frequently to give feedback and support as we have worked as a team to craft the SPSA for the 2024-2025 and 2025-2026 school year.

1. ILT Team: Rico Borrero, Dana Coogan, Kyle Easton, Patricia Garcia, Eris Hereford, Sally Jarvis, Matt Kelly, Ryan Klopp, Megan Sebesta-Leak, Matthew Purkiss, Jaime Metter, Hannah Montgomery, Nathan Ritter, Greg Stanley, Brandon Stephens, Robyn Mulvanny, Darren Weisemann, Stacy Styracula, Amber Meeks, Ryan Stevens, Pauline Leavitt
2. SSC Team: Shirley Moreno, September Goudy, Monica Roberts, Maria Flores, Ryan Klopp, Patricia Garcia, Pauline Leavitt, Miriam Uribe-Garcia, Naomi Le, Ryley Davis, Aubrey Klopp
3. EHS Teacher Team: 85 Teachers & 5 School Counselors (Monthly Wednesday Collaboration Meetings)
4. EHS Administration Team: Pauline Leavitt, Principal, Assistant Principals: Brandon Stephens, Greg Stanley, Robyn Mulvanny, Dr. Sally Jarvis
5. EHS Students: 1868

Goal 1: Academic Excellence: Math & ELA (Decrease distance from standard)

Reviewing comparison data from the 2023-2024 school year to the 2025-26 school year, the EHS students in all categories increased distance from standard in the ELA category.

Data Analyzed ELA CAASPP 2024-25

1. 59.46% met or Exceeded
2. Exceeded: 23.83%
3. Met: 35.64%
4. Nearly Met: 27.03%
5. Not Met: 13.51%

ELA/ CAASPP Data Results by student category for the 2024-2025 School Year

1. All Students (397 students): 21.7 dfs, increased 53.3 pts
2. EL Students (38 students): -67 dfs, increased 77.8 pts.
3. Homeless (16 students): -34.4 dfs, increased 11.1 pts.
4. Socioeconomically Disadvantaged (298 students): 6.5 dfs, increased 43 pts.
5. Students with Disabilities (56 students): -108.4 dfs, increased 18.4 pts.
6. African American (14 students): -6.3 dfs, increased 70.7 pts.
7. Hispanic (243 students): 9.7 dfs, increased 52.7 pts.
8. White (102 students): 29.7 dfs, increased 16.7 pts.
9. Two or more races (30 students): 45.2 dfs, increased 54.3 pts.

ELA Grades/2025-2026

1. Semester I: ELA Grades: 47% of students passed their ELA classes with a "C" or higher & 53% earned a "D" or "F"

2. Semester II: ELA Grades: ____ % of students passed their ELA classes with a “C” or higher & ____ % earned a “D” or “F”

ELA Grades/2024-2025

1. Semester I: ELA Grades: 66% of students passed their ELA classes with a “C” or higher & 34% earned a “D” or “F”
2. Semester II: ELA Grades: 68% of students passed their ELA classes with a “C” or higher & 32% earned a “D” or “F”

Reviewing comparison data from the 2023-2024 school year to the 2025-26 school year, the EHS students in all categories increased points towards standards in all the student categories for math except for the category of White students, who maintained their scores.

Data Analyzed Math CAASPP 2024-25

1. 23.36% met or Exceeded
2. Exceeded: 7.54%
3. Met: 15.82%
4. Nearly Met: 27.4%
5. Not Met: 48.1%

Math CAASPP Data for the 2024- 2025 School Year

1. All Students (400 students): -81.9 dfs, increased 25.2 pts.
2. EL Students (36 students): -155 dfs, increased 37.7 pts.
3. Homeless (17 students): -138.2 dfs, increased 9.9 pts.
4. Socioeconomically Disadvantaged (300 students): -97.4dfs, increased 19.6 pts.
5. Students with Disabilities (56 students): -180.3 dfs, increased 23.6 pts.
6. African American (14 students): -122.4 dfs, increased 29.9 pts.
7. Hispanic (286 students): -97.4 dfs, increased 28.9 pts.
8. White (90 students): -71.5 dfs, maintained - 0.5 pts.
9. Two or more races (30 students): -46.4 dfs, increased 14.1 pts

Semester I Grades/2025-2026

1. Semester I: Math Grades: 52% of students passed their math classes with a “C” or higher & 48% earned a “D” or “F”
2. Semester II: Math Grades: ____% of students passed their math classes with a “C” or higher & ____% earned a “D” or “F”

Grades/2024-2025

1. Semester I: Math Grades: 63% of students passed their math classes with a “C” or higher & 37% earned a “D” or “F”
2. Semester II: Math Grades: 62% of students passed their math classes with a “C” or higher & 38% earned a “D” or “F”

CAASPP Student Strengths

Reviewing the 2024-2025 CAASPP data our ALL students in the ELA Category increased points towards standards. All Student, Except the students in the White Category (that maintained), showed an increase in points towards the standards on the CAASPP Assessment.

CAASPP Student Strengths in the category of ELA Data

1. In the area of ELA, nine out of nine student categories increased points towards standards
2. Eight of the nine student categories showed significant progress
3. In the area of ELA, All Students, increased 53.3 points
4. In the area of ELA, EL Students, increased 77.8 points
5. In the area of ELA, African American Students, increased 70.7 points
6. In the area of ELA, Hispanic Students, increased 52.7 points
7. In the area of ELA, Two or more races, increased 54.3 points

CAASPP Student Strengths in the category of Math

1. In the area of Math, 7 out of the 9 student categories increased points towards standards
2. In the area of Math, 5 out of the 9 student categories showed significant progress
3. In the area of Math, All Students, increased 25.2 points
4. In the area of Math, EL Students, increased 37.7 points
5. In the area of Math, Students with Disabilities, increased 23.6 points
6. In the area of Math, African American Students, increased 29.9 points
7. In the area of Math, Hispanic Students, increased 28.9 points

Weaknesses

Reviewing the 2024-2025 CAASPP data our students in the categories EL, African American increase their distance from standard on both the ELA and Math test. This data signifies an area of concern that needs to be addressed. Additionally, our local data for math and ELA grades reflect that over 30% of our students are not able to earn a "C" or higher in those classes.

1. Math continues to be an area of need for improving students' achievement with 9 out of 9 student categories still scored in double or triple negative digits dfs from proficiency
 2. EL students in the area of math at -155 dfs and in the area of ELA with -67 dfs
 3. Homeless Youth in the of math at -138.2 dfs and in the area of ELA with -34.4 dfs
 4. African American Students in the area of math at -122.4 dfs and the area of ELA with -6.3 dfs
 5. Students with Disabilities in the area of math at -180.3 dfs and the area of ELA with -108.4 dfs
 6. Math and ELA teams do not use common assessments and therefore learning and grading is not equitable and varies depending on teacher
 7. Professional learning is needed for helping create common/ viable standards based lessons and assessments
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Root Cause Analysis Activity: "I think, I wonder" Protocol with the ILT team:

The ILT Team reviewed the current D/F list that was published on February 12th with the Root Cause Analysis Tool: What do I notice? What do I wonder?

1. I noticed that Math and ELA have the highest numbers of D/F's
 2. I noticed that Math & ELA numbers are similar? I wonder if these are the same students?
 3. I noticed that missing assignments is the number #1 reason for failing grades in ELA & Math
 4. I noticed that engagement was noted as an issue for failing grades for Math & ELA
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1. I wonder what the difference between a D/F grade is in most classes?
 2. I wonder what the grades in each class represent?
 3. I wonder if piloting the new curriculum and taking Alg I and 1B out is impacting students progress in Alg?
 4. I wonder if students understand the importance of their classes? The content?
 5. I wonder if we should ask the students if they know the school policies or their classes policies on test retakes?
 6. I wonder if we should ask the parents if they know how to access their students' grades on canvas and/or IC?
 7. I wonder if parents know their student can get math and ELA tutoring after school and/or at Saturday school?
 8. I wonder if we should hold parent meeting to help parents learn how to track and monitor their students' grades, A-G completion, and/or attendance?
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Root Cause Analysis Activity: Teacher Survey, PLC feedback Survey on the 3 Critical Questions of a PLC, and the Completions of the PLC Team Rubrics were used to analyze the information, find themes, and determine next steps for adult professional learning to help support the increase of student achievement.

Teacher Survey

84 out of 85 Teachers took the Teacher Survey/ Results from the survey was the following:

1. 76% of teachers noted they felt confident with their knowledge about A-G
 2. 68% of teachers noted they wanted to know more about the College and Career Indicators
 3. Teachers surveyed noted that 76% of their students are passing their classes with a "C" or higher
 4. 72% of teachers noted attendance as the biggest reason for students not passing their classes.
 - 67% of teacherse noted that students are not passing their classes because of refusal to work
 5. 64% of teachers noted they would be willing to focus on the systems of setting up a PLC model
 6. There was a varied response for allowing test retakes: 32% = yes/retakes for full credit, 26% = test with alternative ways, 21%: test with parital credit allowed
 7. 60% of teachers noted they wanted to learn about PLC work during our Wednesday meetings
 8. Instructional strategies for working with EL students that teachers would be interested in using schoolwide: 40%: Vocabulary, 35%: Engagement Strategies, 22%: Questioning
 9. 54% of teachers surveyed noted they were still interested in using AVID strategies
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Team Collaboration Feedback Information

Teachers feedback for working towards becoming a PLC. Which areas would each content like to focus on with the 3 critical questions:

All contents noted that they would like to focus on "Learning- What is it we want students to learn?"

Critical Issues for Team Consideration Survey Rubric/ PLC Reflection Data

Rubric was completed by all contents: ELA, Math, Science, Social Science, VAPA, CTE, PE

1. Area of strength: Relationships/Collaborative Culture
2. Area of need: Data Drive Decisions

Identified Root Causes

1. Grading continues to be a question of equity for learning and a needed focus for next school year
2. EL Students are -67 dfs in ELA and -155 dfs in Math
3. Student with disabilities are -108 dfs in ELA and -180 dfs in Math
4. Student engagement has been called out as a serious issue that is effecting learning in the classroom
5. A need for staff development in the area of student engagement and vocabulary development has been identified
6. Training for conducting PLC meeting and being data driven has been identified as a need
7. A consensus was given that grading is inequitable due to the vast differences in assessments and grading practices in every content and grade level

Aim Statement(s)

1. In the area of ELA & the student categories: All Students, Socioeconomically Disadvantaged, and Hispanic students will increase 10 pts towards standards by June 2027
2. In the area of ELA & the student categories: EL Students and Students with Disabilities will increase 20 pts towards standards by June 2027
3. In the area of Math & the student categories: All Students, Socioeconomically Disadvantaged, Hispanic will increase 20 points towards standard by June 2027
4. In the area of Math & the student categories: English Learner & Students with Disabilities will increase 20 points towards standard by June 2027

Possible Evidence-Based Interventions to treat the identified problem(s). Include ESSA Tier (I, II, III, IV)

1. Continue with a focus on a viable standards based curriculum for ELA and Math to provide equity in learning for all students
2. Continue with Tutoring that is focused on identified students group needs: Special Education and EL Students
3. Create standards based common assessments and common grading practices for ELA and math

Analysis

Goal 2: Student, Family, & Community Engagement

Decrease suspension rates, increase attendance rates, increase graduation rates, increase CCI for all students

Data Analyzed

2025- 2026 School Year Data

1. Graduation Rates per IC data pulled 4/7/2026 12th grade students "at risk": 8 students are currently "at risk" of not graduating with the need of 2 or more classes to graduate on time.
2. Parent Engagement is improving: On average 25 parents attend FAFSA & ELAC meetings
3. CCGI Data: 40% of students are enrolled on the CCGI site which is an increase from 30% 2024-2025
4. Suspension Data: 1,865 students are enrolled this year. We have currently suspended _____ students so far. The suspension rate is currently _____% (4/7/2026)
7. Daily Attendance Rates: 92%
8. Coordinated and scheduled 131 student, parent, and administrative intervention COST meetings as of 4/13/16

Strengths

1. Increased attendance data by 2% from last school year.
2. Decrease in non-graduate numbers from 28 to 8 non-graduates
3. ILT Team noted that the increase in professional growth and learning opportunities has improved the school morale and collaboration with teams
5. COST meetings have been conducted which has increased student attendance, graduation rates, and school supports

Weaknesses

1. Monday & Friday attendance data continues to identify a problem (400 to 450 students absent on those 2 days)
2. Decline in enrollment from 2, 242 students to 1,876 students (declined from 366 students)
3. Current 2025-2025/ Non-graduation list: 8 students
4. Suspension data is flat

Root Cause Analysis Data from ILT "I noticed, I wonder" protocol activity

1. I noticed that students stated they came to school so they can graduate on the survey, I wonder if they feel like they can graduate without coming to school?
2. I wonder if the use of CANVAS causes students to feel they don't need to come to school since all assignments can be accessed online?
3. I noticed teacher absences are large on Friday, and I wonder if that is another reason that students don't come to school on Fridays?
4. I noticed students stated on their survey they were failing classes because of feeling overwhelmed. I wonder what exactly is making them feel overwhelmed?

Empathy Surveys were given by ILT team to students regarding school attendance:

1. 65% of Students stated that their number one reason for missing school was sickness
2. 27% of Students stated their number two reason for missing school was family responsibilities
3. 43% of students noted that being absent does not impact them because they can do all the work on CANVAS

Identified Resource Inequities

Limited devices for students to use at home and/or school to track and monitor their FAFSA and CCGI information.
Problem Statement(s)

Problem statements identified from the data:

1. Mondays and Fridays are an attendance issue (400 to 450 students absent on those days)
2. Drop in enrollment is an identified issue: Our student numbers dropped from 2,242 to 1,876 (366 students)
3. Student are not fully aware of what the A-G courses are and why they are important
4. CCGI information is limited with students -- limited responded from 9th, 10th, and 11th grade students
5. Graduation is on the radar with an identified 8 students for this school with two or more missing classes needed for graduation
6. Suspension rates have stayed flat with a continued focus on a safe and caring environment for all.

(October 2025):ELAC parents gave Feedback with a Parent Survey and Whole Group Discussion, the following was noted:

1. ELAC parents noted that they would like to know more about the A-G requirements and did not know if their students was or was not A-G current
2. ELAC parents noted that they felt communication needed to be improved between parents/ teachers
3. ELAC parents noted that they would like more academic supports nights and College Financial aide workshops
4. ELAC parents would like more access to their student's information and training on the IC program and College websites.

Student Access To College Exposure

_____ students visited colleges

_____ students filled out the FAFSA

Student Survey 1283 Students Completed the Survey, March 2026

Student Survey 1283 Students Completed the Survey, March 2026

Question 1: What grade level are you currently in?

1. 9th: 582
2. 10th: 294
3. 11th: 236
4. 12th: 156

Question #2: Are you currently passing all your classes?

1. Yes: 703
2. No: 447
3. I am not sure: 113

Question #3: Do you believe you are on track to graduate?

1. Yes: 907 (56%)

2. No: 112 (35%)
3. I am not sure: 246 (9%)

Question #4: If you are struggling in class, what usually prevents you from improving your grades?

1. I don't understand the material: 398 (32%)
2. I don't complete the assignments: 209 (17%)
3. I miss too much school: 48 (4%)
4. I don't ask for help: 162 (13%)
5. I feel overwhelmed: 318 (26%)
6. I don't know what I am missing: 68 (5%)
7. Peer conflict: 11 (1%)
8. Social Media or Cell Phone Distractions: 32 (3%)

Question #5: How often have you attended Tutoring before school, after, or during lunch this year?

1. Regularly: 60 (5%)
2. A few times: 344 (27%)
3. Once: 154 (12%)
4. Never 675 (53%)
5. I did not know tutoring was available: 34

Question #6: Have you attended Saturday School for tutoring or academic support?

1. Yes: 464 (37%)
2. No: 772 (61%)
3. I did not know Saturday School offered tutoring or academic support: 28 (2%)

Question #7: After high school I plan to:

1. Attend a 4 year college: 506 (40%)
2. Attend a community college: 178 (14%)
3. Join the military: 101 (8%)
4. Go directly into the work force: 85 (7%)
5. Attend trade/technical school: 135 (11%)
6. I am not sure: 260 (21%)

Questions #8: Do you know what "A-G" Requirements are?

1. Yes: 899 (71%)
2. I have heard of them but don't fully understand: 280 (22%)
3. No, I don't know what A-G means: 82 (6%)

Question #9: Do you know if you are currently meeting A-G Requirements for

1. Yes, I am on track: 505 (40%)
2. No, I am not on Track: 183 (14%)
3. I am not sure: 389 (31%)
4. I am not planning to attend a 4 year university: 189 (15%)

Questions #10: What career field are you most interested in pursuing after high school?

1. Health and Medicine: 258 (20%)
2. Skilled Trades: 102 (8%)
3. Military: 88 (7%)
4. Law Enforcement: 84 (7%)
5. Digital Media/Photography: 76
6. Technology/ Robotics: 70 (6%)
7. Automotives: 67 (5%)
8. I am not sure yet: 238 (19%)

Question #11: Are you currently enrolled in a Career Technical Education Pathway (CTE)?

1. Yes: 464 (37%)
2. No: 504 (40%)
3. I don't know: 205 (16%)
4. What is a CTE Course/or pathway: 90 (7%)

Questions #12: What motivates you to come to school each day?

1. I want to graduate with a high school diploma: 663 (53%)

2. I want to participate in sports: 160 (13%)
3. I want to learn something new: 47 (4%)
4. My parent/ guardian requires me to attend: 172 (14%)

Question #13: What would make learning more engaging for you and other students?

1. Working groups/teams: 391 (40%)
2. Learning more about real world/ relevant topics: 504 (40%)
3. Better controlled classroom environments: 163 (13%)
4. Fewer distractions/ cell phones: 37 (3%)
5. Other: 168 (13%)

Question #14: Do you believe teachers should offer opportunities for test re-takes?

1. Yes, for full credit: 864 (68%)
2. Yes, but not for full credit: 209 (16%)
3. Yes, if the student attends tutoring/or Saturday School: 181 (14%)
4. No, students should prepare the first time: 11 (1%)

Identified Root Causes from Student Survey

1. 44% of students surveyed noted that they were not sure if they were passing all their classes
2. 25% of students surveyed noted they were feeling overwhelmed and that prevented them from getting good grades
3. 45% of students surveyed noted that they were not sure if they were A-G current
4. 40% of students said they would be more engaged in learning with real world/relevant topics

Aim Statement(s)

1. Increase student daily attendance from 92% to 96% by June 2027 as measured by daily attendance records
 2. Increase the number of students that understand the A-G requirements from 71% to 90% by June 2027 as measured by student surveys and counselor classroom presentations by June 2026
 3. Increase graduation rates for ALL Students from 92% to 96% by June 2027 as measured by the CA Dashboard by June 2027
 4. Increase parent/student engagement at ELAC, Parent FAFSA meetings, & PTSA from 20 people at a meeting to 30 people at a meeting by June 2027 (to be measured by sign in sheets)
-

Possible Evidence-Based Interventions to treat the identified problem(s). Include ESSA Tier (I, II, III, IV)

1. Continue with the COST attendance program to track, monitor, and provide support for students with attendance issues
 2. Implement 4 student information sessions about A-G with counselor classroom lessons, August Student Assembly, & have Flyers about A-G to hand out at student registration & Open House, Send out 5 Parent Squares (August, Sept, Oct., Nov., Dec 2026) about A-G information
 3. Present at 4 ELAC and FAFSA meetings, about graduation plans, A-G, and attendance needs
-

Analysis

Goal 3: Educational Environment:

Standards based grading, common assessment, PD for standards/framework, inclusion, & differentiated instruction coaching :

Data Analyzed

Goals of Release Days:

Build a common knowledge regarding standards, common assessment, best teaching practices, and identifying areas of learning needs for students

November 11, 2025: Content teams were asked what areas their content teams would like to work on regarding the four Critical Questions of a PLC and/or the Three Big Ideas /Mindset Shift of PLC?

1. Math: Results Orientations
2. Science: Focus on Learning: What we expect students to learn? How will we know when they learn it?
3. LOTE: A Focus on Learning
4. SpEd: A Focus on Learning: What we expect students to learn
5. VAPA: Focus on Learning, Collaboration, Results for Prop 28
6. CTE: Focus on Learning
7. ELA/ELD: A Focus on Learning

8. P.E: A Focus on Learning: What is it we expect students to learn

Identified areas of strength:

1. Collaborative culture and a desire to do the work
2. Shared vision/goals denoted that the majority of the team agreed that we are here to address learning and student mastery of goals
3. Overall interested in working and learning to become a PLC school and to develop the foundations of the PLC model in their content and school teams.

Identified areas of need:

1. Data Driven Decisions
 2. Assessment
 3. 7 of the 8 teams would like to focus on "A Focus on Learning" as their fundamental mindset shift as we work and learn together next year
 4. 1 of the 8 teams would like to focus on "Results and Data Driven Decisions"
-

SSC Team: February 19, 2026

The SSC team participated in the root cause analysis task using the EHS Teacher Survey: What did I notice? What did I wonder?

1. The SSC team noticed that student engagement was called out in the survey
2. The SSC team noticed that Engagement was also cited as a strategy to work on when trying to support our EL Students

1. The SSC team wondered what was the disconnect from AVID?
 2. The SSC team wondered what engagement looked like in other classes?
 3. The SSC team wondered what classes allowed test retakes and what classes did not allow test retakes?
 4. The SSC team wondered would becoming a PLC support the goals for getting everyone on the same page with grading and assessment?
-

Science Team: February 24, 2026

The Science Team participated in the root cause task using the Teacher survey: What did I notice? What did I wonder?

1. The common statements from the team noted that all the answers showed that teachers wanted to help and support students and wanted options to make that happen
 2. The team was wondering if the structures of classes promoted less retakes? Time? Curriculum? Numbers of students in a class?
 3. The Team noticed that student engagement was the biggest area of concern for student achievement in the data
 4. The team wondered if questions for the student and parent survey should ask about expectations for students as well as having the students and parents describe what engagement looks like to them, and ideas on how we can communicate to parents/families to increase support and connections with the work
-

ILT Team: February 25, 2026

The ILT Team participated in the root cause analysis task tool: What did I notice? What did I wonder: using the EHS Staff survey given on February 11, 2026

1. The ILT team noticed that 75% of our team said they understood A-G information
 2. The ILT team noticed that 25% of our team said they did not understand A-G information
 3. The ILT Team noticed that 67% of our team noted that they wanted to know more about the CCR indicator but only 53% wanted to focus on AVID?
 4. The ILT team noticed that student engagement is in need of support
-

1. The ILT team wondered what engagement looks like for a teacher?
2. The ILT team wondered would the alignment of grades/assessment promote student achievement?
3. The ILT team wondered if a 9th grade transition class would support the 9th grade issues of failure rates?
4. The ILT team wondered if implementing more McRel strategies would promote engagement?
5. The ILT team wondered if we should ask parents what they want their students to learn? And/or ask them what helps you to be engaged in learning?
6. The ILT team wondered if we should ask students what schoolwide supports/accommodations should we be offering schoolwide to help student learning/grade needs?

7. The ILT team wondered if we should ask the parents, are you aware of the support opportunities available to your student? Retakes options? Tutoring? Saturday school?

Teachers at the Wednesday Collaboration Meeting, on March 11, 2026, reviewed the Student Survey, Parent Survey, and Teacher Survey Information and the following feedback was given:

1. Student Engagement was identified as a need in all surveys and this was an area that a schoolwide goal could be created
2. Vocabulary development was another area that recieved over 40% of teachers' surved as a possible future schoolwide goal'
3. 60% of teachers requested we learn about the identified big ideas of the PLC at our Wednesday, collaboration meetings, once per month
4. The majority of students and parents (75% in each category) wanted test retakes given for full credit, teachers 32% of teachers agreed with giving students test retakes for full credit. It was agreed upon that more research and conversation was needed for this decision in the future
5. The majority of students and parents surveyed noted they understood A-G requirements and knew their graduation status
6. The majority of students and parents surved noted that on time graduation is the number one reason that students come to school
7. Cell phones were not seen as a distraction by students and parents while teachers did note that cell phones were a distraction for students in class.

Root Cause analysis Activity:Teacher Rubric Data and Feedback was collected and analyzled to determine next steps in working to roll out the PLC model on campus and determine next steps for professional learning planning for 2026-27 school year.

October 1, 2025: The teacher Rubric Data was Reviewed: 85 Teachers took the Critical Issues for Team Consideration Assessment

The Survey analyzed information regarding the teams development in the PLC foundations. The survey ranged scores from 1-10 (1= needs help & 10 = mastery)

1. The "Collaborative Culture" area received the highest marks with a collective 8.09 score
2. Shared Vision/Goals, Curriculum Focus recieved marks in the 7 ranges
3. Quality Standards received a 6.60 score
4. The Two lowest scoring areas were: Data Driven Decisions & Summative assessments scoring in the 5 ranges

Teacher Release Days

Science Release Day

11/17/25: Assessment alignment, grading practices, & lesson planning

02/24/26: Survey Data reviewed and "I Think, I wonder analysis conducted, & worked on Content, standards, Assessment Alignment

04/ ____:

Math Release Days:

09/18/25: Effective practices for amplify lessons, Common pacing guides created, Lesson plans, and lesson activities for best instructional and learning practices Future plans, common assessment data collection.

Problem Statement(s)

1. Viable Standards Based Curriculum Planning & Instructional Alignment, and grading practices are needed across ELA, Math, and Science
2. Training has been identified as a need to support the development of PLC practices and data driven decisions schoolwide
3. Two areas of need that need to be addressed schoolwide: Student Engagement & Vocabulary Development
4. A need to Align common assessments and strategies across classes to ensure consistency in student evaluation
5. Focus on sustaining, maintaining, and building positive school culture shifts

Aim Statement(s)

1. By June 2027, 100% of the EHS team will have been provided 2 schoolwide goals and training in the area of Student Engagement and Vocabulary Development
2. By June 2027, 100% of the EHS will recieve training and support towards developing into a PLC community during our Wednesday collaboration meetings
3. By June 2027, 100% of the ELA, 100 % of the Math, 100% of the Science Department, 100% of the LOTEdepartment, 4 Social Science Teachers, 8 Special Education Teammates will have identified the essential standard, create

progression maps, and beginning the planning process for common lessons and assessment

3. By June 2027, 100% of the ELA, Math, & Science department will have created common lesson, assessments, and an identified scope & sequence for their content that is standards aligned and curriculum driven to be assessed by lesson plans/units, classroom visits, and planning sign in sheets

Possible Evidence-Based Interventions to treat the identified problem(s). Include ESSA Tier (I, II, III, IV)

1. Provide teacher training with the "Solution Tree consultanting company" to develop a viable standards based curriculum for ELA, Social Science, Special Education, and LOTE
2. Provide teacher training with the Math Consultant to identify essential standards, pacing guides, common assessments and come to a consensus on common grading practices.
3. Provide professional development to help teachers implement schoolwide goals for increasing "Student Engagement" and "Vocabulary Development"

Possible Evidence-Based Interventions to treat the identified problem(s). Include ESSA Tier (I, II, III, IV) -----

1. Utilize S.M.A.R.T goals to track and monitor our schoolwide goals in the area of instructional strategies utilized in the classroom
2. Lesson plans and class observations will be utilized to track and monitor "Student Engagement" and "Vocabulary Development" strategies used in the classroom.
3. Lesson plans and data will be collected to monitor and standards based instruction, common lesson planning, and common assessments
4. Surveys will be given to get feedback on the professional learning opportunities and next steps in the work

Identified Resource Inequities

Not everyone had devices to give the FIAB assessments, so if a student was absent during the practice testing, they did not have a device to make up the assessment at a later time since the devices are shared with multiple departments

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Elsinore High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.24%	0.05%	0.05%	5	1	1
African American	4.02%	4.67%	4.08%	83	90	79
Asian	1.07%	1.19%	1.24%	22	23	24
Filipino	2.08%	2.13%	2.27%	43	41	44
Hispanic/Latino	65.13%	66.58%	67.18%	1345	1283	1302
Pacific Islander	0.53%	0.62%	0.67%	11	12	13
White	21.45%	19.41%	18.58%	443	374	360
Multiple/No Response	5.47%	5.35%	5.88%	113	103	114
Total Enrollment				2065	1927	1938

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	497	521	551
Grade 10	556	482	527
Grade 11	531	477	426
Grade 12	481	447	434
Total Enrollment	2,065	1,927	1,938

Conclusions based on this data:

1. See comprehensive needs assessment components section.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	127	132	128	4.4%	6.2%	6.6%
Fluent English Proficient (FEP)	666	582	575	32.0%	32.3%	29.7%

Conclusions based on this data:

1. See comprehensive needs assessment components section.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	489	446	422	475	428	407	475	428	407	97.1	96	96.4
All Grades	489	446	422	475	428	407	475	428	407	97.1	96	96.4

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2585.	2543.	2602.	18.11	11.45	23.83	35.79	29.21	35.63	27.79	27.57	27.03	18.32	31.78	13.51
All Grades	N/A	N/A	N/A	18.11	11.45	23.83	35.79	29.21	35.63	27.79	27.57	27.03	18.32	31.78	13.51

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	20.42	11.68	24.57	62.32	59.11	59.46	17.26	29.21	15.97
All Grades	20.42	11.68	24.57	62.32	59.11	59.46	17.26	29.21	15.97

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	20.84	15.65	27.03	60.21	49.30	56.02	18.95	35.05	16.95
All Grades	20.84	15.65	27.03	60.21	49.30	56.02	18.95	35.05	16.95

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	14.11	10.98	11.55	71.79	71.26	77.15	14.11	17.76	11.30
All Grades	14.11	10.98	11.55	71.79	71.26	77.15	14.11	17.76	11.30

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	20.21	14.49	25.31	69.68	62.85	61.43	10.11	22.66	13.27
All Grades	20.21	14.49	25.31	69.68	62.85	61.43	10.11	22.66	13.27

Conclusions based on this data:

1. See comprehensive needs assessment components section.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	490	445	422	474	426	411	474	426	411	96.7	95.7	97.4
All Grades	490	445	422	474	426	411	474	426	411	96.7	95.7	97.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2541.	2515.	2543.	9.92	5.87	7.54	14.35	10.09	15.82	23.42	26.06	27.74	52.32	57.98	48.91
All Grades	N/A	N/A	N/A	9.92	5.87	7.54	14.35	10.09	15.82	23.42	26.06	27.74	52.32	57.98	48.91

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	13.71	7.51	9.49	36.50	39.91	45.01	49.79	52.58	45.50
All Grades	13.71	7.51	9.49	36.50	39.91	45.01	49.79	52.58	45.50

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	10.97	6.34	8.52	55.49	53.99	57.66	33.54	39.67	33.82
All Grades	10.97	6.34	8.52	55.49	53.99	57.66	33.54	39.67	33.82

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	9.70	5.16	8.27	66.67	63.15	61.56	23.63	31.69	30.17
All Grades	9.70	5.16	8.27	66.67	63.15	61.56	23.63	31.69	30.17

Conclusions based on this data:

1. See comprehensive needs assessment components section.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1544.5	1520.8	1494.8	1554.1	1509.6	1483.8	1534.6	1531.5	1505.4	33	38	39
10	1505.6	1506.5	1515.3	1494.6	1494.6	1506.2	1516.2	1517.8	1523.8	39	35	32
11	1510.2	1487.3	1484.1	1499.1	1470.5	1471.7	1520.8	1503.8	1496.2	28	32	23
12	*	1527.7	1491.9	*	1521.7	1471.0	*	1533.2	1512.3	8	22	22
All Grades										108	127	116

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	24.24	10.53	0.00	36.36	44.74	17.95	15.15	10.53	41.03	24.24	34.21	41.03	33	38	39
10	10.26	5.71	18.75	30.77	28.57	34.38	15.38	31.43	6.25	43.59	34.29	40.63	39	35	32
11	10.71	3.13	13.04	28.57	25.00	26.09	17.86	15.63	8.70	42.86	56.25	52.17	28	32	23
12	*	4.55	13.64	*	36.36	18.18	*	31.82	9.09	*	27.27	59.09	*	22	22
All Grades	17.59	6.30	10.34	32.41	33.86	24.14	15.74	21.26	18.97	34.26	38.58	46.55	108	127	116

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	39.39	34.21	2.56	30.30	28.95	48.72	9.09	13.16	15.38	21.21	23.68	33.33	33	38	39
10	20.51	17.14	31.25	28.21	42.86	25.00	12.82	11.43	6.25	38.46	28.57	37.50	39	35	32
11	25.00	18.75	30.43	28.57	15.63	13.04	3.57	12.50	4.35	42.86	53.13	52.17	28	32	23
12	*	22.73	31.82	*	40.91	4.55	*	9.09	9.09	*	27.27	54.55	*	22	22
All Grades	30.56	23.62	21.55	29.63	31.50	26.72	8.33	11.81	9.48	31.48	33.07	42.24	108	127	116

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	6.06	0.00	0.00	15.15	31.58	5.13	42.42	34.21	38.46	36.36	34.21	56.41	33	38	39
10	2.56	8.57	3.13	10.26	5.71	34.38	35.90	31.43	21.88	51.28	54.29	40.63	39	35	32
11	0.00	0.00	0.00	21.43	12.50	17.39	21.43	18.75	21.74	57.14	68.75	60.87	28	32	23
12	*	0.00	0.00	*	9.09	13.64	*	50.00	22.73	*	40.91	63.64	*	22	22
All Grades	3.70	2.36	0.86	16.67	15.75	17.24	35.19	32.28	27.59	44.44	49.61	54.31	108	127	116

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	24.24	10.81	2.56	57.58	62.16	43.59	18.18	27.03	53.85	33	37	39
10	10.26	8.57	15.63	51.28	54.29	46.88	38.46	37.14	37.50	39	35	32
11	10.71	3.13	0.00	42.86	34.38	52.17	46.43	62.50	47.83	28	32	23
12	*	4.55	4.55	*	54.55	36.36	*	40.91	59.09	*	22	22
All Grades	15.74	7.14	6.03	52.78	51.59	44.83	31.48	41.27	49.14	108	126	116

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	69.70	50.00	51.28	9.09	23.68	17.95	21.21	26.32	30.77	33	38	39
10	51.28	57.14	46.88	15.38	14.29	15.63	33.33	28.57	37.50	39	35	32
11	39.29	37.50	36.36	17.86	18.75	13.64	42.86	43.75	50.00	28	32	22
12	*	68.18	38.10	*	4.55	14.29	*	27.27	47.62	*	22	21
All Grades	57.41	51.97	44.74	12.96	16.54	15.79	29.63	31.50	39.47	108	127	114

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	9.09	10.81	2.56	45.45	51.35	28.21	45.45	37.84	69.23	33	37	39
10	5.13	11.43	12.50	35.90	22.86	46.88	58.97	65.71	40.63	39	35	32
11	7.14	6.25	4.35	32.14	18.75	21.74	60.71	75.00	73.91	28	32	23
12	*	9.09	4.55	*	40.91	27.27	*	50.00	68.18	*	22	22
All Grades	7.41	9.52	6.03	39.81	33.33	31.90	52.78	57.14	62.07	108	126	116

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	3.03	0.00	0.00	69.70	65.79	66.67	27.27	34.21	33.33	33	38	39
10	0.00	0.00	0.00	58.97	62.86	65.63	41.03	37.14	34.38	39	35	32
11	3.57	6.25	9.09	46.43	34.38	40.91	50.00	59.38	50.00	28	32	22
12	*	0.00	4.55	*	68.18	45.45	*	31.82	50.00	*	22	22
All Grades	4.63	1.57	2.61	59.26	57.48	57.39	36.11	40.94	40.00	108	127	115

Conclusions based on this data:

1. See comprehensive needs assessment components section.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1927	78%	6.9%	0.7%
Total Number of Students enrolled in Elsinore High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	132	6.9%
Foster Youth	13	0.7%
Homeless	136	7.1%
Socioeconomically Disadvantaged	1503	78%
Students with Disabilities	306	15.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	90	4.7%
American Indian	1	0.1%
Asian	23	1.2%
Filipino	41	2.1%
Hispanic	1283	66.6%
Two or More Races	103	5.3%
Pacific Islander	12	0.6%
White	374	19.4%

Conclusions based on this data:

1. See comprehensive needs assessment components section.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Yellow	Suspension Rate  Yellow
Mathematics  Yellow		
English Learner Progress  Red		
College/Career  Orange		

Conclusions based on this data:

1. See comprehensive needs assessment components section.

School and Student Performance Data

Academic Performance English Language Arts

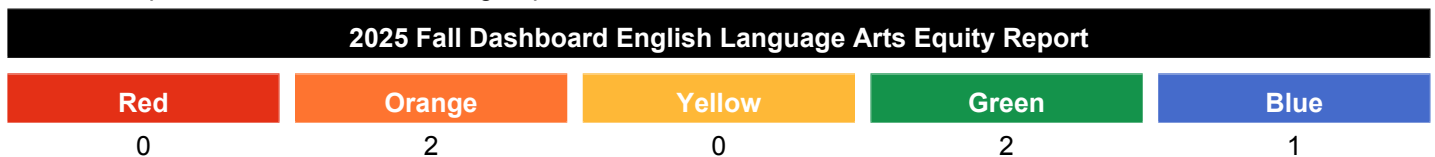
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 21.7 points above standard Increased 53.3 points 397 Students	English Learners Orange 67 points below standard Increased 77.8 points 33 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color 34.4 points below standard Increased 11.1 points 16 Students	Socioeconomically Disadvantaged Green 6.5 points above standard Increased 43 points 298 Students

Students with Disabilities  Orange 108.4 points below standard Increased 18.4 points 56 Students	African American  No Performance Color 6.3 points below standard Increased 70.7 points 14 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color 89.8 points above standard 11 Students	Hispanic  Green 9.7 points above standard Increased 52.7 points 243 Students
Two or More Races  No Performance Color 45.2 points above standard Increased 54.3 points 30 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Blue 31 points above standard Increased 33.2 points 90 Students

Conclusions based on this data:

1. See comprehensive needs assessment components section.

School and Student Performance Data

Academic Performance Mathematics

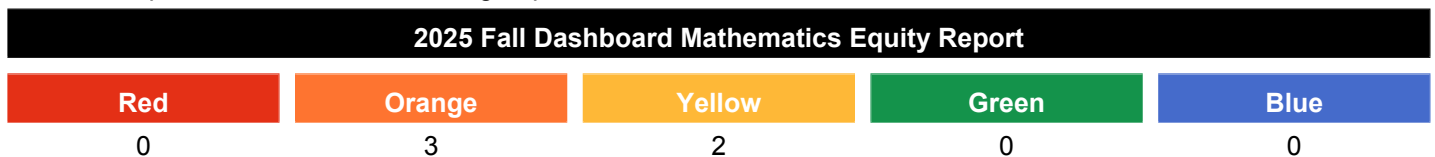
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 81.9 points below standard Increased 25.2 points 400 Students	English Learners  Orange 155.8 points below standard Increased 37.7 points 36 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 138.2 points below standard Increased 9.9 points 17 Students	Socioeconomically Disadvantaged  Yellow 97.4 points below standard Increased 19.6 points 300 Students

Students with Disabilities  Orange 180.3 points below standard Increased 23.6 points 56 Students	African American  No Performance Color 122.4 points below standard Increased 29.9 points 14 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color 14.5 points above standard 11 Students	Hispanic  Yellow 97.4 points below standard Increased 23.9 points 246 Students
Two or More Races  No Performance Color 46.4 points below standard Increased 14.1 points 30 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Orange 71.5 points below standard Maintained -0.5 points 90 Students

Conclusions based on this data:

1. See comprehensive needs assessment components section.

School and Student Performance Data

Academic Performance Science

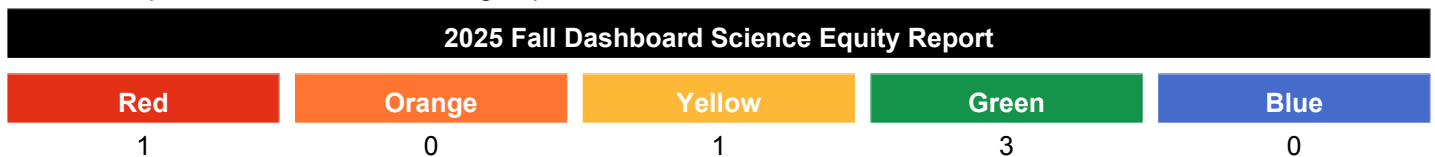
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Green 51.8 science points Increased 5.5 points 404 Students	English Learners Yellow 36.5 science points Increased 6.9 points 40 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color 35.6 science points Declined 8.6 points 20 Students	Socioeconomically Disadvantaged Green 48.9 science points Increased 3.3 points 304 Students

Students with Disabilities  Red 34.2 science points Maintained -0.3 points 55 Students	African American  No Performance Color 42.9 science points Increased 3.1 points 14 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Filipino  No Performance Color 68 science points 11 Students	Hispanic  Green 48.6 science points Increased 4.7 points 248 Students
Two or More Races  No Performance Color 59.3 science points Increased 4.8 points 31 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Green 55.9 science points Increased 3.3 points 90 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 Orange
26.8 making progress.	31.5 making progress.
Number Students: 97 Students	Number Students: 54 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.8%	53.1%	0%	27.1%

Conclusions based on this data:

1. See comprehensive needs assessment components section.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

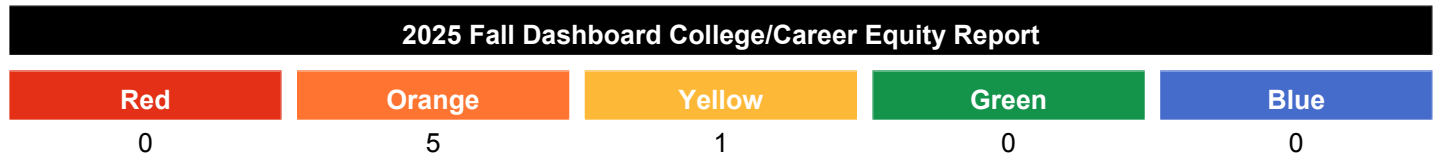
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Orange Prepared 45.5% Declined 4.8% 437 Students	English Learners  Yellow Prepared 12.2% Increased 3.9% 41 Students	Long-Term English Learners  No Performance Color Prepared 14.3% Maintained -0.7% 21 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  Orange Prepared 19.7% Declined 8.3% 66 Students	Socioeconomically Disadvantaged  Orange Prepared 39.9% Declined 3.1% 348 Students

Students with Disabilities  Orange Prepared 12.7% Declined 7% 79 Students	African American  No Performance Color Prepared 37% Increased 14.8% 27 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Hispanic  Orange Prepared 41.5% Declined 5.7% 287 Students
Two or More Races  No Performance Color Prepared 68.4% Increased 16.2% 19 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange Prepared 53.4% Declined 7.9% 88 Students

Conclusions based on this data:

1. See comprehensive needs assessment components section.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Graduation Rate

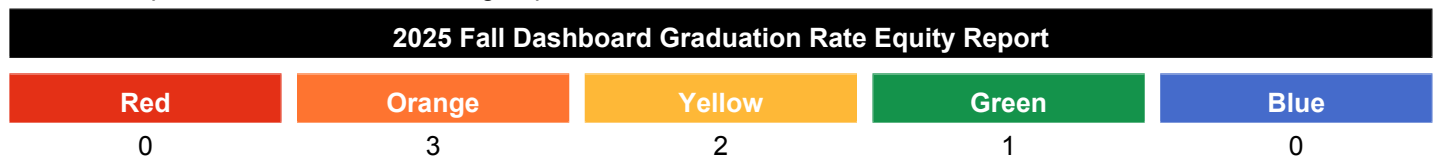
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Yellow 92% graduated Declined 2.9% 437 Students	English Learners Orange 75.6% graduated Declined 4.9% 41 Students	Long-Term English Learners No Performance Color 90.5% graduated Maintained 0.5% 21 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless Yellow 81.8% graduated Maintained -0.2% 66 Students	Socioeconomically Disadvantaged Yellow 92% graduated Declined 3% 348 Students

Students with Disabilities  Orange 83.5% graduated Declined 9.9% 79 Students	African American  No Performance Color 100% graduated Increased 14.8% 27 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Hispanic  Orange 90.2% graduated Declined 5.9% 287 Students
Two or More Races  No Performance Color 100% graduated Increased 4.3% 19 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 93.2% graduated Maintained -0.2% 88 Students

Conclusions based on this data:

1. See comprehensive needs assessment components section.

School and Student Performance Data

Conditions & Climate Suspension Rate

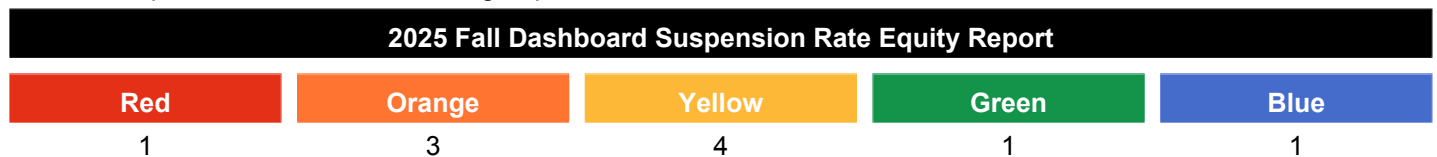
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 4.7% suspended at least one day Maintained 0.2% 2061 Students	English Learners Green 5.2% suspended at least one day Declined 2% 153 Students	Long-Term English Learners Yellow 9.3% suspended at least one day Declined 1.1% 75 Students
Foster Youth No Performance Color 22.7% suspended at least one day Increased 8.9% 22 Students	Homeless Orange 7.9% suspended at least one day Maintained -0.1% 165 Students	Socioeconomically Disadvantaged Yellow 5.4% suspended at least one day Maintained 0% 1622 Students

Students with Disabilities  Red 10.8% suspended at least one day Increased 3.6% 334 Students	African American  Yellow 6.3% suspended at least one day Declined 0.4% 96 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 0% suspended at least one day Declined 4.5% 25 Students	Filipino  Blue 0% suspended at least one day Maintained 0% 42 Students	Hispanic  Orange 4.9% suspended at least one day Increased 0.3% 1375 Students
Two or More Races  Orange 6.2% suspended at least one day Increased 2.8% 113 Students	Pacific Islander  No Performance Color 0% suspended at least one day Declined 18.2% 11 Students	White  Yellow 4.3% suspended at least one day Maintained 0.1% 397 Students

Conclusions based on this data:

1. See comprehensive needs assessment components section.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Pauline Leavitt	X				
Stacy Strycula			X		
Patrica Garcia		X			
Ryan Klopp		X			
Maria Flores		X			
Aubrey Klopp					X
Noami Le					X
Ryley Davis					X
September Goudy				X	
Monica Rojas				X	
Shirley Moreno				X	
Miriam Ubibe Garcia			X		
Numbers of members of each category:	1	3	2	3	3

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Excellence for ELA and Math CAASPP for each and every students at EHS.

CAASPP goals for the 2026-2027 School Year:

1. In the area of ELA & the student categories: All Students, Socioeconomically Disadvantaged, Hispanic students, African American Students will increase 10 pts towards standards by June 2027
2. In the area of ELA & the student categories: EL Students and Students with Disabilities will increase 20 pts towards standards by June 2027
3. In the area of Math & the student categories: All Students, Socioeconomically Disadvantaged, Hispanic will increase 20 points towards standard by June 2027
4. In the area of Math & the student categories: English Learner & Students with Disabilities will increase 20 points towards standard by June 2027

Grading Goals for the 2026-2027 School Year:

1. In the area of ELA, students will increase passing their ELA classes from 47% with a "C" or higher to 65%.
2. In the area of Math, students will increase passing their Math classes from 52% with a "C" or higher to 65%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

ACADEMIC EXCELLENCE

LEUSD will create opportunities for post-secondary success by promoting academic excellence for all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Goal 1: Academic Excellence: Math & ELA

Reviewing comparison data from the 2023-2024 school year to the 2025-26 school year, the EHS students in ALL categories decreased distance from standard in the ELA category. Grading still continues to be an area of need with the decreasing number of students that earned a "C" or higher on their semester I Report Card in English

Data Analyzed ELA CAASPP 2024-25

1. 59.46% met or Exceeded
2. Exceeded: 23.83%
3. Met:35.64%
4. Nearly Met:%27.03
5. Not Met: 13.51%

ELA/ CAASPP Data Results by student category for the 2024-2025 School Year

1. All Students (397 students) : 21.7 dfs, increased 53.3 pts
2. EL Students (38 students): -67 dfs, increased 77.8 pts.
3. Homeless (16 students): -34.4 dfs, increased 11.1 pts.
4. Socioeconomically Disadvantaged (298 students): 6.5 dfs, increased 43 pts.
5. Students with Disabilities (56 students): -108.4 dfs, increased 18.4 pts.
6. African American (14 students): -6.3 dfs, increased 70.7 pts.
7. Hispanic (243 students): 9.7 dfs, increased 52.7 pts.
8. White (102 students): 29.7 dfs, increased 16.7 pts.
9. Two or more races (30 students): 45.2 dfs, increased 54.3 pts.

Semester ELA Grades/2025-2026

1. Semester I: ELA Grades: 47% of students passed their ELA classes with a "C" or higher & 53% earned a "D" or "F"
2. Semester II: ELA Grades:___ % of students passed their ELA classes with a "C" or higher & ___ % earned a "D" or "F"

Semester ELA Grades/2024-2025

1. Semester I: ELA Grades: 66% of students passed their ELA classes with a "C" or higher & 34% earned a "D" or "F"
2. Semester II: ELA Grades: 68% of students passed their ELA classes with a "C" or higher & 32% earned a "D" or "F"

Reviewing comparison data from the 2023-2024 school year to the 2025-26 school year, the EHS students in all categories increased points towards standards in all the student categories for math except for the category of White students, who maintained their scores. Grading still continues to be an area of need with the decreasing number of students that earned a "C" or higher on their semester I Report Card in math.

Data Analyzed Math CAASPP 2024-25

1. 23.36% met or Exceeded
2. Exceeded: 7.54%
3. Met:15.82%
4. Nearly Met: 27.4%
5. Not Met: 48.1%

Math CAASPP Data for the 2024- 2025 School Year

1. All Students (400 students): -81.9 dfs, increased 25.2 pts.
2. EL Students (36 students): -155 dfs, increased 37.7 pts.
3. Homeless (17 students): -138.2 dfs, increased 9.9 pts.
4. Socioeconomically Disadvantaged (300 students): -97.4dfs, increased 19.6 pts.
5. Students with Disabilities (56 students): -108.4 dfs, increased 23.6 pts.
6. African American (14 students): -122.4 dfs, increased 29.9 pts.
7. Hispanic (286 students): -97.4 dfs, increased 28.9 pts.
8. White (90 students): -71.5 dfs, maintained - 0.5 pts.
9. Two or more races (30 students): -46.4 dfs, increased 14.1 pts

Semester Grades/2025-2026

1. Semester I: Math Grades: 52% of students passed their math classes with a "C" or higher & 48% earned a "D" or "F"
2. Semester II: Math Grades: ___% of students passed their math classes with a "C" or higher & ___% earned a "D" or "F"

Semester Grades/2024-2025

1. Semester I: Math Grades: 63% of students passed their math classes with a "C" or higher & 37% earned a "D" or "F"
2. Semester II: Math Grades: 62% of students passed their math classes with a "C" or higher & 38% earned a "D" or "F"

Root Causes Analysis Information and Conclusions:

Areas of need as collected through surveys and feedback conversations from the EHS community partners

1. A focus on EL and Students with Disabilities is needed as a schoolwide goal
2. Student tutoring/ intervention support needed to support students that lack foundational skills in math, English and/or Science
3. Continuing need for release days for teachers to work on developing a viable standards based curriculum for all students
4. Common lesson planning, common assessment, and common grading development needed for learning and grading equity in all contents

Steps to address the root cause analysis: What we are going to do about it.

1. Continue to work with the Math Team & the Math Consultant to identify essential standards, create common lessons, created or identify common assessments, & come to a consensus on grading practices that promote equity for all students in learning opportunities.
2. Continue with Tutoring that is focused on identified students group needs: Special Education and EL Students with an emphasis in math tutoring and ELA support as identified as a need and request from students and parents.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DFS/ELA-CAASPP ALL Students	21.7 DFS CAASPP June 2025	11.7 DFS in ELA AMB CAASPP June 2027
DFS/ELA-CAASPP. SWD	-108.4 DFS. CAASPP June 2024	-88.4 DFS AMB CAASPP June 2027
DFS/ELA-CAASPP ELL	-67 DFS. CAASPP June 2025	-47 DFS AMB CAASPP June 2027
DFS/ELA-CAASPP AA	-6.3 DFS CAASPP June 2025	3.3 DFS AMB CAASPP June 2027
DFS/ELA- CAASPP SocioEcon Disadvantaged	6.5 DFS CAASPP June 2025	10.5 DFS June 2027
DFS/Math-CAASPP- ALL Students	-81.9 DFS CAASPP June 2025	-61.9 DFS AMB CAASPP June 2026
DFS/Math-CAASPP SWD	-108.4 DFS CAASPP June 2025	-88.4 DFS AMB CAASPP June 2026
DFS/Math-CAASPP ELL	-155 DFS CAASPP June 2024	-135 DFS AMB CAASPP June 2026
DFS/Math-CAASPP AA	-122 DFS CAASPP June 2025	-102 DFS AMB CAASPP June 2026
DFS/ Math- CAASPP SocioEcon Disadvantaged	-97.4 DFS CAASPP June 2025	-77.4 DFS AMB CAASPP June 2026
40 Teachers involved in intense coaching and Training with Consultants	2025-2026 student surveys, 2025-2026 teacher surveys, comparison to 2025-2026 benchmark data	2026-2027 student surveys, 2026-2027 teacher surveys, comparison to 2026-2027 benchmark data

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Math Consultant to promote mathematical thinking, math task, and the big ideas of the framework : Teachers & administrator coaching	All Students, EL Students, SWD Students, AA Students	16,230.48 Title I

	Coaching for and with the principal, teachers, and leadership teammates Consultant: \$2,300 per day/ 7 Sessions (5 sessions with teachers & 2 sessions coaching administrative team) =\$16,230.48 5 teacher release days to work with the Math Department with the math consultant (12 teachers @ \$213.71 per day for 5 sessions= \$12,822.60) 2 training days with administrator & admin team & consultant to promote the work and learning with the administrative team (no cost for sub) 10 hours planning time/ extra duty (12 teachers @ \$76 per teacher= \$9,120)		5800: Professional/Consulting Services And Operating Expenditures 12,822.60 Title I 1130: Certificated Sub 5000 Title I 1140: Certificated Extra Duty
1.4	Tutoring Facilitated by Classified Staff to improve student achievement Classified tutoring cost \$50 per hour 20 hours of tutoring = \$1000	All Students, EL Students, SWD Students, AA Students	1,000 Title I 2X40: Classified Extra Duty
1.5	Tutoring facilitated by Certificated Staff to improve student achievement 226 hours at \$88.23 per hour = \$20,000	All Students, EL Students, SWD Students, AA Students	20,000 Title I 1140: Certificated Extra Duty

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Goal #1: Academic Excellence for ELA and Math CAASPP for each and every students at EHS.

The goals and actions for Goal #1 were effective. This is noted by the increase of CAASPP scores by all students groups in ELA and the increase of points towards standards in math by all student groupings except for math, who maintained their performance levels.

The percentages of grades in ELA and Math Dropped during the 2025-2026 school year.

Data Analyzed ELA CAASPP 2024-25

1. 59.46% met or Exceeded
2. Exceeded: 23.83%
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-

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-

Semester Grades/2025-2026

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-

After reviewing our student data and root cause analysis data, it was determined that the goals and action for Goal #1 would be changed. The changes for the budget and the actions for goal #1 were reviewed, discussed, created, and agreed upon on 4/9/26 at the SSC meeting.

Effectiveness of the actions of goal #1 are noted below:

Action 1.4: Math Teacher Release Days (5 days) & 2 Principal Training Days

Math Release Day's: 17 out of 18 Math teachers attended all 5 the release days

- a. Teachers participated in 2 book studies: Thinking Classrooms & Creating a Culture of Thinkers
- b. The focus on learning was on: Math tasks, Grading practices, and developing mathematical thinking

Teacher Feedback/ Reflections on our 5 learning cycles:

I used to think the traditional sense was correct, but now I know that the Culture of Thinking fosters a group effort when the teacher is part of the group

I used to think that the creating a culture within the classroom did not matter, it was all about assignments. Now, I am rethinking that idea.

I use to think my students were thinking and learning but now I think they might be just mimiking and faking.
 I use to think my grading showed how much student knew, but now I think I can do better.
 I use to think we were all on a different page about grading and testing. Now I think we have more common ground then I thought and we can find a way to come together.
 I use to think that some kids just refused to think or try to do math. Now I think that I can motived ore kids to think and try by choosing better task and creating an environment more conducive to thinking and not quittting.
 I use to think that the responsbility of learnign and thinking was mostly on my students. Now I think that I can create tasks, expectations, and routines that promote thinking and understanding.
 I use to think that our math department graded comparibly. But, now I know that this is not the case.
 I use to think that most teachers did not consider students to be capable of learning. Now I think they care and want to do things differently to encourage learning in their classrooms.
 I use to think that a 90% in a class meant that the student mastered 90% of the material. But now I think evaluation practices for our team needs to be revisited.
 I use to think retakes were giving students ways to cheat and research in order to take it again. But, now I realize that if a student is willing to take the time to research, learn and inquire what they were unccessful in, then we will have provided the justication of mastery of tha unit. I am all for no homework.
 I use to think homework and grading it was critical, but now I am thinking about alternative ways to give practice that doesn't involve turning it in for a grade.
 I use to think that I wasn't aware of hidden tools. Now I think that culture is the hidden tool that I was missing.
 I use to think that grades reflected what students learned and demonstrated that they knew the standards. Now I think my test shoul be built using common assessments.

----- Action 1.4: Secondary Literacy Conference

This action was effective. 12 out of 16 teachers attended. 12 out of 12 teachers noted they learned new information about the ELPAC test and teaching strategies to support students with foundational reading and writing needs in the secondary level.

1. 12 of 16 teachers attended the conference (75% attended the training opportunity)
2. 12/12/ Teachers noted a better understanding of th ELAC test and took back strategies to help EL learners in their classroom prepare for the assessment
3. 12/12 Teachers noted that they learned tools and strategies for helping students develop as readers were identified to use in their classrooms.

----- Action 1.5: RCOE Training with ILT TEam (12 Teammembers)

This action was effective. The team participated with engagement, noted they felt like their leadership abilities developed, as well as learned how to conduct the Plan, Do, Study, Act cycle.

- a. ILT participaed in 4 learning sessions & 2 learning walks
- b. Classroom visits and coaching cycles were facilitated by RCOE consultants and with EHS/ ILT teammembers
- c. Leadership skills were built on Teacher Clarity, How to build bridges with teammates to focus on learning and rigor, and goal setting with data driven decisions
- d. Utilitze the Plan, Do, Study Act Cycle for goals and outcomes with teacher focus (each teacher planned 2 goals to track, monitor, and work around goals for attendance and engagement).
- e. 12 out of 12 teachers found the learning relevant, helpful, and noted that this leadership training would help them as they lead their content teams.

----- Results from Goals #1:

1. The math team was able to build a culture of learning and come to a consensus that during the 2026-2027 school year, they would work on identifying essential standards, creating common assessment and common grading practices.
2. ELA team noted they were able to address the needs of the EL students with the information they learned about ELPAC at the conference and begin to script plans to support students with needed foundational skill building with reading and writing.
3. The ILT team conducted two "Plan, Do, Study, Act" goals. The data collected from these goals enabled them to create systems in their classroom to support students with attendance and engagement.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

2025-2026: Budget changes in Goal #1:

1. October 16, 2025: Moved \$3,200 from Goal #3, Action 3.1 to Goal #1, Action 1.5 to help cover cost of substitute teachers for RCOE/ ILT Training release days.

2. October 16, 2025: Moved \$3,955.65 from Goal #3, Action 3.1 to Goal #1, Action 1.4 to cover cost for substitute teachers for Teacher Conference attendance/ Literacy Conference

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2026-2027 School Year, the following changes were made for Goal #1 and the Actions in the Goal #1:

1. Moved Tutoring to goal #1 instead of Goal #2 since goal #1 is fo focused on Academic excellence (Tutoring action 1.4 w/ Classified & 1.5 w/Certificated)
2. Changed action 1.4 with the elimination of the ELA conference attendance since the ELA team will be working with the district trainers on rolling out the new ELA curriculum for the 2026-2027 school year.
3. Changed action 1.5 with the elimination of the RCOE training with the ILT team. Due to budget constraints and our work in Goal #3 with the "Solution Tree" consultants, \$9,400 will be moved over to Goal #3, Action 3.1.

Although in the Math section on the CAASPP assessment, the students showed an increase of points towards standard for all student categories, except white students, math continues to be an area of need and support due to the low achievement that still continues on the CAASPP and with the math grades. Therefore the math team will continue to work with the math consultant to create a common knowledge about thinking and learning in math and the teachers will continue to provide math tutoring for the students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Our goal for EHS is to decrease student suspension & increasing attendance & increase graduation rates for rates for students in the categories of All Students, EL students, SWD, AA Students

Currently our suspension data, graduation data, parent attendance at parent engagement events, an attendance data show limited growth during the 2024-2025 school year. The goals that we have created for the 2024-2025 school year are targeted to address these needs with specific support, events, and personel.

Aim Statement(s)

1. Increase the category, ALL students, daily attendance from 92% to 96% by June 2027 as measured by CA Dashboard Result.
 2. Decrease the suspension rates for the students in the categories of: All students, Students with Disabilities, Homeless, and 2 or more races by 5% as measured by the CA Dashboard by June 2027.
 3. Increase the graduation rates for ALL Students from 92% to 96% by June 2027 as measured by the CA Dashboard Results.
 4. Increase the graduation rates for students in the categories: EL Students, Students with Disabilities, Hispanic Students, African American Students, Homeless, Socioeconomically Disadvantaged, African American, Long-Term English Learners, and Two or more races by 5% as measured by the CA Dashboard results by June 2027
 5. Increase the number of students that understand the A-G requirements from 71% to 90% by June 2027 as measured by student surveys and counselor classroom presentations by June 2027
 6. Increase the A-G preparedness for students in the category of: EL Students, Students with Disabilities, Hispanic Students, African American Students, Homeless, Socioeconomically Disadvantaged, African American, Long-Term English Learners, and Two or more races by 5% as measured by the CA Dashboard results by June
 7. Increase parent/student engagement at ELAC, Parent FAFSA meetings, & PTSA from 20 people at a meeting to 30 people at a meeting by June 2027 (to be measured by sign in sheets)
-

Decrease Suspension Rates for the 2026-2027 school year as measured by the CA Dashboard to 5% or less for the student categories of All Students, Students with Disabilities, Homeless, & 2 or more races.

2024-2025 CA Dashboard Data

All Students 4.7 %, Maintained 0.2 (2061 Students)
Students with Disabilities: 10.8%, Increased 3.6% (334 Students)
Homeless: 7.9%, Maintained 0.1% (165 Students)
2 or more Races: 6.2%, Increased 2.8% (113 Students)

Increase Graduation Rates for the 2026-2027 school year as measured by the CA Dashboard to 96% for all student categories

Graduation data per the CA Dashboard Data 2025- 2026

- a. All Students: 92% - declined 2.9% (437 Students)
- b. Students who are English Learners: 75.6%- Declined 4.9% (41 Students)
- c. Students with Disabilities: 83.5%- Declined 9.9% (79 Students)
- d. Hispanic Students: 90.2%- Declined 5.9% (287 Students)
- e. African American Students: 85.2%- Declined 3.7% (27 students in this category)
- f. Homeless: 81.8% - Maintaing -0.2 (66 Students)
- g. Socioeconomically Disadvantaged -92% - Ddeclined 3% (348 Students)
- h. White: 93.2%- Maintained -0.2 (88 Students)
- i. African American: 100% - Increased 14.8% (27 Students)
- j. Long-Term English Learners: 90.5%- Maintained 0.5% (21 Students)
- k. Two or More Races: 100% - Increased 4.3% (19 Students)

Increase in our College and Career Indicator Ratings for the 2026-2027 school year as measured by the CA Dashboard by 5% for all student groups

College and Career Indicator data from the CA Dashboard June 2025-26

- a. All Students: 45.5% - declined 4.8%--(437 Students)
- b. Hispanic: 41.5%- Declined 5.7% (287 Students)
- c. Homeless: 19.7%- Declined 8.3% (66 Students)
- d. Socioeconomically Disadvantaged: 33.9%- Declined 3.1% (348 Students)
- e. Students with Disabilities: 12.7%- Declined 7% (79 Students)
- f. White: 53.4%- Declined 7.9% (88 Students)
- g. English Learners: 12.2%- Increased 3.9% (41 Students)

CCGI (California Colleges.edu) Data for the 2026-2027 School Year

We had an increase of students and families logging on to the CCGI site which is important since the site helps students and families track their students progress towards graduation, A-G completion as well as their college opportunities.

During the 2024-2025 school year, we had 572 students logged onto the CCGI site. This year we have increased to 719 students that are logged onto the CCGI site with close to 50% of our Freshmen class logged on this year with almost 50% of freshmen logging onto the CCGI site. This is a 10% increase since 2024-2025 we had 30% enrolled and now we have 40% of students enrolled in the CCGI site.

CCGI (California Colleges.edu) Data for the 2025-2026 School Year: We would like all students and parents/guardians to log onto the CCGI site to track their graduation status and College & Career Readiness opportunities.

1. 719 students out of 1860 students enrolled at EHS have logged onto the California Colleges.edu site the 2025-2026 school year
2. 200/468: Freshmen have logged on to the CCGI site
3. 64/ 436: Sophomores have logged onto the CCGI site
4. 75/ 343: Juniors have logged onto the CCGI site
5. 380/413: Seniors have logged onto the CCGI site

Increase interest in college and career opportunities by providing college and career field trips

1. Latino College Expo at the University of La Verne: 40 students
2. Cal State San Marcos Senior Admit Day- 50 students
3. UC Riverside- 65 students

Upcoming Field Trips in April/ May:

4. MSJC
5. Cal State Fullerton/Cal Poly Pomona
6. San Joaquin Valley College
7. La Sierra University Criminal Justice Campus

As of April 13, 2026:

1. 78.8% of seniors have signed up for the FAFSA/CADAA and met the Cal Grant Priority Deadlines (20 more students are still working on their applications)
2. 209 Students have taken the ASVAB

Parent Workshops:

9/24/24: MSJC First Year Experience Night: Learn about MSJC, resources and how to get the first year for free with the Promise Grant: 50 Students & Parents attended

4/08/25: Post Secondary Accommodation Night: Heard from MSJC, CAL State San Marcos & Department of Rehabilitation talk about what IEP, 504, and general disability accommodations & services look like after high school: 50 parents/students attended

Increase parent engagement and students in College & Career readiness for the 2025--2026 school year as measured by event agendas and parent sign in sheets

Family & Student Engagement Workshop Events data as measured by event agendas and parent sign in sheets

- a. October 7, 2025:
- b. November 12, 2025
- c. January 26, 2026
- d. February 9, 2026
- e. February 24, 2026

ELAC 2025-2026 meeting data as measured by event agendas and parent sign in sheets

- a. August 26, 2025 6pm/ Sept. 4 @ 8:30am: Welcome to ELAC - Officer selection Meeting
- b. September 23, 2025: Title I/ SPSA Review
- c. October 21, 2025, October 22 (am meeting): A-G and CCR
- d. November 5, 2025: EL Assessment & Update
- e. December 9, 2025:
- f. January 27, 2026:
- g. March 3, 2026:
- h. April 21, 2026

PTSA Meeting data as measured by meeting agendas and parent sign in sheets: Increase the number of parents that participate in the PTSA to 20 parents/students.

The average PTSA attendance and participation at the meetings is 10 people per meeting

Increase Student Daily Attendance rates for the 2025-2026 school year as measured by school attendance data to 96%
2025-2026 Attendance Data per school records on Infinite Campus

- a. An average of 400 students are absent each Monday
- b. An Average of 450 students are absent each Friday

- c. Daily Attendance Rate: 92.72 (Maintained)
- d. Chronic Absentee Percentage: 26.85% (Reduction of 1.36%)
- e. The average Chronic absent student count is 538 students
- f. 300 SART meetings have been scheduled. 45 out of 300 parents invited have attended the SARB meetings per secretary logs and calendar invites

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

STUDENT, FAMILY & COMMUNITY ENGAGEMENT

LEUSD will enhance student well-being by improving student, family, and community engagement.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students, teachers, and parents were surveyed to identify their needs, wants, and understandings of attendance, graduation, and College and Career Readiness opportunities.

Identified Root Causes per student and parent survey information noted below. Students and families need more information about A-G requirements, CCGI, and why daily attendance is important. Only 1/2 of our students population has met with their counselor and made a graduation plan and they need to know how to track their graduation status. Parents would like more intervention and tutoring opportunities and have noted they would like more communication about grades and their students A-G status and graduation progress as well.

Parent survey

October 2025): ELAC parents gave Feedback with a Parent Survey and Whole Group Discussion, the following was noted:

1. ELAC parents noted that they would like to know more about the A-G requirements and did not know if their students was or was not A-G current
2. ELAC parents noted that they felt communication needed to be improved between parents/ teachers
3. ELAC parents noted that they would like more academic supports nights and College Financial aide workshops
4. ELAC parents would like more access to their student's information and training on the IC program and College websites.

Student Survey 1283 Students Completed the Survey, March 2026

----- Surveys Given in March

*March 2026 Parent Survey (59 Parents)

*March 2026 ELAC/Parent Survey Results (4 Parents)

*March 2026/ Student Survey Results (1286 Students)

Teachers at the Wednesday Collaboration Meeting, on March 11, 2026, reviewed the Student Survey, Parent Survey, and Teacher Survey Information and the following feedback was given:

Root Cause Analysis

1. Student Engagement was identified as a need in all surveys and this was an area that a schoolwide goal could be created
2. Vocabulary development was another area that received over 40% of teachers' surveyed as a possible future schoolwide goal'
3. 60% of teachers requested we learn about the identified big ideas of the PLC at our Wednesday, collaboration meetings, once per month
4. The majority of students and parents (75% in each category) wanted test retakes given for full credit, teachers 32% of teachers agreed with giving students test retakes for full credit. It was agreed upon that more research and conversation was needed for this decision in the future
5. The majority of students and parents surveyed noted they understood A-G requirements and knew their graduation status
6. The majority of students and parents surveyed noted that on time graduation is the number one reason that students come to school
7. Cell phones were not seen as a distraction by students and parents while teachers did note that cell phones were a distraction for students in class.

Our CA Dashboard data, as noted below, reflects a continued need to focus on decreasing suspensions as well as working to complete A-G courses and pathways for our student. This is reflected in the CA dashboard that notes that only 92% students graduated during the 2024-2025 school year, and our College and Career Indicator declined by 4.8%. Increasing opportunities to help students and families understand these requirements and opportunities will be a goal and a focus for the 2026-2027 school year.

Decrease Suspension Rates for the 2026-2027 school year as measured by the CA Dashboard to 5% or less for the student categories of All Students, Students with Disabilities, Homeless, & 2 or more races.

2024-2025 CA Dashboard Data

All Students 4.7 %, Maintained 0.2 (2061 Students)

Students with Disabilities: 10.8%, Increased 3.6% (334 Students)

Homeless: 7.9%, Maintained 0.1% (165 Students)

2 or more Races: 6.2%, Increased 2.8% (113 Students)

Increase Graduation Rates for the 2026-2027 school year as measured by the CA Dashboard to 96% for all student categories

Graduation data per the CA Dashboard Data 2025- 2026

- a. All Students: 92% - declined 2.9% (437 Students)
- b. Students who are English Learners: 75.6%- Declined 4.9% (41 Students)
- c. Students with Disabilities: 83.5%- Declined 9.9% (79 Students)
- d. Hispanic Students: 90.2%- Declined 5.9% (287 Students)
- e. African American Students: 85.2%- Declined 3.7% (27 students in this category)
- f. Homeless: 81.8% - Maintaing -0.2 (66 Students)
- g. Socioeconomically Disadvantaged -92% - Ddeclined 3% (348 Students)
- h. White: 93.2%- Maintained -0.2 (88 Students)
- i. African American: 100% - Increased 14.8% (27 Students)
- j. Long-Term English Learners: 90.5%- Maintained 0.5% (21 Students)
- k. Two or More Races: 100% - Increased 4.3% (19 Students)

Increase in our College and Career Indicator Ratings for the 2026-2027 school year as measured by the CA Dashboard by 5% for all student groups

College and Career Indicator data from the CA Dashboard June 2025-26

- a. All Students: 45.5% - declined 4.8%--(437 Students)
- b. Hispanic: 41.5%- Declined 5.7% (287 Students)
- c. Homeless: 19.7%- Declined 8.3% (66 Students)
- d. Socioeconomically Disadvantaged: 33.9%- Declined 3.1% (348 Students)
- e. Students with Disabilities: 12.7%- Declined 7% (79 Students)
- f. White: 53.4%- Declined 7.9% (88 Students)
- g. English Learners: 12.2%- Increased 3.9% (41 Students)

Parent/ Student Engagement Data: As we work to build a community of trust, engagement, and learning, creating events and workshops that focus on what our students and families are requesting is going to be a focus for our teams. Currently, less than 10% of our families/students participate in our parent/student workshops or groups. Parent/student feedback have suggested before schools on Wednesday due to work and sports schedules as well as morning workshops. Student and parent surveys have also noted a limited understanding of what it means to be A-G current and have a limited understanding of the CCGI website and it's benefit to students and parents for tracking their student's graduation status. We will be focusing on recruiting parents to attend workshops, PTSA and ELAC to promote community building as well as knowledge about these topics.

Participation is limited for parent groups on campus. We have less than 10 percentage of our parent/ student population attending these events per sign in sheets and visual counting at events by administrator.

- a. The average attendance of ELAC is 10 to 16 people
- b. The average attendance of Parent/ Student workshops is 14 to 18 people
- c. The average attendace for PTSA meetings is 10 people

CCGI (California Colleges.edu) Data for the 2025-2026 School Year: We would like all students and parents/guardians to log onto the CCGI site to track their graduation status and College & Career Readiness opportunities

- 1. 719 students our of 1860 students enrolled at EHS have logged onto the California Colleges.edu site the 2025-2026 school year
- 2. 200/468 Freshmen have logged on to the CCGI site
- 3. 64/ 436 Sophomores have logged onto the CCGI site
- 4. 75/ 343 Juniors have logged onto the CCGI site
- 5. 380/413 Seniors have logged onto the CCGI site

Attendance continues to be an issues, as noted below in the data. To address this issue we will be working with a community liason and assistant principal to track and monitor attendance for All Students, EL Students, SWD students, & African American Students. Due to the the limited success with the SARB meetings during the 2024-2025 school year with the limited parents/guardians attendance of the meetings, the Community Liason and Assistant Principal over attendace will conduct home visits, facilitate weekly team meetings to track and monitor student attendances, as well as work with local agencies to provide supports and services to help promote school attendance.

Attendance Data:

- a. An average of 400 students are absent each Monday
- b. An Average of 450 students are absent each Friday
- c. Daily Attendance Rate: 92.72 (increased .05%)
- d. Chronic Absentee Percentage: 26.85% (Reduction of 1.36%)

- e. The average Chronic absent student count is 538 students
- f. 300 SART meetings have been scheduled. 45 out of 300 parents invited have attended the SARB meetings
- g. Student surveys notes that students main reason for absence is sickness and family responsibilities.

December 2025: ILT conducted Empathy Surveys with students regarding attendance. The following was noted:

- a. Number one reason for absences was sickness
- b. Number two reason for absences was family responsibilities
- c. Students noted that coming to school was not a priority because they could complete all their work on Canvas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students suspended- CA Dashboard	5.7% Schoolwide suspension	3.7% Schoolwide suspensions AMB Ca. Dashboard Climate June 2025
Percentage of students suspended-Ca Dashboard AA Students	6.6% AMB School Dashboard Climate June 2023	5% AMB School Dashboard Climate June 2025
Percentage of students suspended-Ca Dashboard SWD	7.1% AMB School Dashboard Climate June 2023	5% AMB School Dashboard Climate June 2025
Percentage of students who graduated-Ca Dashboard	94.4% AMB School Dashboard June 2023	96% AMB School Dashboard June 2025
Percentage of students who graduated-Ca Dashboard ELL students	80.6% AMB School Dashboard June 2023	85% AMB School Dashboard June 2025
Percentage of students who graduated-Ca Dashboard SWD	93.4% AMB School Dashboard June 2023	96% AMB School Dashboard June 2025
Percentage of students prepared CCI-Ca Dashboard	47.5% Schoolwide	60% AMB School Dashboard June 2025
Percentage of students prepared CCI-Ca Dashboard ELL Students	8.3% AMB School Dashboard June 2023	10% AMB School Dashboard June 2025
Percentage of students prepared CCI-Ca Dashboard SWD	19.7% AMB School Dashboard June 2023	25% AMB School Dashboard June 2025
Percentage of students prepared CCI-Ca Dashboard AA Students	18.5% AMB School Dashboard June 2023	25% AMB School Dashboard June 2025
Daily Attendance Rate	92.72% per daily rate data 2024-2025	96% per daily attendance rate data 2025-2026
Chronic Absentee Rate	26.86% per Chronic Absentee Rate Reporting 2024-2025	20% per Chronic Absentee Rate Reporting 2025-2026
Chronic Student Count	The average number of students that are noted as Chronically Absent, per 2024-2025 attendance data: 538 students.	The average number of students that are noted as Chronically Absent, per 2025-2026 attendance data: 450 students
Students logged onto the CCGI Site	572 students out of 1860 students logged onto the CCGI site, per 2024-2025 CCGI report data	750 students (all 11th & 12th graders) will log onto the CCGI Site by June 2026, per CCGI Report data.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

2.1	The Community Liason Position The Community Liason will work directly with the Assistant Principal to promote student attendance (home visits, weekly team meetings to track and monitor student attendances, as well as work with local agencies to provide supports and services to help promote school attendance & graduation rates)	All Students, EL Students, SWD Students, AA Students	41,463 Title I 2000-2999: Classified Personnel Salaries
2.2	Promote and facilitate College & Career field trips for students to have access to College & Career Readiness opportunities. To be facilitated by counselors & teachers. Transportation for College & Career Field trips (Buses) \$400 per bus, for college field trips: five college visits= \$2,000	All Students, EL Students, SWD Students, AA Students	5,611.46 Title I 5000-5999: Services And Other Operating Expenditures
2.3	Support with FAFSA completion, Family and Student Engagement, & College Nights, & CCGI enrollment, & ELAC meetings including refreshments & supplies \$150 for food per meeting=10 parent/community meetings for food: \$1500 Materials, brochures, flyers, postage: \$1,560 2 Classified staff facilitating the parent/student/community meetings: \$50 per hour for two hours, for 10 workshops= \$1,000 Translation Services/ extra duty classified staff: \$50 per hour, 2 hours each workshop, 10 workshops= \$600 Certificated staff facilitating 4 parent/community meetings for 2 hours each: \$152 per meeting, 4 meetings hosted= \$608 per teacher 2 teachers extra duty to facilitate and host 4 parent/community meetings = \$1,216	All Students, EL Students, SWD Students, AA	3000.45 Title I Part A: Parent Involvement 4000-4999: Books And Supplies 1,600 Title I Part A: Parent Involvement 2X40: Classified Extra Duty 1,216 Title I Part A: Parent Involvement 1140: Certificated Extra Duty

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The Goals and Action in Goal #2 all showed effectiveness which was reflected in their data noted below. Due to the positive results of this goal and actions, we will be continuing with these supports/ goals for the next school year.

EHS Goals for this school year to strength the school culture, safety, and student learning. The goals noted below have been implemented with fidelity and an increase in staff and student engagement and improving school culture has been noted in our staff, student, and parent surveys.

1. Strengthen School Culture (Mission statement, school norms, honor students & staff, & build leadership with students and staff)
2. Focus on Learning for ALL (Focus on systems for learning -- student release days & improving "First Best Instruction")
3. Safe & Caring Environment (Implement Positive Discipline & Promote Expectations of Respect)

Action 2.1: The Community Liason

The work of the Community Liason was effective and resulted in decreasing non-graduate numbers, increasing SART meetings, along with improving attendance and student support needs.

The following data reflects the work of the Community Liason and the COST Team to address attendance, grades, graduation, and school intervention needs during the 2025-2026 School year

1. As of April 13, 2025: 500 phone calls with students, parents, and guardians to address attendance, academic progress, and behavioral concerns
2. Coordinated and scheduled 131 student, parent, and administrative intervention COST meetings as of 4/13/16
3. Organized and facilitated 384 SART (Student Attendance Review Team) meetings as of 4/13/26
4. Completed 20+ home visits to support student engagement and address barriers to attendance as of 4/13/26

Action 2.2: Tutoring with Classified Staff

This action was effective. The classified tutor worked with 123 special education students at lunch, before and after school hours during the 2025-2026 school year. This is an increase of 110 more special education students that received tutoring support this school year (2024-2025 = 10 students received tutoring)

1. Semester I: 83/83 students improved their grades in ELA, math, and/or ELA with the additional support
2. Semester II: 40 /40 students improved their grades in ELA, math, and/or ELA with the additional support

Action 2.3: Tutoring with Certificated Staff showed to be effective. 475 students participated in tutoring this school year. This was an increase of 144 student receiving tutoring support this school year. A continued focus and expansion of tutoring services will be targeted during the 2026-2027 school year due to the increasing demands of the new math and ELA curriculum and a continued need for math and ELA support as identified in the CAASPP assessment data.

1. 475 students were involved in tutoring before and after school with certificated staff members during the 2025-2026 school year
2. 94% of students that were tutored showed growth per their homework grade or assessment grades.

2.9: Promoting College & Career Field Trips

This action was effective due to the number of students that had access to college and career opportunities.

Field trip opportunities expanded from 5 field trips in 2024-2025 to 7 college and career field trips in 2025-2026: 60 student averaged each field trip which provided 420 students access to college and career visitation opportunities. This is an increase of 120 more students having access to visit college and career sites.

Action 2.10: Parent and student engagement events were effective. The data below references the events hosted, number of attendees, and the focus of the meetings. Although a variety of opportunities were hosted, attendance was limited. Going forward, it is the goal to increase the number of students & families that attend these events/opportunities and to identify what is relevant to needs of the students and families. This goal was effective. We had an increase of students and families logging on to the CCGI site which is important since the site helps students and families track their students progress towards graduation, A-G completion as well as their college opportunities. During the 2024-2025 school year, we had 572 students logged onto the CCGI site. This year we have increased to 719 students that are logged onto the CCGI site with close to 50% of our Freshmen class logged on this year.

CCGI (California Colleges.edu) Data for the 2025-2026 School Year: We would like all students and parents/guardians to log onto the CCGI site to track their graduation status and College & Career Readiness opportunities.

1. 719 students out of 1860 students enrolled at EHS have logged onto the California Colleges.edu site the 2025-2026 school year
2. 200/468: Freshmen have logged on to the CCGI site
3. 64/ 436: Sophomores have logged onto the CCGI site
4. 75/ 343: Juniors have logged onto the CCGI site
5. 380/413: Seniors have logged onto the CCGI site

ELAC:(English Language Acquisition Council) Parent engagement meetings provided to given information and collect feedback regarding our SPSA Goals & Title I funding

1. 8/26/25: Elections, ELAC Overview , Data, Attendance. Calenda
2. 9/23/26: SPSA Review Goals & Title I Funding, student placement, counseling support, parent survey

3. 12/9/25:: Reviewed SPSA Goals/ Feedback regarding Tutoring, reviewed tardy policies, CCGI information/ FAFSA, &
4. 3/3/26: SPSA Review & ELPAC information, student recognition, How ELPAC affects placement, CCR information

PTSA Meetings: 2025-2026: All meetings were held by Zoom due to the PTSA Presidents work schedule.

- a. The average PTSA attendance and participation at the meetings is 10 people per Zoom meeting

9th Grade Showcase was hosted on January 23, 2026

- a. Introduction to EHS: 400 students/families attended
- b. Coaches & teachers presented programs, clubs, and athletic opportunities for incoming freshmen students

Results from Goal #2:

1. The Community Liason was able to work with the COST team and contact over 500 parents, meet with 131 students/families, and organize and help facilitate 384 SART meetings. Through this work, we have projected that we will have 8 non-graduates this year, which is a decrease from last year, where there were 28 students that were non-graduates.
2. Tutoring opportunities increase this year with classified and certificated staff members. Tutoring is the number one parent and student request and so this goal was met with great strides with 459 students (general ed & SpEd) provided with tutoring while last year 202 students (general ed & SpEd students) were provided tutoring support
3. Field Trip opportunities to colleges increased from 5 school visits to 7 school visits and also the number of students visiting schools increased from 60 students visiting colleges in 2024-2025 to 420 students being provided the opportunities to visit college and career sites.
4. Parent engagement is still an area of growth but FAFSA parent meetings grew from 20 parents to 30 and ELAC meeting varied from 20 to 5 parents attending.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

October 16, 2025, \$4,370 was moved from Goal #3/ Action 3.1 to Goal #2, Action 2.9. This budget increase supported the increase in field trips and busing/transportation cost.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Actions 2.2 and 2.3 were moved to Goal #1 to support the goal of Academic Excellence.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student achievement will increase as a result of improved instructional strategies schoolwide.

As we work to become a "Professional Learning Community", we are focusing on student learning, team collaboration, common lesson planning, common assessments, common grading practices, and building a common language around "First Best Instruction" strategies for all content teams.

Aim Statement(s)

1. By June 2027, 100% of the EHS team will create two schoolwide goals that promote school wide best teaching practices and academic progress (Student Engagement and Vocabulary Development).
2. By June 2027, 100% of the EHS teachers will have been have exposed to PLC foundations and/or worked int he PLC pilot to begin the work of identifying essential standards/ pacing- progression guides, and began the work of creating common lessons and assessments.
3. By June 2027, the PLC Pilot teams will have created common lesson, assessments, and an identified scope & sequence for their content that is standards aligned and curriculum driven to be assessed by lesson plans/units, classroom visits, and planning sign in sheets
4. By June 2027, the number of students earning passing grades in Math (C or higher) will increase by 10% by June 2027 (57%)
5. By June 2027, the number of students earning passing grades in ELA (C or higher) will increase by 10% by June 2027 (62%)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

EDUCATIONAL ENVIRONMENT

LEUSD will ensure that all staff shall be equipped to provide an effective educational environment.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

After reviewing Report Card Data, CAASPP ELA & Math Test Results, Teacher and Student Feedback, the following area were identified as areas of focus:

During Semester 1 of the 2025-2026 school year, Elsinore High School recorded 12,811 course-level grades across all grade levels (9-12). School-wide 3.6% of all course grades were F, with 9th and 10th graders carrying the highest failure rates at 19.0% and 18.2%.

1. The Mathematics department posted the highest departmental failure rate at 29.3% (avg. score: 65.6%), with Algebra 1 emerging as the highest-risk course at a 48.9% failure rate across 677 enrolled students.
2. English Language Arts (18.0%) and Science (17.8%) also reflect elevated failure rates.
3. Male students failed at a higher rate (15.6%) than female students (12.9%) across all grade levels.
4. The school-wide average score was 77.1% with a mean GPA of 2.69.
5. These data points indicate a need for targeted intervention in foundational math and literacy courses, with particular urgency at the freshman and sophomore levels.

ELA Report Card Grades/2025-2026

1. Semester I: ELA Grades: 47% of students passed their ELA classes with a "C" or higher & 53% earned a "D" or "F"
2. Semester II: ELA Grades: ____ % of students passed their ELA classes with a "C" or higher & ____ % earned a "D" or "F"

ELA Report Card Grades/2024-2025

1. Semester I: ELA Grades: 66% of students passed their ELA classes with a "C" or higher & 34% earned a "D" or "F"
2. Semester II: ELA Grades: 68% of students passed their ELA classes with a "C" or higher & 32% earned a "D" or "F"

Math Report Card Grades/2025-2026

1. Semester I: Math Grades: 52% of students passed their math classes with a "C" or higher & 48% earned a "D" or "F"
2. Semester II: Math Grades: ____ % of students passed their math classes with a "C" or higher & ____ % earned a "D" or "F"

Math Report Grades/2024-2025

1. Semester I: Math Grades: 63% of students passed their math classes with a "C" or higher & 37% earned a "D" or "F"
2. Semester II: Math Grades: 62% of students passed their math classes with a "C" or higher & 38% earned a "D" or "F"

CAASPP Student Strengths

Reviewing the 2024-2025 CAASPP data our ALL students in the ELA Category increased points towards standards. All Student, Except the students in the White Category (that maintained), showed an increase in points towards the standards on the CAASPP Assessment. Although there were significant areas of growth for the majority of students, there is still a need to improve math and ELA proficiency schoolwide.

CAASPP Student Strengths in the category of ELA Data

1. In the area of ELA, nine out of nine student categories increased points towards standards
2. Eight of the nine student categories showed significant progress
3. In the area of ELA, All Students, increased 53.3 points
4. In the area of ELA, EL Students, increased 77.8 points
5. In the area of ELA, African American Students, increased 53.3 points
6. In the area of ELA, Hispanic Students, increased 52.7 points
7. In the area of ELA, Two or more races, increased 54.3 points

CAASPP Student Strengths in the category of Math

1. In the area of Math, 7 out of the 9 student categories increased points towards standards
2. In the area of Math, 5 out of the 9 student categories showed significant progress
3. In the area of Math, All Students, increased 25.2 points
4. In the area of Math, EL Students, increased 37.7 points
5. In the area of Math, Students with Disabilities, increased 23.6 points
6. In the area of Math, African American Students, increased 29.9 points
7. In the area of Math, Hispanic Students, increased 28.9 points

Weaknesses identified in the CAASPP Data:

Reviewing the 2024-2025 CAASPP data our students in the categories EL, African American increase their distance from standard on both the ELA and Math test. This data signifies an area of concern that needs to be addressed.

1. Math continues to be an area of need for improving students' achievement with 9 out of 9 student categories still scored in double or triple negative digits dfs from proficiency
2. EL students in the area of math at -155 dfs and in the area of ELA with -67 dfs

3. Homeless Youth in the of math at -138.2 dfs and in the area of ELA with -34.4 dfs
4. African American Students in the area of math at -122.4 dfs and the area of ELA with -6.3 dfs
5. Students with Disabilities in the area of math at -180.3 dfs and the area of ELA with -108.4 dfs
6. Math and ELA teams do not use common assessments and therefore learning and grading is not equitable and varies depending on teacher
7. Professional learning is needed for helping create common/ viable standards based lessons and assessments

Teacher Survey

84 out of 85 Teachers took the Teacher Survey/ Results from the survey was the following:

1. 76% of teachers noted they felt confident with their knowledge about A-G
2. 68% of teachers noted they wanted to know more about the College and Career Indicators
3. Teachers surveyed noted that 76% of their students are passing their classes with a "C" or higher
4. 72% of teachers noted attendance as the biggest reason for students not passing their classes.
- 67% of teacherse noted that students are not passing their classes because of refusal to work
5. 64% of teachers noted they would be willing to focus on the systems of setting up a PLC model
6. There was a varied response for allowing test retakes: 32% = yes/retakes for full credit, 26% = test with alternative ways, 21%: test with parital credit allowed
7. 60% of teachers noted they wanted to learn about PLC work during our Wednesday meetings
8. Instructional strategies for working with EL students that teachers would be interested in using schoolwide: 40%: Vocabulary, 35%: Engagement Strategies, 22%: Questioning
9. 54% of teachers surveyed noted they were still interested in using AVID strategies

November 12, 2025: Teachers feedback forms were filled out by all teams (P.E, ELA, Math, Science, Social Science, VAPA, CTE, SpEd) and collected to identify the areas that each team identified as an area of focus at for working towards becoming a PLC.

Which areaseach team would like to focus on with the 3 Critical Questions of a PLC. All contents noted that they would like to focus on "Learning- What is it we want students to learn?" This information will be used as we craft Professional Learning schoolwide for 2026-2027 school year.

December 10, 2025: Critical Issues for Team Consideration Survey Rubric was given to 85 Teachers/staff.

Rubric was completed by all contents: ELA, Math, Science, Social Science, VAPA, CTE, PE, & Counselors. The areas of strenghts and need are identified below.

1. Area of stength: Relationships/Collaborative Culture
2. Area of need: Data Drive Decisions

Identified Root Causes

1. Grading continues to be a question of equity for learning and a needed focus for next school year
2. EL Students are -67 dfs in ELA and -155 dfs in Math
3. Student with disabilities are -108 dfs in ELA and -180 dfs in Math
4. Student engagment has been called out as a serious issue that is effecting learning in the classroom
5. A need for staff development in the area of student engagement and vocubulary develoment has been identified as an area of growth.
6. Training for conducting PLC meeting and that focus on what its is we want students to know and being data driven has been called out by teacher surveys, rubrics, and feedback forms.
7. A consensus was given that grading is inequitable due to the vast differences in assessments and grading practices in every content and grade level

After conducting Root Cause Analysis activities with the SSC, ILT, and the 85 teachers using this survey data, rubric charts, & feedback forms, it was concluded that we would create a schoolwide goal focused on "Student Engagement" and "Vobulary Development (support EL needs)" and that we would provide PLC training to help support the need for identifying essential standards and assessments that can be used to identify data that informs instruction and identifies intervention needs/demands of the students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Common lessons & Assessments	3 out of 85 teachers have common lessons, assessments, & grading practices	88 teachers will have attended release days with their content teams to begin building a common knowledge about why common lessons, assessment, and grading is beneficial to students. This will be documented with sign in sheets, agendas, and teacher surveys to assess the learning and next steps of this work.
Best First Instructional Strategies	69 teachers have had one lesson on best instructional practices	88 teachers will have been introduced to two lessons regarding best instructional strategies by June 2026.
Implementing benchmark assessments	EL department has implemented benchmark assessments	23 ELA teachers & 21 Math teachers will implement the iReady benchmark test with fidelity. iReady Reports will identify this completion data.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Certificated release time and/or after school planning time for teachers to work with their teams on identifying essential standards and creating common lessons and assessments. Release days and extra duty planning time will be provided for the PLC teacher leaders to work and plan around the essential standards and begin the work of creating common lessons and assessments. Teacher Release Days: (14 teacher Release Days x 213.71= \$2,991.94) 29 hours of planning time (One hour will be provided for 29 teachers x \$76.18= \$2,212.87)	All Students, EL Students, SWD Students, AA Students	3000 Title I 1130: Certificated Sub 2212.87 Title I 1140: Certificated Extra Duty
3.2	The Solution Tree Consultant will work to develop leadership and a common knowledge regarding identifying essential standards, creating systems of assessment and building capacity to implement PLC practices with fidelity and consistency. 6 consultant sessions with teachers: \$42,600 Teacher Release Days: (10 subs per day/ since on a rotation schedule) 6 release days with 10 subs = \$12,822.60 (\$7,622.60 covered by Title I and \$5,000 covered by District funding) Science Team: 10 LOTE: 6 Teachers History: 4 Teachers SpEd: 5 Teachers	All Students, EL Students, SWD Students, AA Students	42,600 Title I 5800: Professional/Consulting Services And Operating Expenditures 7622.60 Title I 1130: Certificated Sub

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Action 3.1

Goal 3.1: focused on teacher release time to create and promote standards based lessons and common assessment was effective. This was evident from all students categories increase their achievement levels on the CAASPP in math, ELA, and Science and from the products produced such as study tools, standards based lessons and assessments, and intervention tools.

1. Science Team: Created assessment practice tools, common lessons and alignment of standards/pacing guides for the science team
2. Math Planning Days: Alg I met and planned common lessons, common assessments, and aligned grading for Alg. I
3. Special Education Planning Days: Trained on Best First Instruction and IEP development
4. ELA: Curriculum planning days - working towards teaching a viable standards based curriculum

Action 3.2

The "Strategic DataTeam" met and engaged in a book study with the book, Data, Data, Everywhere. During the "Strategic Data Team" meetings, the team outlined the criteria for making goals, using data driven decision, and gave feedback on staff, student, and parent surveys. The data team was effective in building a culture on data driven decisions within the team and the goals of this team will continue next year. But the funding will be a school expense and not Title I funding expense. This team will continue to work and train in the areas of effective data management to help promote goal setting next school year.

Strategic Data Team meetings:

1. October 22, 2025: Created a vision and purpose for the team, set goals, and expectations for the work, reviewed Berhardt's Four Types of Data, created norms and protocols
2. February 17, 2026: Reviewed school data, gave feedback for SPSA

Results from Goal #3:

1. Teachers worked to promote the alignment of standards and lesson planning
2. A culture of learning and collaboration was promoted and 40 teachers participated in release days to work and plan around standards based instruction and assessment analysis.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Moved \$4,370 from Goal #3/ Action 3.1 to Goal #2/ Action 2.9
Moved \$3,955 from Goal #3/ Action 3.1 to Goal #1/ Action 1.4

Due to district trainings for the new math curriculum and the ELA curriculum training demands, the release days for ELA and math were reduced because teams were being pulled out for release days for these needs. Since these two teams were not hosting Math and ELA release days, then we were able to move funding to support the needs of Goal #1 with substitute teacher cost and Goal #2 with increased transportation cost.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal has been changed to focus on the foundations of a Professional Learning Community that will focus on identifying essential standards, creating learning progressions/pacing guides/ and the creation and use of common assessments. 40 teachers will be involved in these intense training cycles instead of all school teams having an opportunity for release days. This professional learning time will be scripted to help create the foundations of a PLC at

EHS and the expectation will be at the end of next year that the five groups of teachers involved in the training will have identified essential standards, created pacing guides/learning progressions, and began the work of creating common assessments. This will be a three year initiative that builds on the learning of each school year.

Action 3.1 has decreased the funding for this goal due to the training opportunities the district is providing for curriculum planning and since our ELA teams will be being trained by the district. Also, the math team will continue to work with the Math consultant and that funding will be housed in Goal #1.

Action 3.1 has decreased funds by \$13,175.04. Those funds will be added to the new goal 3.2 for PLC training needs.

Action 3.2 has been changed from the Strategic Data team to training with a consultant company to focus on developing the foundations of a professional learning community. Funding from goal 3 action 3.1 has been moved into the funding sources for action 3.2 along with funding from Goal #1 with the elimination of Literacy conference that was a one time training opportunity, and the elimination of the RCOE training with ILT, which will be replaced by the Professional Learning Community consultants.

Goal 3/ Action 3.2 has been changed to a PLC training goal and the funding of \$3701.12 (for the Strategic Data Team) has been added to the new action of 3.2 to support the PLC training demands.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$163,379.46
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$163,379.46
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$157,563.01
Title I Part A: Parent Involvement	\$5,816.45
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$163,379.46

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$163,379.46

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	157,563.01
Title I Part A: Parent Involvement	5,816.45

Expenditures by Budget Reference

Budget Reference	Amount
1130: Certificated Sub	23,445.20
1140: Certificated Extra Duty	28,428.87
2000-2999: Classified Personnel Salaries	41,463.00
2X40: Classified Extra Duty	2,600.00
4000-4999: Books And Supplies	3,000.45
5000-5999: Services And Other Operating Expenditures	5,611.46
5800: Professional/Consulting Services And Operating Expenditures	58,830.48

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1130: Certificated Sub	Title I	23,445.20
1140: Certificated Extra Duty	Title I	27,212.87
2000-2999: Classified Personnel Salaries	Title I	41,463.00
2X40: Classified Extra Duty	Title I	1,000.00
5000-5999: Services And Other Operating Expenditures	Title I	5,611.46

5800: Professional/Consulting Services And Operating Expenditures	Title I	58,830.48
1140: Certificated Extra Duty	Title I Part A: Parent Involvement	1,216.00
2X40: Classified Extra Duty	Title I Part A: Parent Involvement	1,600.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,000.45

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	55,053.08
Goal 2	52,890.91
Goal 3	55,435.47

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from:	
State Compensatory Education Advisory Committee	
English Learner Advisory Committee	
Special Education Advisory Committee	
Other: English and Math Department Chairs	
[Enter name of consulted group or committee]	[Signature of authorized person]
English Learner Advisory Committee, Amber Meeks	
Special Education Advisory Committee, Nathan Ritter	
AAPAC/BSU Advisor, Bunmi Adeleke	
English Department Chair, Dana Coogan	
Math Department Chair, Eris Hereford	

1. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
2. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. This SPSA was adopted by the SSC at a public meeting on:5/13/2026.

Attested:

Pauline Leavitt

Typed name of school principal

Signature of school principal

Date

Shirley Moreno

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

PTSA
September 17, 2025
Elsinore High School

Elsinore High School Information

September 30th: College & Career Expo/ 5:30pm- 7:30pm

October is College Kick Off Month

- ☐ During the month of October, our College & Career Tech, Stacy Styrcula, and our school counselors will be organizing classroom visits to help students get logged onto the CCGI (College Career Guidance Initiative) site, introduce the classes to college representatives, and promote trades & careers with presentations from those schools.

-
- ☐ October 14th: ASVAB Testing (Military Aptitude Test)
 - ☐ Oct. 16: PSAT testing - 11th graders
 - ☐ Nov. 4: CSU application workshops

EHS SPSA Goals:

Goal #1: Consultant Work & Teacher Conferences (Improve 1st Best Instruction)

Goal #2: Attendance, Tutoring, and Student/Parent Engagement Events (Do Something Goal!)

Goal #3: Teacher Environment: Release days & Data Tracking for Progress (Collective Inquiry)

If your student needs support:

- Academic Engagement Specialist: Patricia Garcia
- Tutoring before and after school with math teachers and science teachers
- Saturday School for test make up and tutoring opportunities

Asociación de Padres y Maestros (PTSA)

17 de septiembre de 2025

Escuela Secundaria Elsinore

Información sobre la escuela secundaria de Elsinore

30 de septiembre: Feria Universitaria y de Empleo / 17:30-19:30

Octubre es el mes de inicio de la universidad.

- ☐ Durante el mes de octubre, nuestra especialista en orientación universitaria y profesional, Stacy Styracula, y nuestros orientadores escolares organizarán visitas a las aulas para ayudar a los estudiantes a acceder al sitio web de la CCGI (Iniciativa de Orientación Universitaria y Profesional), presentar las clases a representantes universitarios y promover oficios y carreras profesionales con presentaciones de dichas instituciones.

-
- ☐ 14 de octubre: Prueba ASVAB (Prueba de Aptitud Militar)
 - ☐ 16 de octubre: Examen PSAT - Estudiantes de 11.º grado
 - ☐ 4 de noviembre: Talleres de solicitud de admisión a la CSU

Objetivos de EHS SPSA:

Objetivo n.º 1: Trabajo de consultoría y reuniones con docentes (Mejorar la primera mejor instrucción)

Objetivo n.º 2: Asistencia, tutorías y eventos de participación de estudiantes y padres (¡Objetivo de acción!)

Objetivo n.º 3: Entorno docente: Días libres y seguimiento de datos para evaluar el progreso (Indagación colectiva)

Si su estudiante necesita apoyo:

- Especialista en vinculación académica: Patricia Garcia
- Clases particulares antes y después del horario escolar con profesores de matemáticas y ciencias.
- Clases los sábados para recuperar exámenes y oportunidades de tutoría.

Comprehensive Needs Assessment

School: Elsinore High School

Names of Team Members:

ILT Team:

Rico Borrero, Dana Coogan, Kyle Easton, Patricia Garcia, Eris Hereford, Sally Jarvis, Matt Kelly, Ryan Klopp, Megan Sebesta-Leak, Matthew Purkiss, Jaime Metter, Hannah Montgomery, Nathan Ritter, Greg Stanley, Brandon Stephens, Darren Weisemann, Stacy Styracula

SSC Team:

Shirley Moreno, September Goudy, Monica Roberts, Maria Flores, Ryan Klopp, Patricia Garcia, Pauline Leavitt, Miriam Uribe-Garcia, Stacy Styracula, (add student names)

EHS Teacher Team:

120 Teachers (Wednesday Professional Learning Days)

SPSA Goals Aligned to Local Priorities

1. Academic Excellence: Math & ELA (Decrease distance from standard)
2. Student, Family, & Community Engagement (decrease suspension rates, increase attendance rates, increase graduation rates, increase CCI for all students)
3. Educational Environment: Standards based grading, common assessment, PD for standards/framework, inclusion, & differentiated instruction coaching

Analysis of Goals

____ Goal #1: Academic Excellence: Math & ELA (Increase dfs)

ELA

ELA

CAASPP 2023-24

40.66% met or

Exceeded

Exceeded: 11.45%

Met: 29.21%

Nearly Met: 27.57%

Not Met: 31.78%

ELA/ CAASPP Data for the 2024-2025 School Year

- ☐ All Students (397 students) : 21.7 dfs, increased 53.3 pts
- ☐ EL Students (38 students): -67 dfs, increased 77.8 pts.
- ☐ Homeless (16 students): -34.4 dfs, increased 11.1 pts.
- ☐ Socioeconomically Disadvantaged (298 students): 6.5 dfs, increased 43 pts.
- ☐ Students with Disabilities (56 students): -108.4 dfs, increased 18.4 pts.
- ☐ African American (14 students): -6.3 dfs, increased 70.7 pts.

ELA
CAASPP 2024-25
59.46% met or Exceeded

Exceeded: 23.83%
Met:35.64%
Nearly Met:%27.03
Not Met: 13.51%

- ☐ Hispanic (243 students): 9.7 dfs, increased 52.7 pts.
- ☐ White (102 students): 29.7 dfs, increased 16.7 pts.
- ☐ Two or more races (30 students): 45.2 dfs, increased 54.3 pts.

Grades/2024-2025

Semester I: ELA Grades: 66% of students passed their ELA classes with a “C” or higher & 34% earned a “D” or “F”
Semester II: ELA Grades: 68% of students passed their ELA classes with a “C” or higher & 32% earned a “D” or “F”

Grades/2025-2026

Semester I: ELA Grades: 47% of students passed their ELA classes with a “C” or higher & % earned a “D” or “F”
Semester II: ELA Grades: % of students passed their ELA classes with a “C” or higher & % earned a “D” or “F”

Math
CAASPP 2023-24
15.96%: Met or Exceeded

Exceeded: 5.87%
Met: 10.09%
Nearly Met: 26.06%
Not Met: 57.93%

Math
CAASPP 2024-25
23.36%: Met or Exceeded

Exceeded: 7.54%
Met: 15.82%
Nearly Met: 27.74%
Not Met: 48.91%

Math CAASPP Data for the 2024- 2025 School Year

- ☐ All Students (400 students): -81.9 dfs, increased 25.2 pts.
- ☐ EL Students (36 students): -155 dfs, increased 37.7 pts.
- ☐ Homeless (17 students): -138.2 dfs, increased 9.9 pts.
- ☐ Socioeconomically Disadvantaged (300 students): -97.4dfs, increased 19.6 pts.
- ☐ Students with Disabilities (56 students): -108.4 dfs, increased 23.6 pts.
- ☐ African American (14 students): -122.4 dfs, increased 29.9 pts.
- ☐ Hispanic (286 students): -97.4 dfs, increased 28.9 pts.
- ☐ White (90 students): -71.5 dfs, maintained - 0.5 pts.
- ☐ Two or more races (30 students): -46.4 dfs, increased 14.1 pts

Grades/2024-2025

Semester I: Math Grades: 63% of students passed their math classes with a “C” or higher & 37% earned a “D” or “F”
Semester II: Math Grades: 62% of students passed their math classes with a “C” or higher & 38% earned a “D” or “F”

Semester I Grades/2025-2026

Semester I: Math Grades: 52% of students passed their math classes with a “C” or higher &----% earned a “D” or “F”
Semester II: Math Grades: __% of students passed their math classes with a “C” or higher & ____% earned a “D” or “F”

Strengths	☐ In the area of ELA, nine out of nine categories increased points towards standards ☐ Eight of the nine student categories showed significant progress ☐ In the area of ELA, All Students, increased 53.3 points ☐ In the area of ELA, EL Students, increased 77.8 points ☐ In the area of ELA, African American Students, increased dfs points ☐ In the area of ELA, Hispanic Students, increased 52.7 points ☐ In the area of ELA, Two or more races, increased 54.3 points ----- ☐ In the area of Math, 7 out of the 9 student categories increased points towards standards ☐ In the area of Math, 5 out of the 9 student categories showed significant progress ☐ In the area of Math, All Students, increased 25.2 points ☐ In the area of Math, EL Students, increased 37.7 points ☐ In the area of Math, Students with Disabilities, increased 23.6 points ☐ In the area of Math, African American Students, increased 29.9 points ☐ In the area of Math, Hispanic Students, increased 28.9 points
Weaknesses	1. Math continues to be an area of need for improving students' achievement with 9 out of 9 student categories still scored in double or triple negative digits dfs from proficiency 2. EL students in the area of math at -155 dfs and in the area of ELA with -67 dfs 3. Homeless Youth in the of math at -138.2 dfs and in the area of ELA with -34.4 dfs 4. African American Students in the area of math at -122.4 dfs and the area of ELA with -6.3 dfs 5. Students with Disabilities in the area of math at -180.3 dfs and the area of ELA with -108.4 dfs 6. Math and ELA teams do not use common assessments and therefore learning and grading is not equitable and varies depending on teacher 7. Professional learning is needed for helping create common/ viable standards based lessons and assessments
Further Questions/ Wonderings	1. I wonder why the semester grades in math and ELA decreased from last year? 2. I wonder what other supports we need to implement to address the large learning gap in Algebra I classes? 3. I wonder if the increase of achievement on the CAASPP was due to improved instruction or improved school culture? 4. I wonder how many students are involved in tutoring for math or academic areas on our campus?

Identified Resource Inequities	Access to devices was limited which prevented consistent support in practicing online test prep for students. 9th and 10th grade students are not bringing their laptops to school which is providing issues with using technology for benchmark testing. Limited access to reading the same novels in class/ limited books ☐ Lack of training opportunities in other contents besides math and ELA (ILT, Teacher Collaboration Feedback)
Problem Statement(s)	<u>Problem statements that have been identified from the data</u> Math achievement is still an area of need schoolwide. English achievement is still an area of need schoolwide. Grading practices, lesson pacing, and assessment are still an area of need.
Root Cause Analysis Tool(s)	<u>February 11th: The EHS teachers took a survey. 83 out of 98 teachers completed the survey.</u> <u>SSC Team: February 19, 2026</u> The SSC team participated in the root cause analysis task using the EHS Teacher Survey: What did I notice? What did I wonder? • The SSC team noticed that student engagement was called out in the survey • The SSC team noticed that Engagement was also cited as a strategy to work on when trying to support our EL Students • The SSC team wondered what was the disconnect from AVID? • The SSC team wondered what engagement looked like in other classes? • The SSC team wondered what classes allowed test retakes and what classes did not allow test retakes? • The SSC team wondered would becoming a PLC support the goals for getting everyone on the same page with grading and assessment? <u>Science Team: February 24, 2026</u> The Science Team participated in the root cause task using the Teacher survey: What did I notice? What did I wonder? • The common statements from the team noted that all the answers showed that teachers wanted to help and support students and wanted options to make that happen • The team was wondering if the structures of classes promoted less retakes? Time? Curriculum? Numbers of students in a class? • The Team noticed that student engagement was the biggest area of concern for student achievement in the data • The team wondered if questions for the student and parent survey should ask about expectations for students as well as having the students and parents describe what engagement looks like to them, and ideas on how we can communicate to parents/families to increase support and connections with the work <u>ILT Team: February 25, 2026</u> The ILT Team participated in the root cause analysis task tool: What did I notice? What did I wonder: using the EHS Staff survey given on February 11, 2026 • The ILT team noticed that 75% of our team said they understood A-G information • The ILT team noticed that 25% of our team said they did not understand A-G information

	• The ILT Team noticed that 67% of our team noted that they wanted to know more about the CCR indicator but only 53% wanted to focus on AVID? • The ILT team noticed that student engagement is in need of support • The ILT team wondered what engagement looks like for a teacher? • The ILT team wondered would the alignment of grades/assessment promote student achievement? • The ILT team wondered if a 9th grade transition class would support the 9th grade issues of failure rates? • The ILT team wondered if implementing more McRel strategies would promote engagement? • The ILT team wondered if we should ask parents what they want their students to learn? And/or ask them what helps you to be engaged in learning? • The ILT team wondered if we should ask students what schoolwide supports/accomodations should we be offering schoolwide to help student learning/grade needs? • The ILT team wondered if we should ask the parents, are you aware of the support opportunities available to your student? Retakes options? Tutoring? Saturday school? <u>The ILT Team reviewed the current D/F list that was published on February 12th with the Root Cause Analysis Tool: What do I notice? What do I wonder?</u> • I noticed that Math and ELA have the highest numbers of D/F's • I noticed that Math & ELA numbers are similar? I wonder if these are the same students? • I noticed that missing assignments is the number #1 reason for failing grades in ELA & Math • I noticed that engagement was noted as an issue for failing grades for Math & ELA • I wonder what the difference between a D/F grade is in most classes? • I wonder what the grades in each class represent? • I wonder if piloting the new curriculum and taking Alg I and 1B out is impacting students progress in Alg? • I wonder if students understand the importance of their classes? The content? • I wonder if we should ask the students if they know the school policies or their classes policies on test retakes? • I wonder if we should ask the parents if they know how to access their students' grades on canvas and/or IC? • I wonder if parents know their student can get math and ELA tutoring after school and/or at Saturday school? • I wonder if we should hold parent meeting to help parents learn how to track and monitor their students' grades, A-G completion, and/or attendance?
Identified Root Causes	Identified Root Causes/ Needs 1. Student engagement was identified as an area of need (students refusing to work is an issue in classes) 2. Students engagement was identified as an area of need since large numbers of students are refusing to work. 3. Teachers asked for training and support in identifying what students engagement would look like and to create a schoolwide goal with this focus 4. Tutoring and extended learning opportunities is still identified as a need for Math & ELA

Aim Statement(s)	• Decrease the dfs in ELA by 17 pts (31.6 dfs to 14.6 dfs) by June 2026 • Decrease the dfs in Math by 15 pts (24.2 dsf to 9.2 dfs) by June 2026 • Decrease “D’s & F’s” in Math from 40% to 20% for all students by June 2026 • Decrease “D’s & F’s” in Math from 40% to 20% for all students by June 2026 • Increase number of students scoring above standard on the math/FIAB’s to 20% in the area of <u>Geometry/Congruence</u> (8% above standard– an increase of 12%) by June 2026 • Increase the number of student scoring above standard on the ELA/FIAB’s to 40% (19% scored above standards and this would be a 21% increase) by June 2026 • Increase the number of students that feel comfortable asking their teachers for help from 51% to 85% as measured by student survey, June 2026
Possible Evidence-Based Interventions to treat the identified problem(s). Include ESSA Tier (I, II, III, IV)	

Analysis Goal #2

	Goal 2: <u>Student, Family, & Community Engagement</u> Decrease suspension rates, increase attendance rates, increase graduation rates, increase CCI for all students
Data Analyzed	<u>2023-2024 School Year Data</u> • <u>Graduation Rates</u> per CA Dashboard for 2023-2024 School Year: 94.9% graduation rate, increased 2% • <u>Suspension Rates</u>, per CA Dashboard for 2023-2024 School Year: 4.5 % suspended, decreased 1.2% ○ 2,242 students were enrolled two years ago <u>2024-2025 School Year Data</u> • <u>Graduation Rates</u> per CA Dashboard for 2024-2025 School Year: 92.7% graduation rate, decreased

	2.9% • <u>Suspension Rates</u>, per CA Dashboard for 2024-2025 School Year: 4.7 % suspended, Maintained 0.2% ○ 2,061 students were enrolled last year ----- 2023-2024: Daily Attendance Rates: 90.87% 2024-2025: Daily Attendance Rate: 92% 2025-2026: Daily Attendance Rate for Semester I: 92% ----- <u>2025- 2026 School Year Data</u> • <u>Graduation Rates</u> per IC data pulled 2/10/25: 12th grade students “at risk”: 30 students are “at risk” of not graduating with the need of 2 or more classes to graduate on time • Parent Engagement has increased for FAFSA meetings to a typical 30 parents/students but ELAC meetings remain to be limited to the average of 20 parents • CCGI Data: 100% of students are enrolled on the CCGI site • FAFSA Data: 344 Seniors have completed their FAFSA applications and 75 students still need to complete their FAFSA (4/21/26) • <u>Suspension Data:</u> ○ 1,876 students are enrolled this year. We have currently suspended 92 students so far. The suspension rate is currently 4.9% (2/10/25) <u>Daily Attendance Rates:</u> 92% ○ Our largest number of absences are on Mondays & Fridays. Typically, on Monday: 400 students are absent & on Fridays 450 students absent (21% - 23% absent on Monday and Fridays)
Strengths	• Students are on logging onto the CCGI Data Site • FAFSA Data shows an increase of students logging on and completing the FAFSA • Parent meetings of FAFSA meetings has increased this year by 10 to 15 parents each meeting
Weaknesses	• Monday & Friday attendance data is a problem (400 to 450 students absent on those 2 days) • Decline in enrollment from 1,876 students to 1860 (decline of 16 students) • Non-graduation list: 30 students • Suspension data has remained the same

Further Questions/ Wonderings	• I wonder if we will be able to recapture students that are leaving with our new Academy classes with Sports Medicine and Cyber Security? • I wonder if hosting the COST meetings will make a difference in attendance and graduation rates? • I wonder how many students are unable to stay after school due to lack of transportation?
Identified Resource Inequities	Busing is an inequity for our students.
Problem Statement(s)	<u>Problem statements identified from the data:</u> • Mondays and Fridays are an attendance issue (400 to 450 students absent on those days) • Drop in enrollment is an identified issue: Our student numbers dropped from 1,876 to 1820 (56 students) • Graduation is on the radar with an identified 30 students for this school with two or more missing classes needed for graduation • Suspension rates have remained at the same rates as the administration team is building expectations schoolwide.

**Root Cause
Analysis
Tool(s)**

Parent survey

October 2025):ELAC parents gave Feedback with a Parent Survey and Whole Group Discussion, the following was noted:

1. ELAC parents noted that they would like to know more about the A-G requirements and did not know if their students was or was not A-G current
2. ELAC parents noted that they felt communication needed to be improved between parents/ teachers
3. ELAC parents noted that they would like more academic supports nights and College Financial aide workshops
4. ELAC parents would like more access to their student's information and training on the IC program and College websites.

Student Survey 1283 Students Completed the Survey, March 2026

Surveys Given in March

*March 2026 Parent Survey (59 Parents)

*March 2026 ELAC/Parent Survey Results (4 Parents)

*March 2026/ Student Survey Results (1286 Students)

Teachers at the Wednesday Collaboration Meeting, on March 11, 2026, reviewed the Student Survey, Parent Survey, and Teacher Survey Information and the following feedback was given:

Root Cause Analysis

1. Student Engagement was identified as a need in all surveys and this was an area that a schoolwide goal could be created
2. Vocabulary development was another area that recieved over 40% of teachers' surved as a possible future schoolwide goal'
3. 60% of teachers requested we learn about the identified big ideas of the PLC at our Wednesday, collaboration meetings, once per month
4. The majority of students and parents (75% in each category) wanted test retakes given for full credit, teachers 32% of teachers agreed with giving students test retakes for full credit. It was agreed upon that more research and conversation was needed for this decision in the future
5. The majority of students and parents surveyed noted they understood A-G requirements and knew their graduation status

6. The majority of students and parents surveyed noted that on time graduation is the number one reason that students come to school
7. Cell phones were not seen as a distraction by students and parents while teachers did note that cell phones were a distraction for students in class.

Student Survey Data: 1283 Students took the Survey/ March 2026

Question 1: What grade level are you currently in?

1. 9th: 582
2. 10th: 294
3. 11th: 236
4. 12th: 156

Question #2: Are you currently passing all your classes?

1. Yes: 703
2. No: 447
3. I am not sure: 113

Question #3: Do you believe you are on track to graduate?

1. Yes: 907
2. No: 112
3. I am not sure: 246

Question #4: If you are struggling in class, what usually prevents you from improving your grades?

1. I don't understand the material: 398
2. I don't complete the assignments: 209
3. I miss too much school: 48
4. I don't ask for help: 162
5. I feel overwhelmed: 318
6. I don't know what I am missing: 68
7. Peer conflict: 11
8. Social Media or Cell Phone Distractions: 32

Question #5: How often have you attended Tutoring before school, after, or during lunch this year?

1. Regularly: 60

2. A few times: 344
3. Once: 154
4. Never 675
5. I did not know tutoring was available: 34

Question #6: Have you attended Saturday School for tutoring or academic support?

1. Yes: 464
2. No: 772
3. I did not know Saturday School offered tutoring or academic support: 28

Question #7: After high school I plan to:

1. Attend a 4 year college: 506
2. Attend a community college: 178
3. Join the military: 101
4. Go directly into the work force: 85
5. Attend trade/technical school: 135
6. I am not sure: 260

Questions #8: Do you know what "A-G" requirements are?

1. Yes: 899
2. I have heard of them but don't fully understand: 280
3. No, I don't know what A-G means: 82

Question #9: Do you know if you are currently meeting A-G Requirements for

1. Yes, I am on track: 505
2. No, I am not on Track: 183
3. I am not sure: 389
4. I am not planning to attend a 4 year university: 189

Questions #10: What career field are you most interested in pursuing after high school?

1. Health and Medicine: 258
2. Skilled Trades: 102
3. Military: 88
4. Law Enforcement: 84

- 5. Digital Media/Photography: 76.
- 6. Technology/ Robotics: 70
- 7. Automotives: 67
- 8. I am not sure yet: 238

Question #11: Are you currently enrolled in a Career Technical Education Pathway (CTE)?

- 1. Yes: 464
- 2. No: 504
- 3. I don't know: 205
- 4. What is a CTE Course/or pathway: 90

Questions #12: What motivates you to come to school each day?

- 1. I want to graduate with a high school diploma: 663
- 2. I want to participate in sports: 160
- 3. I want to learn something new: 47
- 4. My parent/ guardian requires me to attend: 172

Question #13: What would make learning more engaging for you and other students?

- 1. Working groups/teams: 391
- 2. Learning more about real world/ relevant topics: 504
- 3. Better controlled classroom environments: 163
- 4. Fewer distractions/ cell phones: 37
- 5. Other: 168

Question #14: Do you believe teachers should offer opportunities for test re-takes?

- 1. Yes, for full credit: 864
- 2. Yes, but not for full credit: 209
- 3. Yes, if the student attends tutoring/or Saturday School: 181
- 4. No, students should prepare the first time: 11

Identified Root Causes	Identified Root Causes per student and parent survey information noted below. Students and families need more information about A-G requirements, CCGI, and why daily attendance is important. Only 1/2 of our student population has met with their counselor and made a graduation plan and they need to know how to track their graduation status. Parents would like more intervention and tutoring opportunities and have noted they would like more communication about grades and their students A-G status and graduation progress as well.
Aim Statement(s)	<u>Aim Statement(s)</u> 1. Increase the category, ALL students, daily attendance from 92% to 96% by June 2027 as measured by CA Dashboard Result. 2. Decrease the suspension rates for the students in the categories of: All students, Students with Disabilities, Homeless, and 2 or more races by 5% as measured by the CA Dashboard by June 2027. 3. Increase the graduation rates for ALL Students from 92% to 96% by June 2027 as measured by the CA Dashboard Results. 4. Increase the graduation rates for students in the categories: EL Students, Students with Disabilities, Hispanic Students, African American Students, Homeless, Socioeconomically Disadvantaged, African American, Long-Term English Learners, and Two or more races by 5% as measured by the CA Dashboard results by June 2027 5. Increase the number of students that understand the A-G requirements from 71% to 90% by June 2027 as measured by student surveys and counselor classroom presentations by June 2027 6. Increase the A-G preparedness for students in the category of: EL Students, Students with Disabilities, Hispanic Students, African American Students, Homeless, Socioeconomically Disadvantaged, African American, Long-Term English Learners, and Two or more races by 5% as measured by the CA Dashboard results by June 7. Increase parent/student engagement at ELAC, Parent FAFSA meetings, & PTSA from 20 people at a meeting to 30 people at a meeting by June 2027 (to be measured by sign in sheets)
Possible Evidence-Based Interventions to treat the identified problem(s). Include ESSA Tier (I, II, III, IV)	

Analysis

	<u>Goal 3: Educational Environment:</u> Standards based grading, common assessment, PD for standards/framework, inclusion, & differentiated instruction coaching :
Data Analyzed	<u>Weaknesses identified in the CAASPP Data:</u> Reviewing the 2024-2025 CAASPP data our students in the categories EL, African American increase their distance from standard on both the ELA and Math test. This data signifies an area of concern that needs to be addressed. 1. Math continues to be an area of need for improving students' achievement with 9 out of 9 student categories still scored in double or triple negative digits dfs from proficiency 2. EL students in the area of math at -155 dfs and in the area of ELA with -67 dfs 3. Homeless Youth in the of math at -138.2 dfs and in the area of ELA with -34.4 dfs 4. African American Students in the area of math at -122.4 dfs and the area of ELA with -6.3 dfs 5. Students with Disabilities in the area of math at -180.3 dfs and the area of ELA with -108.4 dfs 6. Math and ELA teams do not use common assessments and therefore learning and grading is not equitable and varies depending on teacher 7. Professional learning is needed for helping create common/ viable standards based lessons and assessments
Strengths	<u>CAASPP Student Strengths</u> Reviewing the 2024-2025 CAASPP data our ALL students in the ELA Category increased points towards standards. All Student, Except the students in the White Category (that maintained), showed an increase in points towards the standards on the CAASPP Assessment. Although there were significant areas of growth for the majority of students, there is still a need to improve math and ELA proficiency schoolwide. CAASPP Student Strengths in the category of ELA Data 1. In the area of ELA, nine out of nine student categories increased points towards standards 2. Eight of the nine student categories showed significant progress 3. In the area of ELA, All Students, increased 53.3 points 4. In the area of ELA, EL Students, increased 77.8 points 5. In the area of ELA, African American Students, increased dfs points 6. In the area of ELA, Hispanic Students, increased 52.7 points 7. In the area of ELA, Two or more races, increased 54.3 points CAASPP Student Strengths in the category of Math 1. In the area of Math, 7 out of the 9 student categories increased points towards standards 2. In the area of Math, 5 out of the 9 student categories showed significant progress 3. In the area of Math, All Students, increased 25.2 points

	4. In the area of Math, EL Students, increased 37.7 points 5. In the area of Math, Students with Disabilities, increased 23.6 points 6. In the area of Math, African American Students, increased 29.9 points 7. In the area of Math, Hispanic Students, increased 28.9 points
Weaknesses	<u>Weaknesses identified in the CAASPP Data:</u> Reviewing the 2024-2025 CAASPP data our students in the categories EL, African American increase their distance from standard on both the ELA and Math test. This data signifies an area of concern that needs to be addressed. 1. Math continues to be an area of need for improving students' achievement with 9 out of 9 student categories still scored in double or triple negative digits dfs from proficiency 2. EL students in the area of math at -155 dfs and in the area of ELA with -67 dfs 3. Homeless Youth in the of math at -138.2 dfs and in the area of ELA with -34.4 dfs 4. African American Students in the area of math at -122.4 dfs and the area of ELA with -6.3 dfs 5. Students with Disabilities in the area of math at -180.3 dfs and the area of ELA with -108.4 dfs 6. Math and ELA teams do not use common assessments and therefore learning and grading is not equitable and varies depending on teacher 7. Professional learning is needed for helping create common/ viable standards based lessons and assessments
Further Questions/ Wonderings	• I wonder if grading practices in the math and ELA classes are causing inequity of learning? • I wonder if a common viable standards based curriculum, that was used by all teachers –would change student achievement? • I wonder what supports for EL and Special Education students could make a difference?
Identified Resource Inequities	•

Problem Statement(s)	1. Student grades are objective since grading practices vary so much between teachers and departments 2. Training to make data driven decisions is needed to support teachers/staff (per teacher survey) 3. Student engagement is identified as an issue with students refusing to work or learn in classes 4.
Root Cause Analysis Tool(s)	84 out of 85 Teachers took the Teacher Survey/ Results from the survey was the following: 1. 76% of teachers noted they felt confident with their knowledge about A-G 2. 68% of teachers noted they wanted to know more about the College and Career Indicators 3. Teachers surveyed noted that 76% of their students are passing their classes with a "C" or higher 4. 72% of teachers noted attendance as the biggest reason for students not passing their classes. 67% of teachers noted that students are not passing their classes because of refusal to work 5. 64% of teachers noted they would be willing to focus on the systems of setting up a PLC model 6. There was a varied response for allowing test retakes: 32% = yes/retakes for full credit, 26% = test with alternative ways, 21%: test with partial credit allowed 7. 60% of teachers noted they wanted to learn about PLC work during our Wednesday meetings 8. Instructional strategies for working with EL students that teachers would be interested in using schoolwide: 40%: Vocabulary, 35%: Engagement Strategies, 22%: Questioning 9. 54% of teachers surveyed noted they were still interested in using AVID strategies ----- November 12, 2025: Teachers feedback forms were filled out by all teams (P.E, ELA, Math, Science, Social Science, VAPA, CTE, SpEd) and collected to identify the areas that each team identified as an area of focus for working towards becoming a PLC. • Which are areas each team would like to focus on with the 3 Critical Questions of a PLC. • All contents noted that they would like to focus on "Learning- What is it we want students to learn?" • This information will be used as we craft Professional Learning schoolwide for 2026-2027 school year. December 10, 2025: Critical Issues for Team Consideration Survey Rubric was given to 85 Teachers/staff. Rubric was completed by all contents: ELA, Math, Science, Social Science, VAPA, CTE, PE, & Counselors. The areas of strenghts and need are identified below. 1. Area of strength: Relationships/Collaborative Culture 2. Area of need: Data Drive Decisions

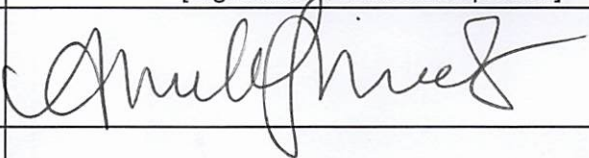
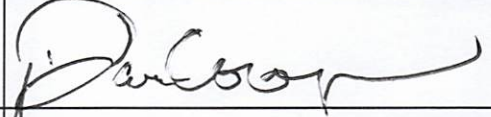
Identified Root Causes	<u>Identified Root Causes</u> 1. Grading continues to be a question of equity for learning and a needed focus for next school year 2. EL Students are -67 dfs in ELA and -155 dfs in Math 3. Student with disabilities are -108 dfs in ELA and -180 dfs in Math 4. Student engagement has been called out as a serious issue that is affecting learning in the classroom 5. A need for staff development in the area of student engagement and vocabulary development has been identified as an area of growth. 6. Training for conducting PLC meetings and that focus on what it is we want students to know and being data driven has been called out by teacher surveys, rubrics, and feedback forms. 7. A consensus was given that grading is inequitable due to the vast differences in assessments and grading practices in every content and grade level <u>Strengthen Curriculum Planning & Instructional Alignment</u> • Expand McRel strategies/trainings for all teachers, with a focus on classroom implementation • Establish department -based curriculum planning days to improve lesson development • Align common assessments and strategies across classes to ensure consistency in student evaluation <u>Improve Professional Development & Collaboration</u> • Refine release days by increasing time for collaborative planning, assessment, alignment, and cross departmental discussions • Expand training opportunities to include SpED, EL, CTE, and non-core teachers • Create a release day feedback system to gather teacher's input on what worked and what could be improved? • Focus on sustaining and building positive school culture shifts
Aim Statement(s)	Aim Statement(s) 1. By June 2026, 100% of the EHS team will create two schoolwide goals that promote school wide best teaching practices and academic progress (Teacher Clarity & Improving First Best Instructional) 2. By June 2026, 100% of the EHS teachers will have identified 2 areas of focus with the McRe/AVID teaching strategies to focus on for professional development and teacher implementation of the strategies in the classroom by June 2026. 3. By June 2026, the ELA, Math, Science, and Social Science department will have created common lesson, assessments, and an identified scope & sequence for their content that is standards aligned and curriculum driven to be assessed by lesson plans/units, classroom visits, and planning sign in sheets 4. By June 2026, the number of students earning passing grades in Math (C or higher) will increase by 10% by June 2026 (44%) 5. By June 2026, the number of students earning passing grades in ELA (C or higher) will increase by 10% by June 2026 (47%)

**Possible
Evidence-Based
Intervention
s to treat the
identified
problem(s).
Include
ESSA Tier (I,
II, III, IV)**

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

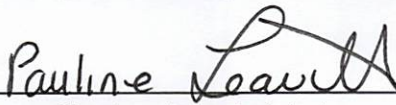
Select from:	
☐	Gifted and Talented Education Program Advisory Committee
☒	Other: English and Math Department Chairs
[Enter name of consulted group or committee]	[Signature of authorized person]
English Learner Advisory Committee, Amber Meeks	
Special Education Advisory Committee, Nathan Ritter	
AAPAC/BSU Advisor, Bunmi Adeleke	
English Department Chair, Dana Coogan	
Math Department Chair, Eris Hereford	

1. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
2. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. This SPSA was adopted by the SSC at a public meeting on: 5/14/2026.

Attested:

Pauline Leavitt

Typed name of school principal


Signature of school principal

5/13/2026

Date

Shirley Moreno

Typed name of SSC chairperson


Signature of SSC chairperson

05/13/2026

Date

"ALL STAFF" Collaboration Agenda
Last Collaboration of the School Year!!!!
May 13, 2026
8:00am - 9:30am- Library

EHS Goals for 2025-2026 School Year

We will work as an entire school staff and student body to create a school that promotes progress, learning, & opportunities for ALL.

This is the Elsinore High School Way of doing business.

1. We will provide a safe and caring environment for ALL
1. We will focus keeping the main thing the main thing: LEARNING
2. We will track, monitor and support academic, behavioral, and social/emotional needs of all EHS students to promote graduation and college & career readiness

Meeting Norms

- ☐ We will be on time & present at our collaborations
- ☐ We will believe that everyone has the best intentions in their words and actions
- ☐ We will be focused on students, learning, and keeping the whole student in mind

Welcome

Pauline & Team

- ☐ SPSA, School Goals for 2026-2027 & PLC Plans

- ☐ Review of the 2024-2025 work that we have done together: Celebrations and Next steps

Pauline & Team

- ☐ End of the year planning, graduation, last day of school information

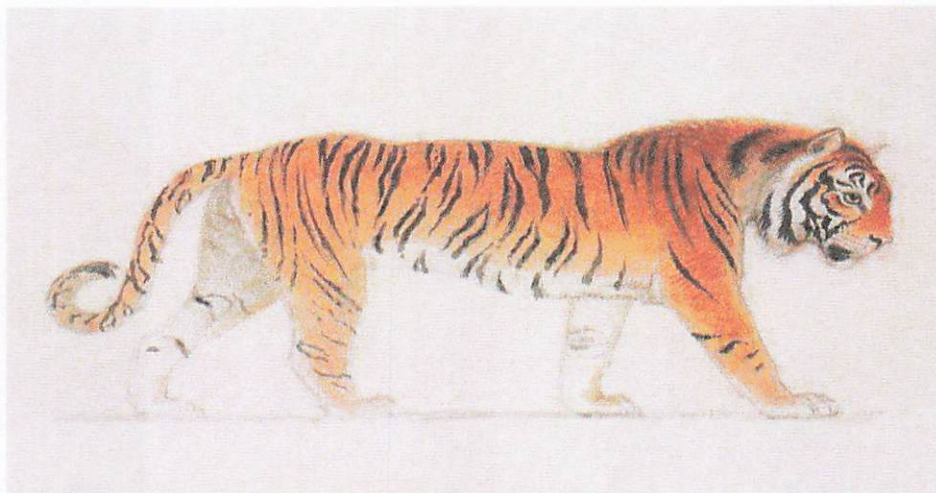
Pauline & Team

Leta Time

Leta Leader

SSC Meeting
May 13, 2026
In the Library

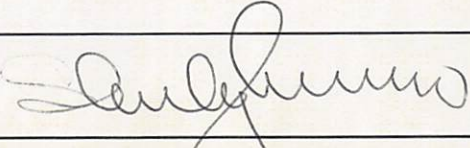
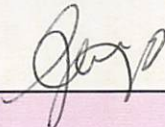
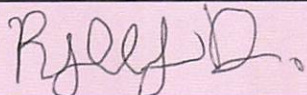
- Review Notes from last SSC meeting
 - Stacy Stycula Approved Notes
 - Shirley Moreno Seconded Note approval
 - All SSC members approved with vote of yes
- Review and go up for approval vote for 2026-2027 SPSA
 - Shirley Moreno Approved the 2026-2027 SPSA
 - Monica Roberts Seconded 2026-2027 SPSA
 - All SSC members approved with vote of yes
- Plans and next steps
 - Maria Flores Approved to adjourn the meeting at 6:00pm
 - Ryley Davis Second approved to adjourn meeting
 - All SSC members approved to adjourn the meeting

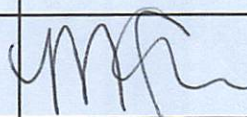
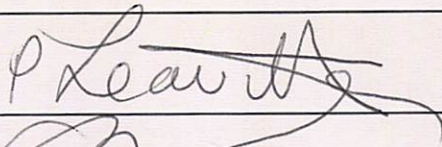
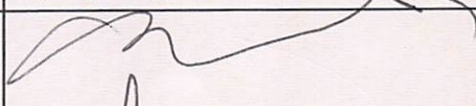
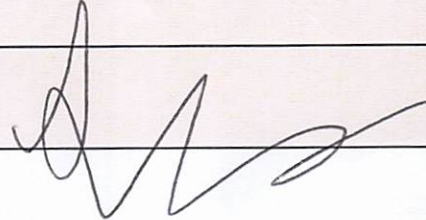


2025-2026 SSC Member List

May 13, 2026 @ 5:30pm

Elsinore High School Library

Name	Please Sign Below :
<u>Parents /Community Members</u>	
Shirley Moreno	
September Goudy	
Monica Roberts	
<u>Students:</u>	
Aubrey Klopp	
Ryley Davis	
Naomi Le	

<u>Teachers</u>	
Maria Flores	
Ryan Klopp	
Patricia Garcia	
<u>Support Staff</u>	
Pauline Leavitt: Principal	
Miriam Ubibe-Garcia: Principal's Secretary	
Stacy Stycula: Classified Member:	

The School Site Council Community Members were voted in last school year, 2024-2025, and they served for two years.

Our community and teachers members remained the same this year and will be up for voting a new council next school year (2026-2027).

2025-2026 SSC Member List

Name
<u>Parents /Community Members</u>
Shirley Moreno
September Goudy
Monica Roberts
<u>Students:</u>
Aubrey Klopp
Ryley Davis
Naomi Le

<u>Teachers</u>
Maria Flores
Ryan Klopp
Patricia Garcia
<u>Support Staff</u>
Pauline Leavitt: Principal
Miriam Ubibe-Garcia: Principal's Secretary
Stacy Stycula:Classified Member:



School Site Council Voting E



Questions

Responses 127

Settings

127 responses

Link to Sheets



Accepting responses



Summary

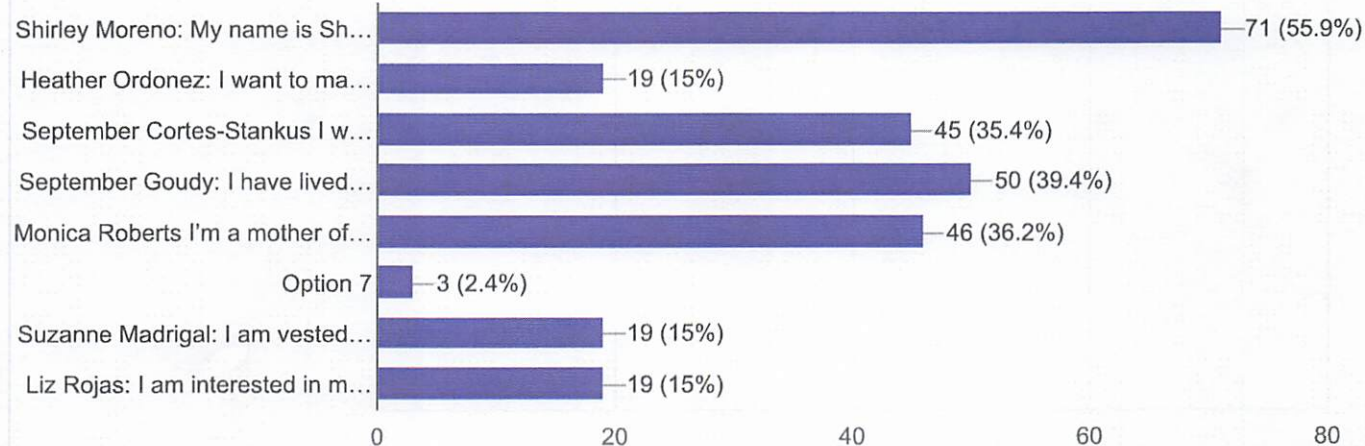
Question

Individual

We are looking to fill three "School Site Council" seats. Please vote by marking your three choices for the School Site Council candidates below.

Copy

127 responses





Questions

Responses 127

Settings

School Site Council Voting Ballot

EHS School Site Council Voting Ballot. We are looking to fill 3 seats for our EHS/School Site Council. Please choose three people from the list below that you believe would be good representatives for our students and school.



We are looking to fill three "School Site Council" seats. Please vote by marking your three choices for the School Site Council candidates below.



Checkboxes



- | | | |
|--|-----|---|
| ☐ Shirley Moreno: | ... | X |
| ☐ Heather Ordonez: | ... | X |
| ☐ September Cortes-Stankus | ... | X |
| ☐ September Goudy: | ... | X |
| ☐ Monica Roberts I'm a mother of three daughters, I've always volunteered in their s... | | X |
| ☐ Option 7 | | X |
| ☐ Suzanne Madrigal: | ... | X |
| ☐ Liz Rojas: I am interested in making a difference for our school and students. | | X |
| ☐ Add option or add "Other" | | |



👁 57 Notified • User Preferred Notifications • Staff, Parents, and Students

MV

Family Financial Literacy Night

2 files • Melissa Valdez • 2 days ago • Wednesday, Sep 25 at 8:29 AM • **Lake Elsinore Unified School**

District

LEUSD Families,

Join us for an educational night for the whole family. Our Community and Family Engagement Department presents the Family Financial Literacy Night.

What to expect: A general introduction to basic financial concepts such as Savings, Debt, Investment, and Life Insurance.

When: October 16, 2024

Where: LEUSD Board Room: 545 Chaney Street, Lake Elsinore, CA 92530

Time: 6:00- 7:30 pm

To... [Read More](#)



↓ Family...sh.png



↓ Family...sh.png

Appreciate Print Download All

👁 User Preferred Notifications • Staff and Parents

♥ 45 people appreciate this post

PL

Please use this Voting survey instead of the first one

Pauline Leavitt • 3 days ago • Tuesday, Sep 24 at 6:02 PM • **Elsinore High School**

EHS Parents/Guardians, Students, & Teammates,

I apologize, but there was a mistake in that last voting survey. Please caste your vote using this one instead.

I apologize for the inconvenience that this has caused.

Voting Survey #2

Pauline Leavitt, Principal
Elsinore High School

Appreciate Comment Print

*Sept 24, 2024
Voting Ballot*

SENIOR PARKING LOT PAINTING

SATURDAY, OCTOBER 5TH | 2-8 PM
SUNDAY, OCTOBER 6TH | 8 AM - 12 PM
(IF NECESSARY)

BRING YOUR OWN PAINT, PAINTING
SUPPLIES, EZ UPS, AND ANYTHING ELSE
YOU MAY NEED

Appreciate Comment Print

👁 1,291 Notified • User Preferred Notifications • Staff, Parents, and Students

PL

SSC Voting ends tonight....

Pauline Leavitt • 20 hours ago • Thursday, Sep 26 at 2:50 PM • **Elsinore High School**

EHS Parents/ Guardians, Students, & Team Members,

Today is the last day to vote for our EHS "School Site Council" members. Thank you to everyone that voted over the last few days. We appreciate you taking the time to complete the voting survey.

If you have not voted yet, you have until mid-night tonight to fill out the voting ballot that is attached below.

Click Here: [Voting Ballot](#)

Thank you...[Read More](#)

Appreciate Comment Print

👁 4,698 Notified • User Preferred Notifications • Staff, Parents, and Students

♥ 2 people appreciate this post

OA

REMINDER - AAPAC MEET AND GREET 9/26/24

Sept. 26, 2024
Voting
Ballot

**Elsinore High School
School Site Council
Meeting #1
Agenda *
October 16, 2025
Room 701 @ 5pm to 6:30pm**

**Move \$ for AVID buses: \$3,870
Move Money to cover subs for ELA Conference, 2nd day
Parent Survey
Parent Student Compact Approval**

Purpose: Orient members to the rights and responsibilities of the School Site Council.

- I. Welcome
 - a. Roll Call (sign-in sheet)
 - b. Introductions & Review of SSC Members & Roles
 - c. Public comments
- II. Approval of Minutes from Previous SSC Meeting
- III. Review Universal Complaint Procedures
- VIII. Parent Involvement Policy
 - a. Review and get input on District Parent Involvement Policy
 - b. Review and get input on School Site Parent Involvement Policy
 - 1. This will be approved at the following SSC Meeting
 - c. Review and get input on School-Family Compact
 - 1. This will be approved at the following SSC Meeting
 - d. Discussion and Suggestions for Parent Outreach and Parent Involvement Activities
- IX. A discussion was held regarding moving funding to increase the funding in two goal areas to
The following actions were motioned and approved by the SSC Team. ____ motioned
Move \$4,000 form Goal #3, Action 3.1, to Goal #2, action 2.9
Move \$3,200 from Goal #3, Action 3.1 to Goal #1, action 1.5
- X. Adjournment

Nombre de escuela
Consejo Escolar
Junta #1
Agenda*
Fecha de la junta
Hora y lugar de la reunión

Propósito: orientar a los miembros sobre los derechos y responsabilidades del Consejo Escolar.

- I. Bienvenidos
 - a. Pasar lista (hoja de registro)
 - b. Presentaciones y Revisión de los Miembros y Roles del SSC
 - c. Comentarios públicos
- II. Instrucción del SSC
 - a. Repaso el [Training](#) del Sitio Escolar
 1. Acrónimos
 2. Términos
 3. [Las Reglas del Orden de Robert](#)
- III. Elección de oficiales (Congruente con los estatutos)
 - a. Presidente
 - b. Vicepresidente
 - c. Secretario
- IV. Aprobación de minutos de la última junta SSC
- V. Revisa el procedimiento universal de denuncia
- ^{vi.}
VII. Estatutos del SSC
 - a. Repaso, modificación (si es necesario) y aprobación de los estatutos
- VIII. Póliza de participación de los padres
 - a. Repasar y recibir comentarios de la póliza del Distrito sobre la participación de los padres
 - b. Repasar y recibir comentarios de la póliza del Sitio Escolar sobre la participación de los padres
 1. se aprobará en la próxima reunión del SSC
 - c. Repasar y recibir comentarios del Pacto de Escuela-Familia
 1. se aprobará en la próxima reunión del SSC
 - d. Conversación y sugerencias para involucrar los padres.
- IX. Artículos adicionales
- X. Aplazamiento

* Mostrar 72 horas antes de la fecha de la junta.

Title I Parent-School Compact Elsinore High School

Elsinore High School parents of students who are participating in Title I-funded activities, services, and programs agree that this compact describes how parents, all school personnel, and students will share responsibilities for improving academic achievement and the means by which the school and parents will build and develop a partnership that will help students achieve the California High Academic Standards.

This school-parent compact will be in effect for the 2025-2026 school year.

School Responsibilities **Elsinore High School will:**

- 1. Provide high-quality curriculum and effective, supportive instruction in an environment that enables participating children to meet the California Student Academic Achievement Standards by:**
 - We will collect current and targeted assessment data for reading, language arts, and mathematics multiple times during the school year for each student.
 - We will use this data to identify relative weaknesses of each student in order to provide targeted, targeted academic intervention.
 - Students will receive instructions during the school day. Extended days of interventions will be offered as appropriate for students with identified needs.
- 2. Hold ADOPT, SART, and individual meetings during which this compact will be discussed as it relates to the child's individual performance:**
 - These conferences will take place throughout the school year. Additional conferences will be scheduled as determined by student need.
- 3. Provide parents with frequent progress reports on their children:**
 - Parents will receive copies of the CAASPP (summer) assessment results, which will graphically display the student's result. In addition, teachers will provide regular reports to parents regarding behavior and poor grades, as appropriate. Parents will receive report cards two times during the school year. Parents will also have continued access to progress online if you access this program from home.
 - Provide parents reasonable access to staff:
 - In addition to having access to teacher/classroom phone messages, parents will have and will be encouraged to use teachers' school email addresses and the Parent Square Messaging system. These are continually available on our school website. Teachers will make a reasonable effort to accommodate requests for conference appointments before or after school.

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities:
- Parents can participate in activities throughout the school year. The office can provide days/times for parent volunteers to sign up, beginning with Back to School Night, and would welcome parent participation.

Parental Responsibilities

We, as parents, will support our children's learning in the best of our abilities in the following ways:

- Ensure regular and timely attendance.
- Make sure homework is complete, and completed in the allotted time.
- Monitor amount and appropriateness of television/video/games/internet access.
- Volunteer/observe in my student's class and support classroom activities.
- Participate, appropriately, in decisions related to my student's education.
- Positively promote my child's use of extracurricular time.
- Communicate with my child's teacher when I have a question
- Promote respect for school rules and policies, and work in a positive and cooperative manner with school personnel for the continuous improvement of the academic program.

Student Responsibilities

As a student at Elsinore High School, I will share the responsibilities to improve my academic performance and meet California's high standards by:

- Do my homework and complete it on time.
- Attend school regularly and on time.
- Ask my teacher for help when I don't understand something in class.
- Use my time wisely during class.
- Stay committed to Positive Behavior that supports my learning.

Please note that signatures are not required for this School-Parent Compact to be in effect for all students at our school. However, your signature gives your child a strong message that we have a committed partnership for your child's school success!

Approved by the School Site Council on Oct. 14, 2025

School Site Council President: Shirley Moreno

Ryan Klopp, Classroom Teacher: Ryan F. Klopp

Pauline Leavitt, Principal: Pauline Leavitt

Acuerdo entre Padres y Escuela – Título I

Escuela Secundaria Elsinore

Los padres de estudiantes que participan en actividades, servicios y programas financiados por el Título I en la Escuela Secundaria Elsinore acuerdan que este convenio describe cómo los padres, todo el personal escolar y los estudiantes compartirán responsabilidades para mejorar el rendimiento académico, y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación que ayudará a los estudiantes a alcanzar los Altos Estándares Académicos de California.

Este acuerdo entre padres y escuela estará vigente durante el año escolar 2025-2026.

Responsabilidades de la Escuela

La Escuela Secundaria Elsinore se compromete a:

- Proporcionar un currículo de alta calidad y una instrucción eficaz y de apoyo en un entorno que permita a los estudiantes participantes cumplir con los Estándares Académicos de California:
 - Se recopilarán datos actuales y específicos de evaluación en lectura, artes del lenguaje y matemáticas varias veces durante el año escolar para cada estudiante.
 - Estos datos se utilizarán para identificar debilidades relativas de cada estudiante y proporcionar intervenciones académicas específicas.
 - Los estudiantes recibirán instrucción durante el día escolar. Se ofrecerán días extendidos de intervención según sea apropiado para estudiantes con necesidades identificadas.
- Realizar reuniones ADOPT, SART y reuniones individuales en las que se discutirá este acuerdo en relación con el rendimiento individual del estudiante:
 - Estas conferencias se llevarán a cabo durante todo el año escolar. Se programarán conferencias adicionales según las necesidades del estudiante.
- Proporcionar a los padres informes frecuentes sobre el progreso de sus hijos:
 - Los padres recibirán copias de los resultados de la evaluación CAASPP (verano), que mostrarán gráficamente los resultados del estudiante. Además, los maestros proporcionarán informes regulares sobre el comportamiento y calificaciones bajas, según sea apropiado.
 - Los padres recibirán boletas de calificaciones dos veces durante el año escolar y tendrán acceso continuo al progreso en línea si acceden al programa desde casa.
- Proporcionar a los padres acceso razonable al personal:

- Además de tener acceso a los mensajes telefónicos del maestro/aula, se alentará a los padres a utilizar los correos electrónicos escolares de los maestros y el sistema de mensajería Parent Square. Estos están disponibles continuamente en el sitio web de la escuela.
- Los maestros harán un esfuerzo razonable para acomodar solicitudes de citas para conferencias antes o después de clases.
- Ofrecer oportunidades para que los padres sean voluntarios y participen en la clase de sus hijos, y observen actividades en el aula:
 - Los padres pueden participar en actividades durante todo el año escolar. La oficina puede proporcionar días/horarios para que los padres se inscriban como voluntarios, comenzando con la Noche de Regreso a Clases, y se dará la bienvenida a su participación.

Responsabilidades de los Padres

Nosotros, como padres, apoyaremos el aprendizaje de nuestros hijos en la mejor medida posible de las siguientes maneras:

- Asegurar asistencia regular y puntual.
- Verificar que las tareas se completen en el tiempo asignado.
- Supervisar la cantidad y el contenido apropiado de televisión/video/juegos/acceso a internet.
- Ser voluntario/observar en la clase de mi estudiante y apoyar las actividades del aula.
- Participar, de manera apropiada, en decisiones relacionadas con la educación de mi estudiante.
- Promover positivamente el uso del tiempo extracurricular de mi hijo/a.
- Comunicarme con el maestro/a de mi hijo/a cuando tenga una pregunta.
- Promover el respeto por las reglas y políticas escolares, y trabajar de manera positiva y cooperativa con el personal escolar para la mejora continua del programa académico.

Responsabilidades del Estudiante

Como estudiante de la Escuela Secundaria Elsinore, compartiré la responsabilidad de mejorar mi rendimiento académico y cumplir con los altos estándares de California al:

- Hacer mis tareas y entregarlas a tiempo.
- Asistir a la escuela regularmente y puntualmente.
- Pedir ayuda a mi maestro/a cuando no entienda algo en clase.
- Usar mi tiempo sabiamente durante la clase.
- Mantenerme comprometido con el Comportamiento Positivo que apoya mi aprendizaje.

Nota: No se requieren firmas para que este Acuerdo entre Padres y Escuela esté vigente para todos los estudiantes de nuestra escuela. Sin embargo, ¡su firma envía un mensaje fuerte a su hijo/a de que tenemos una asociación comprometida para el éxito escolar!

Aprobado por el Consejo Escolar el: Oct. 16 / 2025

Presidente del Consejo Escolar: Shirley Moreno

Ryan Klopp, Maestro de Aula: Ryan Klopp

Pauline Leavitt, Directora: Pauline Leavitt

Parent Involvement Policy

The Lake Elsinore Unified School District Board of Trustees recognizes that a child's education is a responsibility shared by school and family during the entire period the child spends in school. To support the district and state mission to educate all students effectively, schools and parents must work as knowledgeable partners. (BP 6020(a))

Comprehensive programs of parent involvement require schools to involve parents at all grade levels in a variety of roles. These programs should be designed to:

1. Help parents develop parenting skills and foster conditions at home that support their children's efforts in learning.
2. Provide parents with the knowledge of techniques designed to assist their children in learning at home.
3. Provide access to and coordinate community and support services for children and families.
4. Promote clear, two-way communication between school and family about school programs and children's progress.
5. Involve parents, with appropriate training, in instructional and support roles at the school.
6. Support parents as decision-makers and develop their leadership in governance, advisory and advocacy roles.

These six types of involvement are not mutually exclusive and require a coordinated effort. Success cannot be the sole responsibility of any single program or group of individuals.

Although parents come to the school with diverse cultures, languages, and needs, they overwhelmingly share the school's commitment to the educational success of their children. The district and schools, in collaboration with parents, have a responsibility to establish and develop programs and practices that enhance parent involvement and reflect the specific needs of students and families.

Parents/Guardians of children enrolled in the district shall have regular opportunities to make recommendations on the educational needs of their children and in ways in which they can help their children to derive benefits from their instructional program. These opportunities may include, but not be limited to the following:

An annual, flexible meeting to inform parents of Title I students the Title I requirements and their rights to be involved in the Title I program.

- Planning, reviewing and improving the Title I program and Title I Parent Involvement Policy in an organized, ongoing and timely way.
- Regular two-way communication between the district and schools.
- Scheduled parent meetings to explain curriculum, assessments and proficiency levels students are expected to make.
- Participation in committee decision-making related to the education of their children. (Title I, SSC, ELAC, DELAC...)

Each school receiving Title I funds shall jointly develop and distribute to parents of students participating in the Title I program, a written school-level Title I Parent Involvement Policy agreed upon by the parents in accordance with the requirements of federal law. In addition, a school-parent compact is jointly developed and describes the following items in addition to items added by parents of Title I students:

- The school's responsibility is to provide high-quality curriculum and instruction.
- The parents' responsibility to support their children's learning.

Lake Elsinore Unified School District engages Title I parents in meaningful interactions within the district. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the District schedules three calendared District Title I Parent Summits yearly. Here, materials and training are provided to parents to support them in working with their students to improve their children's achievement. Staff is educated yearly in the value of parent contributions and how to work with parents as equal partners. Title I Parent Involvement Programs are coordinated and integrated with other programs, such as Head Start and Special Education.

Regardless of limited English proficiency, disabilities, or high transience, Lake Elsinore Unified School District provides opportunities for all Title I parents to participate. This includes providing information and school reports in the parents' home language and in a format that parents can understand.

Política de Participación de Padres

Distrito Escolar Unificado de Lake Elsinore

La Mesa Directiva del Distrito Escolar Unificado de Lake Elsinore reconoce que la educación de el estudiante es una responsabilidad compartida entre la escuela y la familia durante todo el tiempo que el estudiante esté en la escuela. Para apoyar la misión del distrito y del estado de educar eficazmente a todos los estudiantes, las escuelas y los padres deben trabajar como socios informados. (BP 6020(a))

Los programas integrales de participación de padres requieren que las escuelas involucren a los padres en todos los niveles escolares en una variedad de roles. Estos programas deben estar diseñados para:

- Ayudar a los padres a desarrollar habilidades de crianza y fomentar condiciones en el hogar que apoyen los esfuerzos de aprendizaje de sus hijos.
- Proporcionar a los padres conocimientos sobre técnicas diseñadas para ayudar a sus hijos a aprender en casa.
- Brindar acceso y coordinar servicios comunitarios y de apoyo para niños y familias.
- Promover una comunicación clara y bidireccional entre la escuela y la familia sobre los programas escolares y el progreso de los estudiantes.
- Involucrar a los padres, con la capacitación adecuada, en roles de instrucción y apoyo en la escuela.
- Apoyar a los padres como tomadores de decisiones y desarrollar su liderazgo en funciones de gobernanza, asesoría y defensa.

Estos seis tipos de participación no son mutuamente excluyentes y requieren un esfuerzo coordinado. El éxito no puede ser responsabilidad exclusiva de un solo programa o grupo de individuos.

Aunque los padres llegan a la escuela con culturas, idiomas y necesidades diversas, comparten de manera abrumadora el compromiso de la escuela con el éxito educativo de sus hijos. El distrito y las escuelas, en colaboración con los padres, tienen la responsabilidad de establecer y desarrollar programas y prácticas que mejoren la participación de los padres y reflejen las necesidades específicas de los estudiantes y sus familias.

Derechos y Oportunidades para Padres/Tutores

Los padres/tutores de los estudiantes inscritos en el distrito tendrán oportunidades regulares para hacer recomendaciones sobre las necesidades educativas de sus hijos y sobre las maneras en que pueden ayudar a sus hijos a beneficiarse de su programa de instrucción. Estas oportunidades pueden incluir, pero no se limitan a lo siguiente:

- Una reunión anual y flexible para informar a los padres de estudiantes del Título I sobre los requisitos del Título I y sus derechos de participar en el programa.
- Planificación, revisión y mejora del programa del Título I y de la Política de Participación de Padres del Título I de manera organizada, continua y oportuna.
- Comunicación regular y bidireccional entre el distrito y las escuelas.
- Reuniones programadas para padres con el fin de explicar el currículo, las evaluaciones y los niveles de competencia que se espera que alcancen los estudiantes.
- Participación en comités de toma de decisiones relacionados con la educación de sus hijos. (Título I, SSC, ELAC, DELAC...)

Cada escuela que recibe fondos del Título I desarrollará conjuntamente y distribuirá a los padres de estudiantes participantes una Política de Participación de Padres a nivel escolar, acordada por los padres conforme a los requisitos de la ley federal. Además, se desarrollará conjuntamente un acuerdo entre escuela y padres que describa lo siguiente, además de los elementos añadidos por los padres de estudiantes del Título I:

- La responsabilidad de la escuela de proporcionar un currículo e instrucción de alta calidad.
- La responsabilidad de los padres de apoyar el aprendizaje de sus hijos.

El Distrito Escolar Unificado de Lake Elsinore involucra a los padres del Título I en interacciones significativas dentro del distrito. Apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar a alcanzar estos objetivos, el distrito programa tres Cumbres de Padres del Título I cada año. En estas cumbres, se proporciona a los padres materiales y capacitación para apoyarlos en el trabajo con sus hijos para mejorar su rendimiento académico. El personal recibe capacitación anual sobre el valor de las contribuciones de los padres y cómo trabajar con ellos como socios iguales. Los programas de participación de padres del Título I se coordinan e integran con otros programas, como Head Start y Educación Especial.

Independientemente del dominio limitado del inglés, discapacidades o alta movilidad, el Distrito Escolar Unificado de Lake Elsinore proporciona oportunidades para que todos los padres del Título I participen. Esto incluye proporcionar información e informes escolares en el idioma del hogar de los padres y en un formato que puedan entender.

Math

Consultant

Collaboration

Agendas & Sign
in Sheets

Math Collaboration Day #2

October 24, 2025

8:00am - 2:30pm /Room 701

Please bring: Creating Cultures of Thinking & Building Thinking Classrooms Books

A lite breakfast & lunch will be provided

Math Team Norms

- We will be on time
- We will be open minded & positive
- We will be respectful
- We will be productive

Learning Intention:

We will create a process of developing "Collective Inquiry" that is focused on asking questions, analyzing evidence, and building shared knowledge to improve our practices and improve student outcomes.

Success Criteria:

- ☐ We will read, discuss and plan around the research of creating a "Culture of Thinking" in our math classrooms
- ☐ We will be able to describe what a "Culture of Thinking" looks and sounds like in a math classroom
- ☐ We will be able to talk about how our expectations for students in the classrooms shape their behaviors, learning, and development as mathematical thinkers
- ☐ We will be able to use research to work, learn, and plan collaborative groupings with students in the classroom that promote mathematical thinking and learning

Collaboration Agenda

Review & Discussion of the following information:

- Creating Cultures of Thinking (p. 29-34). We will also be reviewing Chapter 2, pages 39-60
 - Building Thinking Classrooms, Chapter 2 (We will have time to review this chapter during our collaboration time).
-
- ☐ Teamwork: Building Collaborative Groupings
 - ☐ Teamwork: Impact/ Culture of Classroom
 - ☐ Team Commitments

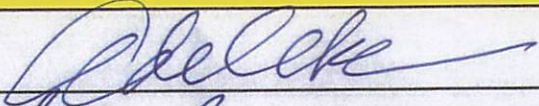
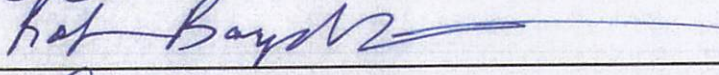
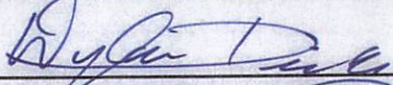
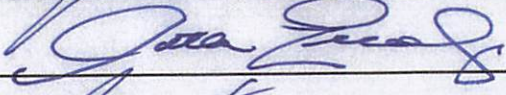
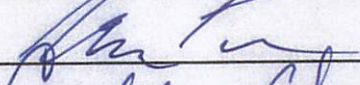
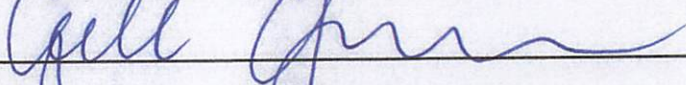
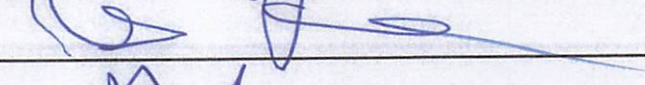
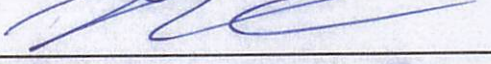
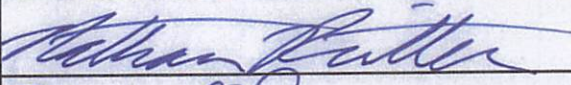
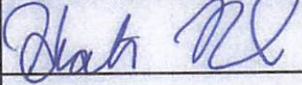
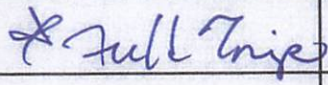
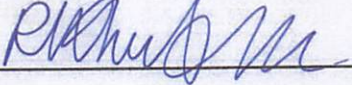
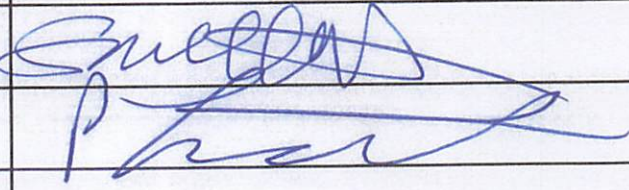
Next Steps/ Plans

Definition of Collective Inquiry:

Collective inquiry is a structured process where a group, often educators, collaborates to ask questions, analyze evidence, and build shared knowledge to improve their practices. It involves systematically examining their work and using data to answer significant questions about challenges, rather than relying on assumptions or personal preference. The ultimate goal is to use this collaborative learning to achieve better results, such as improved student outcomes and more effective teaching strategies.

Math Professional Learning Day

October 24, 2025

Name	Signature
Bunmi Adeleke	
Robin Boydston	
Dylan Dickerson	
Nathan Emmerling	
Maria Flores	
Carla Guymon	
Eris Hereford	
Albert Lee	
Nicole Olson	
Nathan Ritter	
Heather Ruelas	
Ryan Stevens	
Rachelle Wheelock	
Lisa Whipp	
Samantha Leander	
Pauline Leavitt	
Robyn Mulvanny	
Sally Jarvis	
Brandon Steven	
Greg Stanley	

Math Collaboration Day #4

January 23, 2026

8:00am - 2:30pm /Room 701

Please bring: Creating Cultures of Thinking & Building Thinking Classrooms Books

A lite breakfast & lunch will be provided

Math Team Norms

- We will be on time
- We will be open minded & positive
- We will be respectful
- We will be productive

Learning Intention:

We will create a process of developing "Collective Inquiry" that is focused on asking questions, analyzing evidence, and building shared knowledge to improve our practices and improve student outcomes.

Success Criteria:

- ☐ We will read, discuss and plan around the research of creating a "Culture of Thinking" in our math classrooms
- ☐ We will be able to describe what a "Culture of Thinking" looks and sounds like in a math classroom
- ☐ We will be able to talk about how our expectations for students in the classrooms shape their behaviors, learning, and development as mathematical thinkers
- ☐ We will be able to use research to work, learn, and plan collaborative groupings with students in the classroom that promote mathematical thinking and learning

Collaboration Agenda

Review & Discussion of the following information:

- ☐ Team presentations regarding their assigned chapters of the book, Culture of Thinking
- ☐ Teamwork: Reflections and Analysis of Data
- ☐ Team Commitments

Next Steps/ Plans - Grading/ Common Assessment/ PLC Foundations

Definition of Collective Inquiry:

Collective inquiry is a structured process where a group, often educators, collaborates to ask questions, analyze evidence, and build shared knowledge to improve their practices. It involves systematically examining their work and using data to answer significant questions about challenges, rather than relying on assumptions or personal preference. The ultimate goal is to use this collaborative learning to achieve better results, such as improved student outcomes and more effective teaching strategies.

January 23, 2026

Name	Signature
Bunmi Adeleke	
Robin Boydstun	
Dylan Dickerson	
Nathan Emmerling	
Maria Flores	
Carla Guymon	
Eris Hereford	
Albert Lee	
Nicole Olson	
Nathan Ritter	
Heather Ruelas	
Ryan Stevens	
Rachelle Wheelock	
Lisa Whipp	
Pauline Leavitt	
Robyn Mulvanny	
Sally Jarvis	
Brandon Stephens[	
Greg Stanley	

Math Professional Learning Day

March 6, 2026

Room 701

A Little Research, Discussion & Next Steps

- ☐ Building Thinking Classrooms, Chapter 14
- ☐ Creating Cultures of Thinkers, Chapter 10

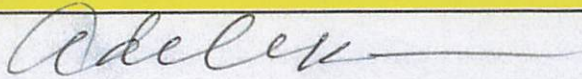
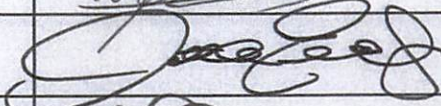
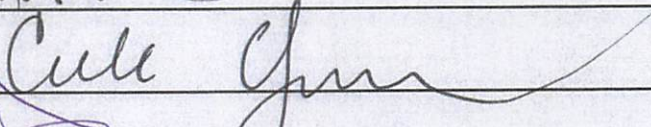
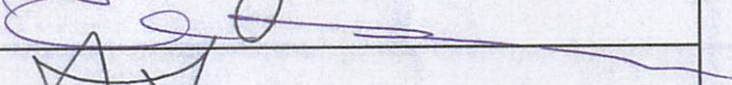
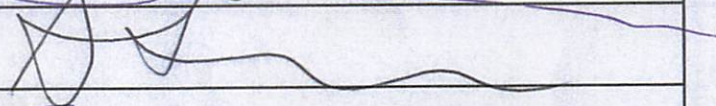
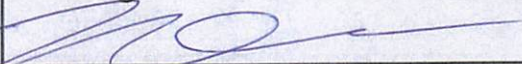
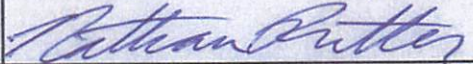
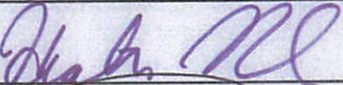
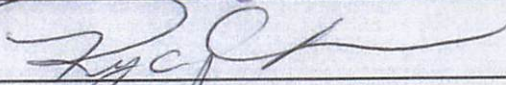
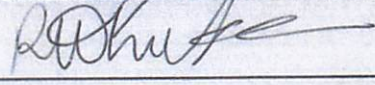
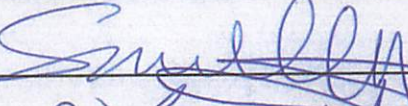
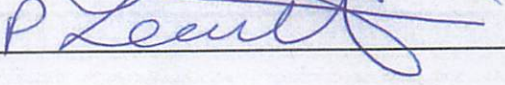
- ☐ Grading & All The Things

- ☐ Planning & Goals for 2026-2027 School Year

- ☐ PLC Conversations and what that looks and sounds like for the Math Team- why does this matter?



March 6, 2026

Name	Signature
Bunmi Adeleke	
Robin Boydston	
Dylan Dickerson	
Nathan Emmerling	
Maria Flores	
Carla Guymon	
Eris Hereford	
Albert Lee	
Nicole Olson	
Nathan Ritter	
Heather Ruelas	
Ryan Stevens	
Rachelle Wheelock	
Lisa Whipp	
Samantha Lawler	
Pauline Leavitt	
Robyn Mulvanny	
Sally Jarvis	
Brandon Stephens	
Greg Stanley	

ILT

Collaboration

Agendas

2025-2026

ILT Meeting Agenda
August 8, 2025---2:30pm - 3:30pm

ILT Meeting Norms

- We will be on time and present at our collaborations
- We will be solution based and come prepared with open minds
- We will listen
- We will be focused on students, learning and keep the whole child in mind
- We will hold each other accountable and follow through on agreed upon actions

Information	Notes
<u>Data, collaboration review, & planning with some feedback from our teams:</u> • Grades, CAASPP Scores & next steps... • Review and discussion regarding the work with the RCOE • Evaluation Team Rubric review (we will do this at your content tables at the September 3rd collaboration)	
<u>High School Student Release Notification Procedures & Protocols</u> • Review & Discuss - next steps...	
<u>Request:</u> • Please work with your team to create your Team Norms for this school year • Then email your Team Norms to Pauline by August 29th	
<u>Information & Request:</u> • <u>iReady Testing for Math & ELA has to be completed with all students by September 12th.</u> • <u>Math was already trained with iReady but ELA was not.</u> • ELA: Training during PLC or after school? • Math: Do you want more training on how to give the iReady test?	

EHS Welcome Back Collaboration

August 11, 2025

Please sign your name below:

Danielle Dwelley

Anali Cond

Greg Spitzer

Frank Travel

Sandy Lopez

Amy Parkinson

Kim Johnson

Maria Flores

Kathleen Richardson

Samantha Lawler

Faren McCawley

Gloria Manusselis

Jacqueline Marquez

Reggie Cooper - Thank you

Robin Boydston

Annette Zetts

EHS Welcome Back Collaboration

August 11, 2025

Please sign your name below:

Stacy Syrcula

Patricia Garza

Laura Aguilera

Alicia Sandoral

Andrew Trakun

Jackie Wesley

Teff Alves

Heather Ruelas

Lynn Oly

Andy Rodas

Nicole Olsen

Rachelle Wheelock

Dana Coogan

Jonathan Any

Ryan Klapp

Riel Wolter

EHS Welcome Back Collaboration

August 11, 2025

Please sign your name below:

Apriel Gamba

Karen McCreedy

Neerba Hulse

Amanda Castillo

EHS Welcome Back Collaboration

August 11, 2025

Please sign your name below:

Hannah Montgomery

Crystal Hofmann

Apriel Gamboa

Miriam White

Jennifer Hansley



ILT Professional Learning



October 31, 2025

8:00am -8:30am (We will be starting right at 8:00am for this portion of our meeting) 😊

Where Belonging & High Expectations Inspire Learning & Growth

LEARNING MATTERS! RELATIONSHIPS MATTER! YOU MATTER!

ILT Meeting Norms

- We will be on time and present at our collaborations
- We will be solution based and come prepared with open minds
- We will listen
- We will be focused on students, learning and keep the whole child in mind
- We will hold each other accountable and follow through on agreed upon actions

Meeting Agenda: 8:00am -8:30am

What does it mean to be Chronically absent and what are we doing about it? Sally

Dual Enrollment Discussion: What this means for our teachers, students, and future planning Pauline

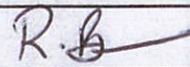
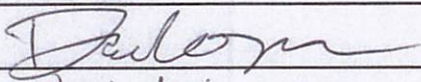
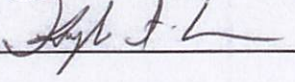
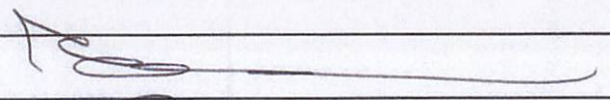
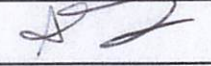
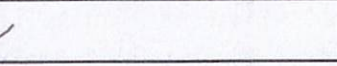
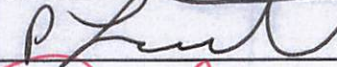
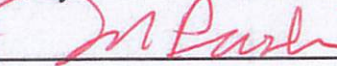
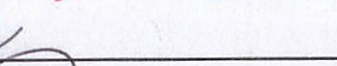
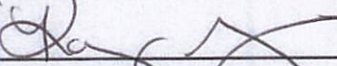
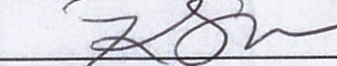
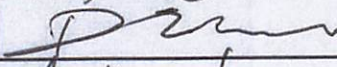
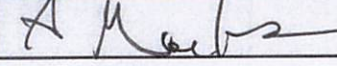
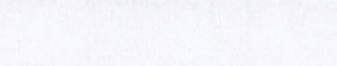
PLC: What it is, it isn't, and our next steps Pauline & Team

Review Information - where are we in this process

Discuss our Roles for the Future in this work

Next steps with the ILT and the PLC roll out

ILT Sign in Sheet : October 31, 2025

ILT Members/ Department Chairs/Admin	Please Sign Here:
Rico Borrero (Counselor Dept. Chair)	
Dana Coogan (ELA Dept. Chair)	
Kyle Easton (P.E Dept. Chair)	
Patricia Garcia (Engagement Specialist)	
Eris Hereford (Math Dept. Chair)	
Sally Jarvis (AP/ Discipline)	
Matt Kelly (CTE Chair)	
Ryan Klopp (Science Dept. Chair)	
Megan Sebesta- Leak (AG Dept. Chair)	
Pauline Leavitt (Principal/Discipline, ELA, Math, New Teachers)	
Matthew Purkiss (LOTE Dept. Chair)	
Jaime Metter (VAPA/Dept. Chair)	
Robyn Mulvanny	
Nathan Ritter (SpEd Dept. Chair)	
Greg Stanley (AP/ Discipline, CTE, ROTC, SpEd)	
Brandon Stephens: (AP/AD)	
Ryan Stevens (AVID Coordinator)	
Daren Weismann (History Dept. Chair)	
Amber Meeks (EL Coordinator)	



ILT Professional Learning



December 5, 2025

8:00am -8:30am 😊

Where Belonging & High Expectations Inspire Learning & Growth

LEARNING MATTERS! RELATIONSHIPS MATTER! YOU MATTER!

ILT Meeting Norms

- We will be on time and present at our collaborations
- We will be solution based and come prepared with open minds
- We will listen
- We will be focused on students, learning and keep the whole child in mind
- We will hold each other accountable and follow through on agreed upon actions

Review EHS School Safety Plan

Pauline & Brandon

Discuss, Give Feedback, Next Steps

ILT Team



ILT Professional Learning



February 25, 2026

8:30am -9:15am 😊 Room 701

Where Belonging & High Expectations Inspire Learning & Growth

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- We will hold each other accountable and follow through on agreed upon actions

SPSA: Next Steps

Reviewing the Teacher Survey, giving feedback, discussion of student and parent survey Pauline & ILT Team

End of the year planning, next steps, and needs Pauline & ILT Team

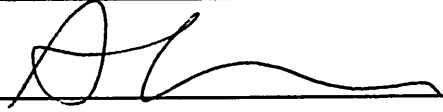
Science Release Day
February 24, 2026
Room 701

Please Sign Below:

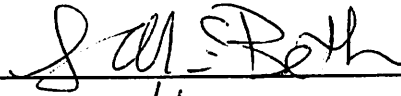
RYAN KLOP



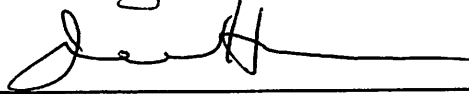
Albert Lee



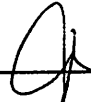
Glendon McBeth



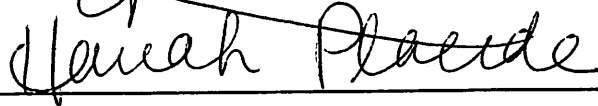
John Horne



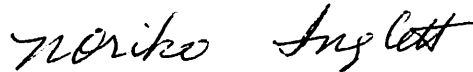
Marion Nant



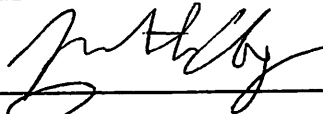
Hannah Placide



Noriko Inglett



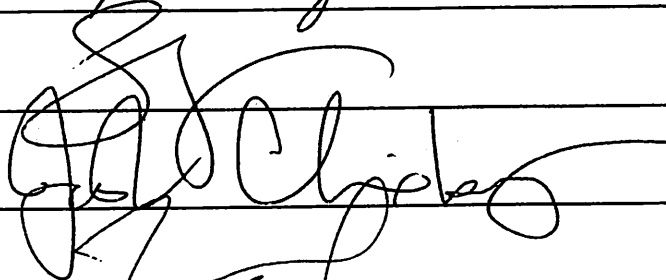
Jonathan Ang



Salim Turner

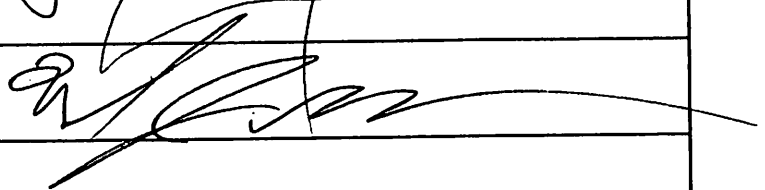


Josh Clixby



Randy Kirschman

Michael Gruden





ILT Professional Learning



March 18, 2026

8:00am -8:30am (We will be starting right at 8:00am for this portion of our meeting) 😊

Where Belonging & High Expectations Inspire Learning & Growth

LEARNING MATTERS! RELATIONSHIPS MATTER! YOU MATTER!

ILT Meeting Norms

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- We will be solution based and come prepared with open minds
- We will listen
- We will be focused on students, learning and keep the whole child in mind
- We will hold each other accountable and follow through on agreed upon actions

Meeting Agenda: 8:00am -8:30am

What does it mean to be Chronically absent and what are we doing about it? Sally

Dual Enrollment Discussion: What this means for our teachers, students, and future planning Pauline

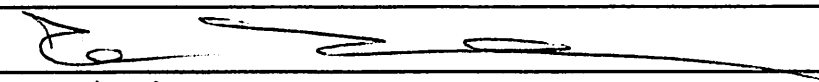
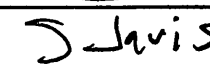
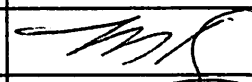
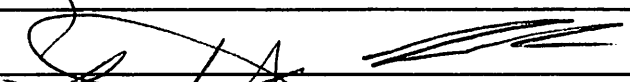
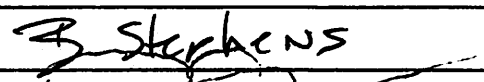
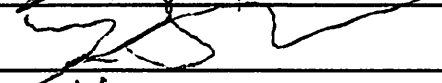
PLC: What it is, it isn't, and our next steps Pauline & Team

Review Information - where are we in this process

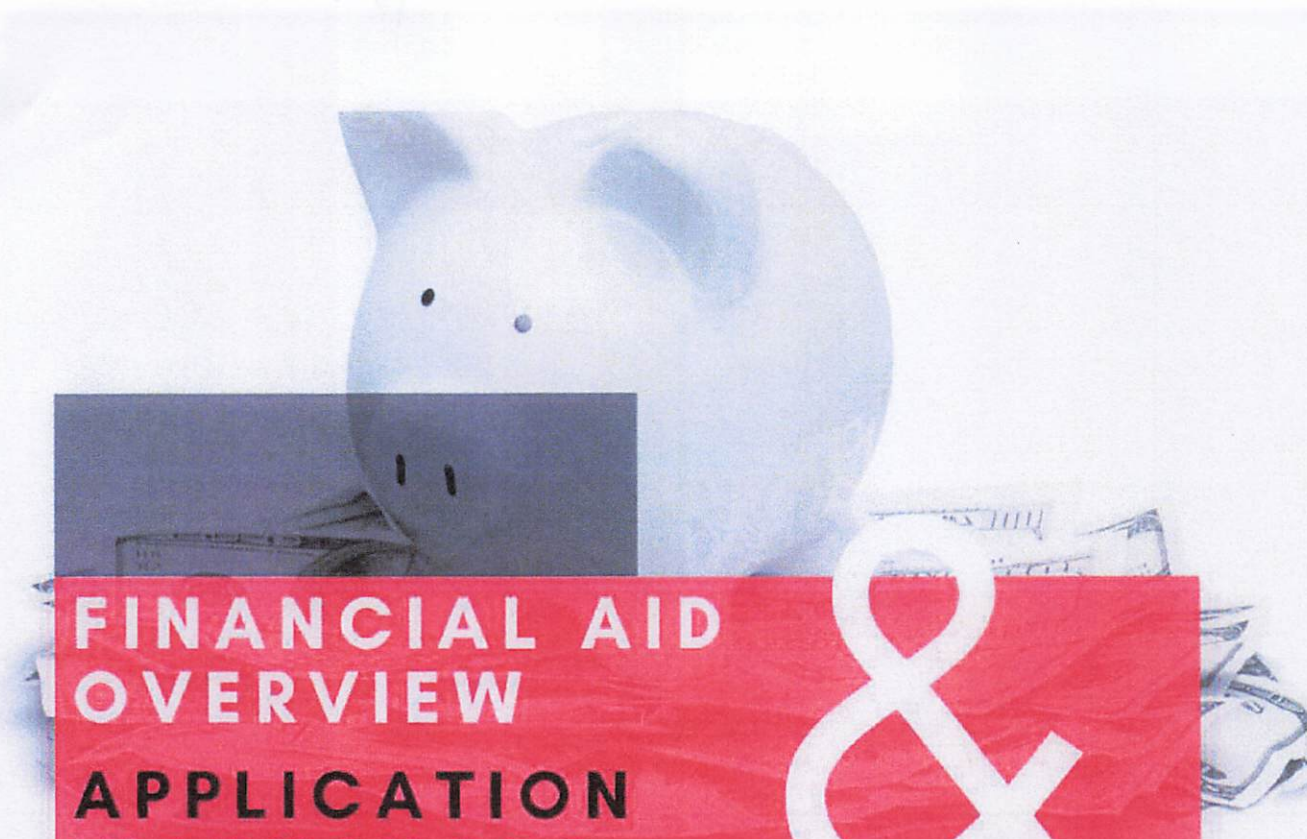
Discuss our Roles for the Future in this work

Next steps with the ILT and the PLC roll out

ILT/RCOE Training Day
March 20, 2026

ILT Members/ Department Chairs/Admin	Please Sign Here:
Rico Borrero (Counselor Dept. Chair)	
Dana Coogan (ELA Dept. Chair)	
Kyle Easton (P.E Dept. Chair)	
Patricia Garcia (Engagement Specialist)	
Eris Hereford (Math Dept. Chair)	
Sally Jarvis (AP/ Discipline)	
Matt Kelly (CTE Chair)	
Ryan Klopp (Science Dept. Chair)	
Pauline Leavitt (Principal/Discipline, ELA, Math, New Teachers)	
Matthew Purkiss (LOTE Dept. Chair)	
Robyn Mulvanny	
Nathan Ritter (SpEd Dept. Chair)	
Greg Stanley (AP/ Discipline, CTE, ROTC, SpEd)	
Brandon Stephens: (AP/AD)	
Ryan Stevens (AVID Coordinator)	
Daren Weismann (History Dept. Chair)	
Amber Meeks (EL Coordinator)	

Parent Engagement Meeting Agendas & Sign-in Sheets



FINANCIAL AID OVERVIEW

APPLICATION WORKSHOPS



**Education is a
Great Investment
in your future!**

**If you are unsure of how
to pay for your education,
don't worry! You have
many options for
financial aid assistance,
including scholarships,
loans, and grants. Come
and learn about all of
these options!**

**College Financial Aid
Experts will be
leading this
workshop! Bring your
family and your
questions**

**1/26, 2/9, 2/23 Workshops 6:00 pm-8:00 pm
2/24 Daytime Drop in 10:30 am-2:30pm**

**In the EHS library Media
Center**

Workshop includes:

- Learn about all types of financial aid
- The difference between FAFSA and CADAA
- Walkthrough and complete your FAFSSA/CADAA Apps
- Help available in English and Spanish

What you will need to bring for the FSA ID:
Personal Email Address for student
Personal Email Address for parent
Student SSN
Parent SSN

- If you or your parent do not have a SNN, still attend this workshop to learn about alternate ways to apply

Dinner Included in Evening Workshops

SIGN IN SHEET

EVENT: FAFSA/CADAA
Workshop

DATE: 09/9/2026

	NAME	STUDENT OR PARENT?	STUDENT ID
1	Dziem Hoang	STUDENT/PARENT/OTHER	
2	Elizabeth Moreno	STUDENT/PARENT/OTHER	31041
3	Olivia Moreno	STUDENT/PARENT/OTHER	31041
4		STUDENT/PARENT/OTHER	
5	Dany Syrcula	STUDENT/PARENT/OTHER	
6	Ayishia Hameed	STUDENT/PARENT/OTHER	355252
7	Kameon Jackson	STUDENT/PARENT/OTHER	355252
8	Haley Martinez	STUDENT/PARENT/OTHER	346543
9	Anthony Martinez	STUDENT/PARENT/OTHER	346543
10	Deborah Hall	STUDENT/PARENT/OTHER	31584
11	Alyssa Callen-Moore	STUDENT/PARENT/OTHER	302514
12	Bruce Moore	STUDENT/PARENT/OTHER	
13	Amaron Callen-Moore	STUDENT/PARENT/OTHER	
14	Yenny Amador	STUDENT/PARENT/OTHER	309923
15	Berta Riva Mendoza	STUDENT/PARENT/OTHER	
16	Laura Montes	STUDENT/PARENT/OTHER	
17	Andrea Galvan	STUDENT/PARENT/OTHER	349037
18	Erica Analla	STUDENT/PARENT/OTHER	
19	Marbely Analla	STUDENT/PARENT/OTHER	336938
20	Karla Analla	STUDENT/PARENT/OTHER	
21	Kerya Analla	STUDENT/PARENT/OTHER	

SIGN IN SHEET

EVENT: FAFSA/CADAA
Workshop

DATE: 09/9/2026

	NAME	STUDENT OR PARENT?	STUDENT ID
1	Raymond Analla	STUDENT/PARENT/OTHER	
2		STUDENT/PARENT/OTHER	
3		STUDENT/PARENT/OTHER	
4		STUDENT/PARENT/OTHER	
5		STUDENT/PARENT/OTHER	
6		STUDENT/PARENT/OTHER	
7		STUDENT/PARENT/OTHER	
8		STUDENT/PARENT/OTHER	
9		STUDENT/PARENT/OTHER	
10		STUDENT/PARENT/OTHER	
11		STUDENT/PARENT/OTHER	
12		STUDENT/PARENT/OTHER	
13		STUDENT/PARENT/OTHER	
14		STUDENT/PARENT/OTHER	
15		STUDENT/PARENT/OTHER	
16		STUDENT/PARENT/OTHER	
17		STUDENT/PARENT/OTHER	
18		STUDENT/PARENT/OTHER	
19		STUDENT/PARENT/OTHER	
20		STUDENT/PARENT/OTHER	
21		STUDENT/PARENT/OTHER	

FAFSA workshop
11/13/16

Name

9/23/26 ID #

Parent/Student
Verification

Reason

[illegible]

SIGN IN SHEET

EVENT: Financial Aid
Workshop

DATE: 10/7/2025

	NAME	STUDENT OR PARENT?	STUDENT ID
1	Ariana Benitez	<u>STUDENT</u> /PARENT/OTHER	340334
2	Vicente Benitez	<u>STUDENT</u> /PARENT/OTHER	340356
3	Sandra Gonzalez	STUDENT/ <u>PARENT</u> /OTHER	
4	Kasimulha Gonzalez	<u>STUDENT</u> /PARENT/OTHER	309359
5	Joaquin Ochoa	<u>STUDENT</u> /PARENT/OTHER	322004
6	Vicente Sandoz	<u>STUDENT</u> /PARENT/OTHER	334807
7		STUDENT/PARENT/OTHER	
8		STUDENT/PARENT/OTHER	
9		STUDENT/PARENT/OTHER	
10		STUDENT/PARENT/OTHER	
11		STUDENT/PARENT/OTHER	
12		STUDENT/PARENT/OTHER	
13		STUDENT/PARENT/OTHER	
14		STUDENT/PARENT/OTHER	
15		STUDENT/PARENT/OTHER	
16		STUDENT/PARENT/OTHER	
17		STUDENT/PARENT/OTHER	
18		STUDENT/PARENT/OTHER	
19		STUDENT/PARENT/OTHER	
20		STUDENT/PARENT/OTHER	
21		STUDENT/PARENT/OTHER	

SIGN IN SHEET

EVENT: Financial Aid
Workshop

DATE: 10/7/2025

	NAME	STUDENT OR PARENT?	STUDENT ID
1	Andrea Valk	STUDENT/PARENT/OTHER	329704
2	Monica Lara	STUDENT/PARENT/OTHER	312138
3	Mariana Beltran Garcia	STUDENT/PARENT/OTHER	358315
4	Yerik Paiz	STUDENT/PARENT/OTHER	357651
5	Maria Fernandez	STUDENT/PARENT/OTHER	346313
6	Eric Garcia	STUDENT/PARENT/OTHER	
7	Norman Cebalo	STUDENT/PARENT/OTHER	
8	Desiree Cebalo	STUDENT/PARENT/OTHER	
9	Mandee Cebalo	STUDENT/PARENT/OTHER	
10	Nathaniel Cebalo	STUDENT/PARENT/OTHER	340254
11	Lacey C Haag	STUDENT/PARENT/OTHER	311327
12	Tressa Villa	STUDENT/PARENT/OTHER	
13	Nicole Villa	STUDENT/PARENT/OTHER	320509
14	Aaron Kinneles	STUDENT/PARENT/OTHER	325885
15	Edward Cordero	STUDENT/PARENT/OTHER	340226
16	Isabella Herford	STUDENT/PARENT/OTHER	355995
17	Ryan Mora	STUDENT/PARENT/OTHER	311058
18	Richard Mora	STUDENT/PARENT/OTHER	-
19	Paul Dave Canino	STUDENT/PARENT/OTHER	349453
20	F. CARIN	STUDENT/PARENT/OTHER	-
21	Aiden Sandoval	STUDENT/PARENT/OTHER	302240

SIGN IN SHEET

EVENT: Financial Aid
Workshop

DATE: 10/7/2025

	NAME	STUDENT OR PARENT?	STUDENT ID
1	Erin Cardenas E. Bollig	STUDENT/PARENT/OTHER	313519
2	Robert Gates Doug Gates	STUDENT/PARENT/OTHER	311604
3	Marija Babrenovich, Branco	STUDENT/PARENT/OTHER	311365
4	Samantha Velador	STUDENT/PARENT/OTHER	
5	Alejandra Velador	STUDENT/PARENT/OTHER	
6	Jonathan Velador	STUDENT/PARENT/OTHER	341087
7	Severity Solis	STUDENT/PARENT/OTHER	311648
8	Fabiola Avila	STUDENT/PARENT/OTHER	
9	Georgina Avila	STUDENT/PARENT/OTHER	311461
10	Sonia Barnett Jose Espino	STUDENT/PARENT/OTHER	
11	Seniyah Barnett	STUDENT/PARENT/OTHER	309768
12	Alicia Giffen	STUDENT/PARENT/OTHER	316414
13	Laine Morilla	STUDENT/PARENT/OTHER	311131
14	Gabriela Camarena	STUDENT/PARENT/OTHER	
15	Veronica Rivera	STUDENT/PARENT/OTHER	
16	Al Camarena	STUDENT/PARENT/OTHER	
17	Maria Benitez	STUDENT/PARENT/OTHER	
18	Karlyn Johnston	STUDENT/PARENT/OTHER	308185
19	Eric & Karol Johnston	STUDENT/PARENT/OTHER	
20	Cecilia Manjimen	STUDENT/PARENT/OTHER	
21	LAURA LARA	STUDENT/PARENT/OTHER	

SIGN IN SHEET

EVENT: FAFASA/CADAA
Workshop

DATE: 11/12/2025

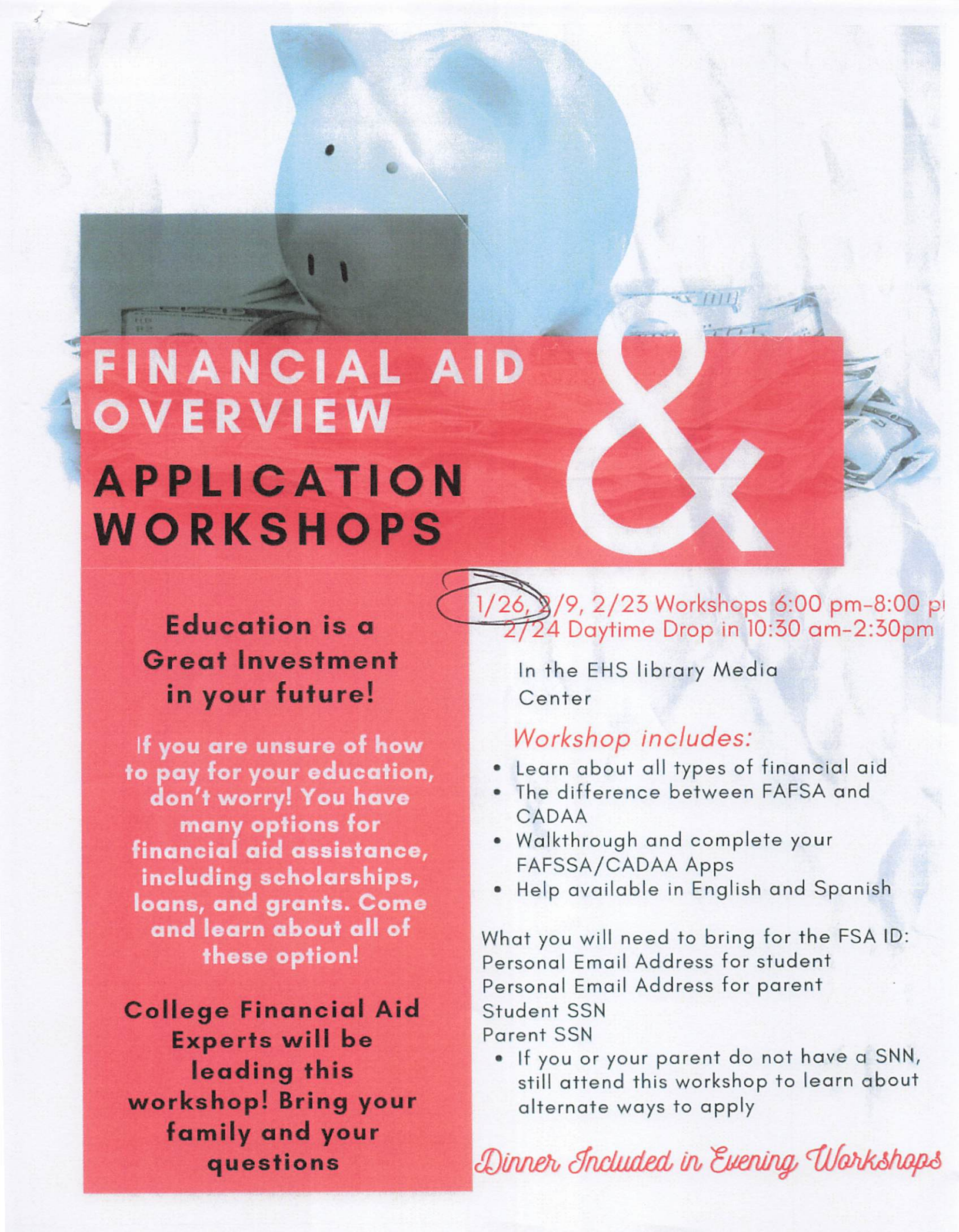
	NAME	STUDENT OR PARENT?	STUDENT ID
1	Rocio Valadez	STUDENT/PARENT/OTHER	
2	Perla Rojas, Patricia	STUDENT/PARENT/OTHER	308298
3	Merida →	STUDENT/PARENT/OTHER	
4	Amber Meeks	STUDENT/PARENT/OTHER	
5	Stacy Styrucia	STUDENT/PARENT/OTHER	
6	Brenela Segundo	STUDENT/PARENT/OTHER	
7	Isela Galicia Garcia	STUDENT/PARENT/OTHER	
8	Isela Galicia	STUDENT/PARENT/OTHER	308269
9	Maria Pemelas	STUDENT/PARENT/OTHER	
10	Angelica M. Rodriguez	STUDENT/PARENT/OTHER	309739
11	Mari Rodriguez	STUDENT/PARENT/OTHER	309739
12	Jesús Prieto	STUDENT/PARENT/OTHER	355859
13	Mariela Prieto Soto	STUDENT/PARENT/OTHER	
14	Tania Delgado	STUDENT/PARENT/OTHER	309026
15	Sonia Delgado	STUDENT/PARENT/OTHER	
16	Valeria Delgado	STUDENT/PARENT/OTHER	
17	Martija Rabrenovich	STUDENT/PARENT/OTHER	311365
18	Branco Rabrenovich	STUDENT/PARENT/OTHER	
19	KASSY Garcia	STUDENT/PARENT/OTHER	
20	Sofia Ramirez	STUDENT/PARENT/OTHER	319057
21	Yessica Martinez	STUDENT/PARENT/OTHER	348604

SIGN IN SHEET

EVENT: FAFASA/CADAA
Workshop

DATE: 11/12/2025

	NAME	STUDENT OR PARENT?	STUDENT ID
1	Hector Beas	STUDENT/PARENT/OTHER	548604
2	Andrea Calvan	STUDENT/PARENT/OTHER	349037
3		STUDENT/PARENT/OTHER	
4	Blanca	STUDENT/PARENT/OTHER	
5	Ender	STUDENT/PARENT/OTHER	344789
6		STUDENT/PARENT/OTHER	
7		STUDENT/PARENT/OTHER	
8		STUDENT/PARENT/OTHER	
9		STUDENT/PARENT/OTHER	
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13		STUDENT/PARENT/OTHER	
14		STUDENT/PARENT/OTHER	
15		STUDENT/PARENT/OTHER	
16		STUDENT/PARENT/OTHER	
17		STUDENT/PARENT/OTHER	
18		STUDENT/PARENT/OTHER	
19		STUDENT/PARENT/OTHER	
20		STUDENT/PARENT/OTHER	
21		STUDENT/PARENT/OTHER	



FINANCIAL AID OVERVIEW

APPLICATION WORKSHOPS



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**College Financial Aid
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Personal Email Address for parent
Student SSN
Parent SSN

- If you or your parent do not have a SSN, still attend this workshop to learn about alternate ways to apply

Dinner Included in Evening Workshops

SIGN IN SHEET

EVENT: FAFSA/CADAA
Workshop

DATE: 01/26/2026

	NAME	STUDENT OR PARENT?	STUDENT ID
1	Dziem Hoang	STUDENT/PARENT/OTHER	
2	Yerik Ruiz	STUDENT/PARENT/OTHER	357651
3		STUDENT/PARENT/OTHER	
4	Sam Haddad	STUDENT/PARENT/OTHER	309228
5	Nweern Haddad	STUDENT/PARENT/OTHER	
6	Cesia Fuentes	STUDENT/PARENT/OTHER	351701
7	Patricia Garin	STUDENT/PARENT/OTHER	
8	Cole James Bond	STUDENT/PARENT/OTHER	311209
9	Nostassia Bond	STUDENT/PARENT/OTHER	
10	Stacy Styruck	STUDENT/PARENT/OTHER	Staff
11	Blaine R	STUDENT/PARENT/OTHER	336254
12	Joselyn Pelayo	STUDENT/PARENT/OTHER	336254
13		STUDENT/PARENT/OTHER	
14		STUDENT/PARENT/OTHER	
15		STUDENT/PARENT/OTHER	
16		STUDENT/PARENT/OTHER	
17		STUDENT/PARENT/OTHER	
18		STUDENT/PARENT/OTHER	
19		STUDENT/PARENT/OTHER	
20		STUDENT/PARENT/OTHER	
21		STUDENT/PARENT/OTHER	

School Site Council Meetings

SCC Meeting Schedule 2025-2026

Date	Time/Location
September 16 , 2025	5:00pm- 6:30pm in the Library
October 9, 2025	5:00pm- 6:30pm in the Library
December 8, 2025	5:00pm- 6:30pm in the Library
January 22, 2026	5:00pm- 6:30pm in the Library
February 19, 2026	5:00pm- 6:30pm in the Library
April 9, 2026	5:00pm- 6:30pm in the Library
TBD	5:00pm- 6:30pm in the Library

**Elsinore High School
School Site Council
Meeting #1
Agenda *
September 16, 2025
Room 701 @ 5pm to 6:30pm**

Purpose: Orient members to the rights and responsibilities of the School Site Council.

- I. Welcome
 - a. Roll Call (sign-in sheet)
 - b. Introductions & Review of SSC Members & Roles
 - c. Public comments

Approve notes:

- 1. Shirley Moreno
- 2. Ryan Klopp

- II. SSC Training
 - a. Review School Site Council [Training](#)
 - 1. Acronyms
 - 2. Terms
 - 3. [Robert's Rules of Order](#)

- III. Election of Officers (consistent with bylaws)
 - a. Chairperson/Vice-Chairperson
 - b. Secretary
 - 1. Shirley Moreno voted to be Chairperson
 - 2. September Goudy voted to be Vice- Chairperson

- IV. Approval of Minutes from Previous SSC Meeting

- V. Review Universal Complaint Procedures

- VI. SSC Bylaws
 - a. Review, amend (*if necessary*), and approve bylaws.

Bylaws approved by Ryan Klopp and September Goudy

- VII. Review of SPSA goals and actions
 - a. amendments

- VIII. Parent Involvement Policy
 - a. Review and get input on District Parent Involvement Policy
 - b. Review and get input on School Site Parent Involvement Policy
 - 1. This will be approved at the following SSC Meeting
 - c. Review and get input on School-Family Compact
 - 1. This will be approved at the following SSC Meeting
 - d. Discussion and Suggestions for Parent Outreach and Parent Involvement Activities

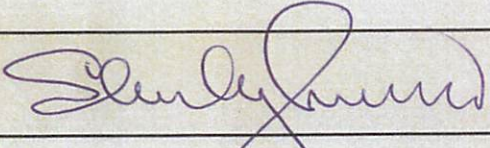
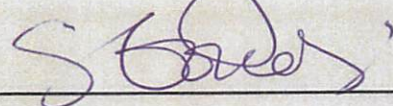
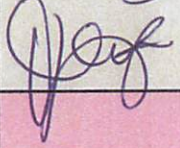
- IX. Additional Items

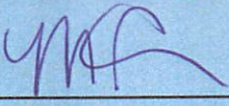
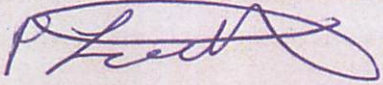
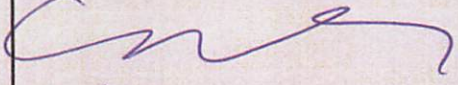
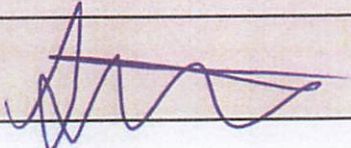
X. Adjournment

- 1. Stacy Styracula**
- 2. Monica Roberts**

***Post 72 hours before the date of the meeting.**

2025-2026 SSC Member List
September 16, 2025: Room 701

Name	Please Sign Below :
<u>Parents /Community Members</u>	
Shirley Moreno	
September Goudy	
Monica Roberts	
<u>Students:</u>	
Aubrey Klopp	Aubrey Klopp

<u>Teachers</u>	
Maria Flores	
Ryan Klopp	
Patricia Garcia	
<u>Support Staff</u>	
Pauline Leavitt: Principal	
Miriam Ubibe-Garcia: Principal's Secretary	
Stacy Stycula: Classified Member:	

**Elsinore High School
School Site Council
Meeting #1
Agenda *
October 16, 2025
Room 701 @ 5pm to 6:30pm**

Purpose: Orient members to the rights and responsibilities of the School Site Council.

- I. Welcome
 - a. Roll Call (sign-in sheet)
 - b. Introductions & Review of SSC Members & Roles
 - c. Public comments
- II. Approval of Minutes from Previous SSC Meeting: Ryan Klopp motioned to approve the SSC minutes from the September SSC meeting. Shirley Moreno seconded the motion, the remaining SSC members made an agreement to vote for this action.
- III. Mrs. Leavitt reviewed the Universal Complaint Procedures and how to make a complaint, where the paperwork was located in the office and online, and the purpose of a potential complaint with this process.
- VIII. The Parent Involvement Policy was reviewed by the SSC team. The SSC team did not have any changes to note on the policy. The School-Family Compact was reviewed by the team and no changes were noted at this time. These two documents will be presented at next weeks ELAC meeting and PTA meeting for feedback, and then brought back to the November SSC meeting for review and approval
- IX. Discussion of funding and proposed movement of funds to other goal areas

It was proposed to move the following funds into different goal/action areas to support needs of the current goals and actions.

 - Move \$4,370 from Goal #3, Action 3.1 to Goal #2, Action 2.9– to increase allocations for busing needs for college and career field trips
 - Move \$3,955.65 from Goal #3, Action 3.1 to Goal #1, Action 1.4 to cover the release days for the second day of the literacy conference

Naomi Le motioned to approve the funding allotment noted below. Aubry Klopp seconded the motion. The remaining SSC members made an agreement to vote for this action.

☐ Move: \$4,370 from Goal #3/Action 3.1 to Goal #2/ Action 2.9
☐ Move: \$3,955.65 from Goal #3/Action 3.1 to Goal #1/ Action 1.4
- X. Adjournment was motioned by Riley Davis, Ryan Klopp seconded the motion, and all agreed with a vote to adjourn the meeting.

Escuela Preparatoria Elsinore
Consejo Escolar del Plantel
Reunión #2

Agenda

16 de octubre de 2025

Salón 701 | 5:00 p.m. – 6:30 p.m.

Encuesta para Padres

Aprobación del Acuerdo entre Padres y Estudiantes

1. Bienvenida
2. Lista de asistencia (hoja de registro)
3. Presentaciones y revisión de los miembros y roles del Consejo Escolar del Plantel (SSC)
4. Comentarios del público
5. Aprobación de las actas de la reunión anterior del SSC
6. Revisión de los Procedimientos Universales de Quejas
7. Política de Participación de Padres
 - Revisión y comentarios sobre la Política de Participación de Padres del Distrito
 - Revisión y comentarios sobre la Política de Participación de Padres del Plantel Escolar
 - Revisión y comentarios sobre el Acuerdo entre Escuela y Familia
8. Revisión y discusión del presupuesto actual de Título I, gastos y avances hacia las metas
9. Discusión sobre la financiación y propuesta de reasignación de fondos a otras áreas de enfoque
10. Clausura

Nota: Publicar con al menos 72 horas de anticipación a la fecha de la reunión.

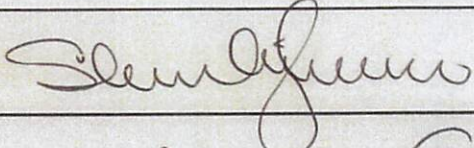
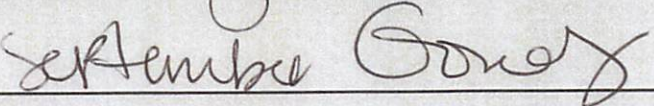
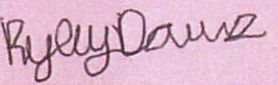
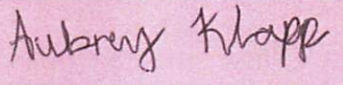
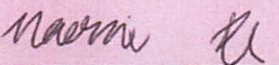
Escuela Secundaria Elsinore
Consejo del Plantel Escolar
Reunión #1
Agenda
16 de octubre de 2025
Aula 701 | 5:00 p.m. – 6:30 p.m.

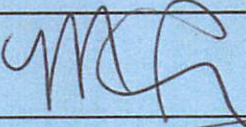
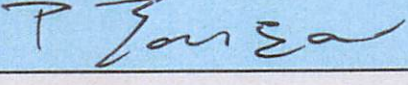
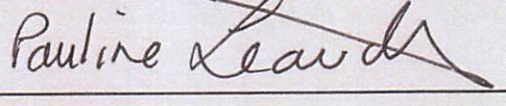
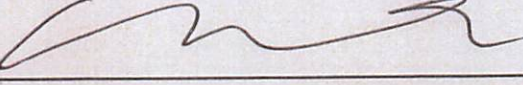
Propósito: Orientar a los miembros sobre los derechos y responsabilidades del Consejo del Plantel Escolar.

1. **Bienvenida**
2. **Lista de asistencia** (hoja de registro)
3. **Presentaciones y revisión de los miembros y roles del Consejo del Plantel Escolar (SSC)**
4. **Comentarios del público**
5. **Aprobación de las actas de la reunión anterior del SSC:**
Ryan Klopp propuso aprobar las actas de la reunión del SSC de septiembre. Shirley Moreno secundó la moción, y los demás miembros del SSC acordaron votar a favor de esta acción.
6. **La Sra. Leavitt revisó los Procedimientos Universales de Quejas**, explicando cómo presentar una queja, dónde se encuentra la documentación en la oficina y en línea, y el propósito de este proceso.
7. **Política de Participación de Padres:**
El equipo del SSC revisó la política y no identificó cambios. También se revisó el Compromiso Escuela-Familia sin observaciones adicionales. Ambos documentos serán presentados en la próxima reunión de ELAC y PTA para recibir comentarios, y posteriormente serán revisados y aprobados en la reunión del SSC de noviembre.
8. **Discusión sobre la financiación y propuesta de reasignación de fondos a otras áreas de objetivos:**
Se propuso mover los siguientes fondos a diferentes áreas de acción para apoyar las necesidades actuales:
 - Mover **\$4,370** del Objetivo #3, Acción 3.1 al Objetivo #2, Acción 2.9 – para aumentar los fondos destinados al transporte para excursiones relacionadas con la universidad y carreras profesionales.
 - Mover **\$3,955.65** del Objetivo #3, Acción 3.1 al Objetivo #1, Acción 1.4 – para cubrir los días de permiso del segundo día de la conferencia de alfabetización.
9. Naomi Le propuso aprobar la asignación de fondos mencionada. Aubry Klopp secundó la moción. Los demás miembros del SSC acordaron votar a favor de esta acción.
 - Mover: **\$8,325.64** del Objetivo #3 / Acción 3.1 al Objetivo #2 / Acción 2.9
 - Mover: **\$3,955.65** del Objetivo #3 / Acción 3.1 al Objetivo #1 / Acción 1.4
10. **Clausura:**
Riley Davis propuso la clausura de la reunión, Ryan Klopp secundó la moción, y todos

los miembros votaron a favor de finalizar la sesión.

2024- 2025 SSC Member List**Oct. 16, 2025 @ 6pm****Elsinore High School Library**

Name	Please Sign Below :
<u>Parents /Community Members</u>	
Shirley Moreno	
September Goudy	
Monica Roberts	
<u>Students:</u>	
Ryley Davis	
Aubrey Klopp	
Naomi Le	

<u>Teachers</u>	
Maria Flores	
Ryan Klopp	
Tracy Jefferson Patricia Garcia	
<u>Support Staff</u>	
Pauline Leavitt: Principal	
Miriam Ubibe-Garcia: Principal's Secretary	
Stacy Stycula: Classified Member:	

**Elsinore High School
School Site Council
Meeting # 4**

**Agenda
December 8, 2025
Room 701 @ 3:30pm- 4:00pm**

Elsinore High School
School Site Council Meeting
Agenda
December 8, 2025
Room 701 @ 3:30pm- 4:00pm

Welcome
Roll Call (sign-in sheet)
Introductions & Review of SSC Members & Roles
No Public comments were given

Approval of Minutes from Previous SSC Meeting:

- Two corrections were cited for the October 16, 2025 minutes. Ryley Davis and Aubrey Klopp's names were mis-spelled. That correction was updated in the October 16, 2025 minutes.
- Ryan Klopp approved the minutes from the October 16, 2025 meeting, Aubrey Klopp seconded the approval of the minutes, the entire team voted to approve the minutes.

Review, discussion, and feedback on EHS School Safety Plan

- The Safety Plan was reviewed by the SSC team.
- Naomi Lee moved to approve the EHS Safety Plan. , Ryley Davis Seconded the approval of the EHS Safety Plan. The entire SSC voted to approve the EHS Safety Plan.

Miram Uribe -Garcia moved to conclude the meeting at 4:00pm. Patricia Garcia seconded to adjourn the meeting. The entire SSC voted to conclude the meeting.

Adjournment @ 4:00pm

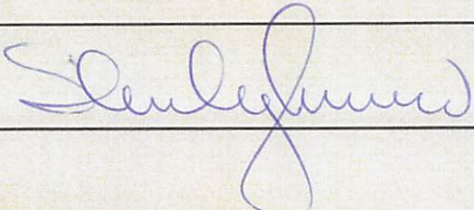
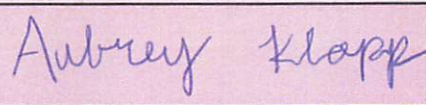
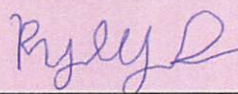
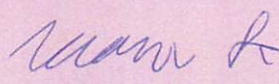
**Elsinore High School
School Site Council
Meeting #.4**

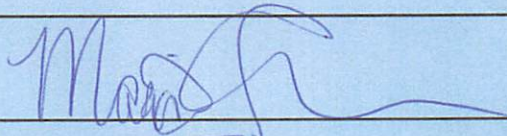
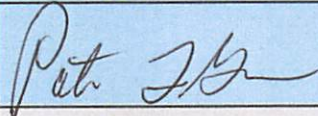
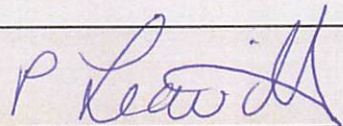
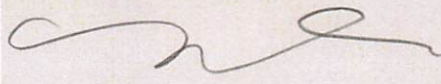
**Agenda
December 8, 2025
Room 701 @ 3:30pm- 4:00pm**

- I. Welcome
 - a. Roll Call (sign-in sheet)
 - b. Introductions & Review of SSC Members & Roles
 - c. Public comments
- II. Approval of Minutes from Previous SSC Meeting
- III. Review, discussion, and feedback on EHS School Safety Plan
- IV. Adjournment

*Post 72 hours before the date of the meeting.

2024- 2025 SSC Member List
December 8, 2025 @ 3:30pm
Elsinore High School Library

Name	Please Sign Below :
<u>Parents /Community Members</u>	
Shirley Moreno	
September Goudy	
Monica Roberts	
<u>Students:</u>	
Aubrey Klopp	
Ryley David <i>Ryley Davis</i>	
Naomi Le	

<u>Teachers</u>	
Maria Flores	
Ryan Klopp	
Tracy Jefferson <i>Pakiaa Garcia</i>	
<u>Support Staff</u>	
Pauline Leavitt: Principal	
<i>Write</i> Miriam Urb Garcia: Principal's Secretary	
Stacy Stycula: Classified Member:	

**Elsinore High School
School Site Council
Agenda
February 19, 2026
Room 701 @ 5:00pm- 6:00pm**

- I. Welcome
 - a. Roll Call (sign-in sheet)

- II. Approval of Minutes from Previous SSC Meeting
 - Shirley Moreno** Approved meeting notes
 - Stacy Stycula** Seconded the approval of the meeting notes

- III. Review, discussion, & feedback on teacher survey
 - The meeting notes were reviewed and discussed by the SSC team
 - The SSC Team asked questions and gave reflections on the survey data
 - The SSC gave input on the goals–
 - The SSC team voted to approved proposed new goals

- IV. Discussion on proposed SPSA goals for 2026-2027
 - The team agreed to come back together after the ILT team reviewed the proposed goals

- V. Adjournment
 - *Post 72 hours before the date of the meeting.

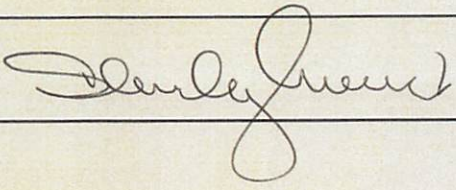
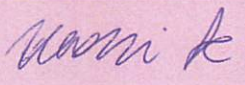
**Shirley Moreno 5:45pm
Maria Flores and Stacy Stycula**

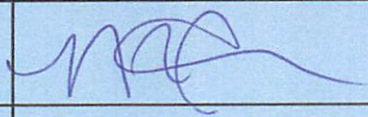
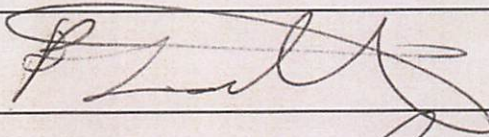
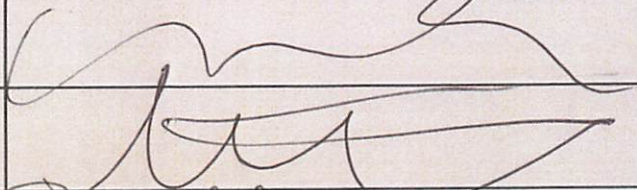
**Elsinore High School
School Site Council
Agenda
February 19, 2026
Room 701 @ 5:00pm- 6:00pm**

- I. Welcome
 - a. Roll Call (sign-in sheet)
- II. Approval of Minutes from Previous SSC Meeting
- III. Review, discussion, & feedback on teacher survey
- IV. Discussion on proposed SPSA goals for 2026-2027
- V. Adjournment

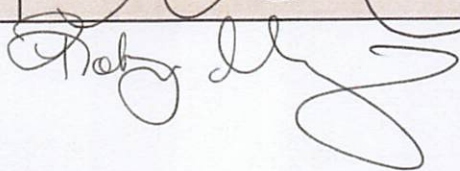
*Post 72 hours before the date of the meeting.

2025-2026 SSC Member List
February 19, 2026 @ 3:30pm
Elsinore High School Library

Name	Please Sign Below :
<u>Parents /Community Members</u>	
Shirley Moreno	
September Goudy	
Monica Roberts	
<u>Students:</u>	
Aubrey Klopp	
Ryley Davis	
Naomi Le / Olivia Stanley	 

<u>Teachers</u>	
Maria Flores	
Ryan Klopp	
Patricia Garcia	
<u>Support Staff</u>	
Pauline Leavitt: Principal	
Miriam Ubibe-Garcia: Principal's Secretary	
Stacy Stycula: Classified Member:	

Robyn Mulvanny



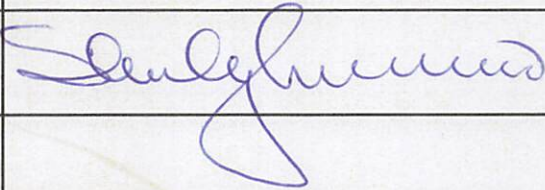
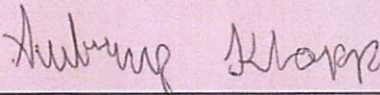
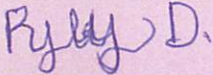
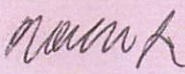
**Elsinore High School
School Site Council
Agenda
April 9, 2026
Room 701 @ 6:00pm- 7:00pm**

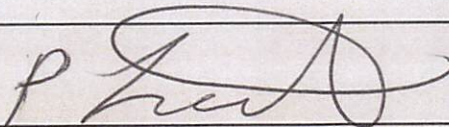
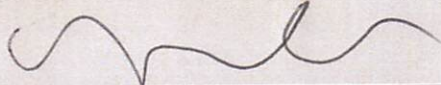
Pauline

- I. Welcome
 - a. Roll Call (sign-in sheet)
- II. Approval of Minutes from Previous SSC Meeting
- III. Discussion and consensus vote on proposed SPSA goals for 2026-2027
- IV. Adjournment

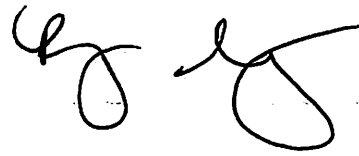
*Post 72 hours before the date of the meeting.

2025-2026 SSC Member List
March 9, 2026 @ 3:30pm
Elsinore High School Library

Name	Please Sign Below :
<u>Parents /Community Members</u>	
Shirley Moreno	
September Goudy	
Monica Roberts	
<u>Students:</u>	
Aubrey Klopp	
Ryley Davis	
Naomi Le	

<u>Teachers</u>	
Maria Flores	
Ryan Klopp	
Patricia Garcia	
<u>Support Staff</u>	
Pauline Leavitt: Principal	
Miriam Ubibe-Garcia: Principal's Secretary	
Stacy Stycula:Classified Member:	

Robyn Muhanmy

A handwritten signature in black ink, consisting of two stylized, overlapping loops that form the letters 'R' and 'M'.

English Learner Survey: Most Helpful Supports - Results

Top 5 Ranked Supports	Top 5 Supports Classwork & Assignments	Top 5 Supports for Assessments
★ Have extended time to complete assignments (classwork, homework, writing, reading, etc.). ★ Having a buddy or classmates who speaks their language helps them understand or prepare. ★ Accept writing in native/first language or to be translated with a device or app. ★ Having questions, directions, and explanations rephrased or shortened (communicated orally and in writing). ★ Use audio books or visuals to support content understanding.	1. Instructions/directions given in writing (on handout or projected) and orally. 2. See models and examples of writing or work expectations like sentence frames or starters. 3. Allow errors in speaking or writing. 4. Allow extended time to complete work. 5. Having questions, directions, and explanations rephrased for you. 6. Having a classmate who speaks your language helps you in class.	1. Having questions, directions, and explanations rephrased for you. 2. Allow open note tests and quizzes. 3. Having key terms or academic vocabulary provided in both languages (or access to a vocabulary chart). 4. Instructions/directions given in writing and orally. 5. Allow extended time to complete assessment.

4. When given extra time to complete assignments, how much time do you usually need? Explain if more than 2 days.	5. When you need extra time, do you attend tutoring or Extreme Saturdays to get extra help? EXPLAIN in the "other" sections
● end of the day ● one day (next day) ● two days ● Other 63% 1 day 19% 2 13% end 6% other	● Yes ● No ● Sometimes ● Other 42% No 31% Sometimes 17% Yes 11% other
→ "The extra time allow me to read the instructions carefully, understand the content, and check my work."	

6. In which classes do you feel you need these English Learner supports the MOST?			
Math: ● Geometry ● Algebra 1 Digital Media	Science: ● Biology ● Geology ● Ag. & Soil Chemistry	English: ● English ● English 10 ● English 12 / ERWC	Social Science: ● History ● World History ● Economics
→ "subjects that require a lot of reading, writing and academic vocabulary that can be difficult to understand"			

English Learner Testimonies

Andrea R. (12th) Reclassified May 2025 Wants her teachers to know she still needs <u>extra time to process</u> information between languages even though she reclassified last year. Being a language learner is an on-going process and she still needs the supports and strategies.	Yerik P. (12th) 2 years in the US / ELD 3 Values <u>talking with bilingual students</u> because it allows him to share and process in Spanish and then practice what he wants to say in English so he can get better. He values the <u>opportunity to share aloud in class</u> and practice his English.
Vanessa O. (10th) ELD 2 / English Honors Wants her teachers to get to know her and that her accent is not an indicator of how much English she speaks. She <u>prefers</u> to have and do her work in <u>English</u>, but she needs <u>extra time</u> to process the language so it is <u>difficult to finish in a single class period</u>. She appreciates the teachers who already do this for her.	Ana O. (9th) ELD 2 Needs extra time to process English, especially when reading. She appreciates when teachers do <u>multiple reads</u> in class. This can be a first and second read or an audio/class read followed by <u>focused</u> independent reading (<u>narrow sections or page numbers</u>). This allows her to process the information better and build understanding.
Daniel P. (9th) ELD 3 / L-TEL Presents predominantly English speaking but wants his teachers to get to know him. He still needs time and <u>examples or models</u> to help him improve his English development. He appreciates <u>immediate feedback</u>. He is <u>still processing in both languages</u>, but he is highly motivated to reclassify this year.	Joshie B. (11th) Reclassified May 2025 Appreciates having tests and assignments available in Spanish, but she still needs <u>English/Spanish references</u> especially when lectures are in English. For example, <u>important terms or vocabulary</u> can be listed in both languages or a vocabulary chart can be used to help her clarify.
Andrea V. (12th) 3 years in the US / ELD 3 Works hard to understand material but still <u>needs to review in her native language</u> to achieve depth. This requires extra time and when possible she likes to be <u>able to talk about it with a bilingual</u> student, teacher, or tutor. She makes time for tutorials but often rushes to meet deadlines and the quality of her work does not reflect all of her efforts or is incomplete.	Keyssel F. (11th) ELD 3 / L-TEL Likes when her teachers are able to <u>check on her one-on-one</u>. Like most Long-Term English learners, she is fluent in English but speaking Spanish at home means she carries grammar traits into her English writing. Having <u>sentence starters, frames, and specific academic vocabulary as models</u> helps her meet the expectations of work she knows she can do.

**Visit our EHS Teachers Canvas Course to find resources for the various supports that benefit our English Learners: "ELL Resources."*

Critical Issues for Team Consideration Survey/ PLC Reflection Data

	Collaborative Culture	Shared Vision	Curriculum Focus	Formative Assessment	Data Driven	Quality Standards	Summative Assessments	Overall
EHS Schoolwide Data	8.09	7.10	7.10	6.49	5.67	6.60	5.78	6.6
Stage?	Strong	Developing	Developing	Developing	Needs Attention	Developing	Needs Attention	Developing

Elements of a PLC	Pre-Initiation Stage	Initiation Stage	Developing Stage	Sustaining Stage
Collected Teams of Teachers Focus on Issues That Directly Impact Student Learning	There is no systematic plan in place to assign staff members to teams or provide them with time to collaborate. Teachers work in isolation with little awareness of the strategies methods, or materials used by their colleagues.	Some structures have been put into place for teachers who may be interested in collaborating. Teachers are encouraged but not required to participate. Topics tend to focus on matters other than classroom instruction and student learning.	Time has been provided during the contractual day for teachers to work together in teams on a regular basis (at least once per week). Guidelines have been established in an effort to ensure staff members use collaborative time to address topics that will impact instruction. Teams are attempting to develop positive relationships and implement specific procedures, but they may not be convinced the collaborative team process is beneficial. Leaders of the school are seeking ways to monitor the effectiveness of the teams.	Self-directed teams represent the primary engine of continuous improvement in the school. Team members are skillful in advocacy and inquiry, hold each other accountable for honoring the commitments they have made to one another, consistently focus on the issues that are most significant in improving students achievement, and set specific measurable goals to monitor improvement. The collaborative team process serves as a powerful form of job-embedded staff development, helping both individual members of the team in general become more effective in helping students learn at high levels. Staff members consider their collaborative culture vital to the effectiveness of their school.

Critical Issues for Team Considerations as we are working to improve our PLC Teams

Department	Collaborative Culture	Shared Vision	Curriculum Focus	Formative Assessment	Data Driven	Quality Standards	Summative Assessments	Overall
VAPA	9.5	8.89	9.11	8.92	7.83	9.38	9.12	9.04

Department	Collaborative Culture	Shared Vision	Curriculum Focus	Formative Assessment	Data Driven	Quality Standards	Summative Assessments	Overall
Counseling	8.70	7.20	8.67	7.85	6.90	7.00	7.40	7.67

Department	Collaborative Culture	Shared Vision	Curriculum Focus	Formative Assessment	Data Driven	Quality Standards	Summative Assessments	Overall
SpEd	8.10	6.67	6.63	7.63	8.50	7.20	7.80	7.50

Department	Collaborative Culture	Shared Vision	Curriculum Focus	Formative Assessment	Data Driven	Quality Standards	Summative Assessments	Overall
P.E	9.00	10.00	9.33	6.50	3.50	9.00	4.00	7.33

Department	Collaborative Culture	Shared Vision	Curriculum Focus	Formative Assessment	Data Driven	Quality Standards	Summative Assessments	Overall
Math	8.39	7.00	7.74	6.25	5.83	6.67	5.20	6.74

Department	Collaborative Culture	Shared Vision	Curriculum Focus	Formative Assessment	Data Driven	Quality Standards	Summative Assessments	Overall
Science	7.97	6.86	7.05	6.26	4.76	6.34	5.21	6.35

Department	Collaborative Culture	Shared Vision	Curriculum Focus	Formative Assessment	Data Driven	Quality Standards	Summative Assessments	Overall
Social Studies	7.72	6.41	7.22	6.43	3.72	7.17	5.11	6.25

Department	Collaborative Culture	Shared Vision	Curriculum Focus	Formative Assessment	Data Driven	Quality Standards	Summative Assessments	Overall
English	7.50	7.62	5.52	6.61	5.36	5.07	5.14	6.12

Department	Collaborative Culture	Shared Vision	Curriculum Focus	Formative Assessment	Data Driven	Quality Standards	Summative Assessments	Overall
CTE	8.06	6.17	6.71	4.81	4.69	6.13	5.31	6.06

Department	Collaborative Culture	Shared Vision	Curriculum Focus	Formative Assessment	Data Driven	Quality Standards	Summative Assessments	Overall
LOTE	6.39	5.00	4.92	4.81	4.13	4.50	3.88	4.80

Tips for Moving Forward: Building a Collaborative Culture Through High-Performing Teams

1. Ensure that teams are created on the basis of shared responsibility for pursuing the critical questions of teaching and learning with a particular group of students: for example, by course or by grade.
2. Work with staff to find creative ways to provide more time for team collaboration, including ways of using existing time more effectively.
3. Disperse leadership more widely by identifying team leaders for any team with more than three people. Meet with the team leaders on a regular basis to identify problematic areas of the process and develop strategies for resolving those problems.
4. Ask Teams to build shared knowledge – to learn together– as they approach each new task in the collaborative process.
5. Provide teams with tools such as supporting research, templates, exemplars, worksheets, and timelines to assist them in each step of the process.
6. Monitor the work of each team through ongoing assessment of their products, regular meetings with team leaders, and formal self-evaluation. Respond immediately to a team that is having difficulty.
7. Building-level leadership teams should model everything being asked of the collaborative teams, including meeting on a regular basis, staying focused on issues with the greeting impact on student achievement, establishing and honoring norms, and working towards SMART goals.
8. Create procedures to ensure teams are able to learn from one another.
9. Look for ways to link teams with relevant resources inside and outside your building (including other teams).
10. Make teams the focus of recognition and celebration. Take every effort to acknowledge the efforts and accomplishments of teams.

Critical Issues for Team Consideration Survey/ PLC Reflection Data

EHS Schoolwide Data

Construct	School Average	Status
Collaborative Culture	8.09	Strong
Shared Vision & Goals	7.10	Developing
Curriculum Focus	7.10	Developing
Formative Assessment	6.49	Developing
Data-Driven Decisions	5.67	Needs Attention
Quality Standards	6.60	Developing
Summative Assessment	5.78	Needs Attention

Department	Collaborative Culture	Shared Vision	Curriculum Focus	Formative Assess	Data Driven	Quality Standards	Summative Assess	Overall
VAPA	9.50	8.89	9.11	8.92	7.83	9.83	9.17	9.04
Counseling	8.70	7.20	8.67	7.85	6.90	7.00	7.40	7.67
SPED	8.10	6.67	6.63	7.63	8.50	7.20	7.80	7.50
PE	9.00	10.00	9.33	6.50	3.50	9.00	4.00	7.33
Math	8.39	7.00	7.74	6.26	5.83	6.67	5.28	6.74
Science	7.97	6.86	7.05	6.26	4.76	6.34	5.21	6.35
Social Science	7.72	6.41	7.22	6.43	3.72	7.17	5.11	6.25
English	7.50	7.62	5.52	6.61	5.36	5.07	5.14	6.12
CTE	8.06	6.71	6.71	4.81	4.69	6.13	5.31	6.06
LOTE	6.38	5.00	4.92	4.81	4.13	4.50	3.88	4.80

Encuesta de Retroalimentación para Familias – Escuela Secundaria Elsinore

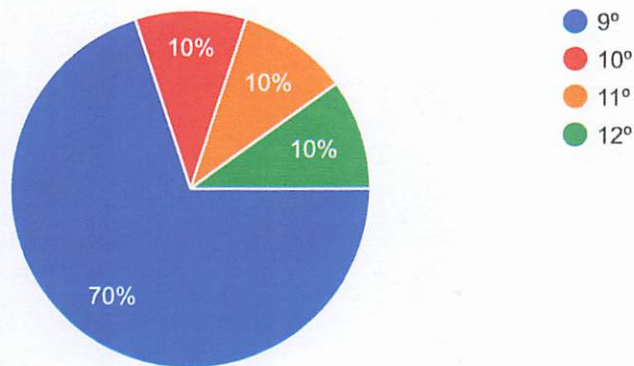
10 responses

[Publish analytics](#)

¿En qué grado está actualmente su estudiante?

 Copy

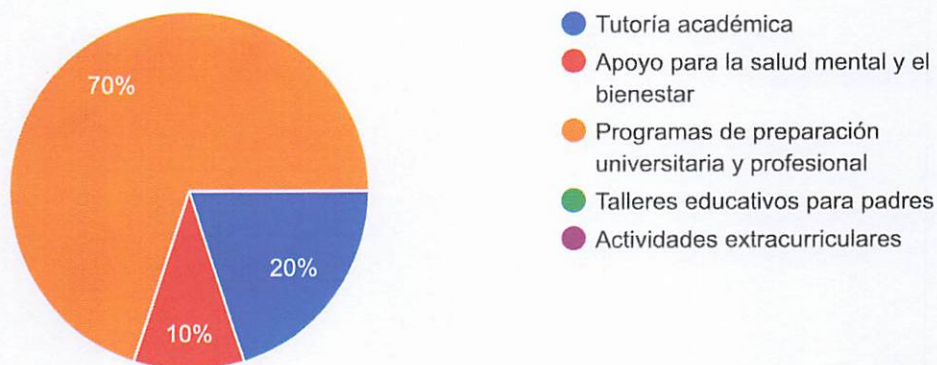
10 responses



¿Qué tipo de apoyo o servicios le gustaría que se ofrecieran en la Escuela Secundaria Elsinore?

 Copy

10 responses



★ ELAC Parent Survey ~ March 2026

¿Qué considera que está funcionando bien actualmente en la Escuela Secundaria Elsinore?

6 responses

La seguridad en el campus

Asta. Orita. No. Tengo. Ninguna. Pregunta

The principal always listen to you when you have a concern.

.

Comunicación

Si

¿Qué áreas considera que necesitan mejoras o apoyo adicional?

7 responses

N/A

Definitely the Attendance Lady ,She is always rude and she doesn't do her job right I have a notification of truancy ,because she didn't listen or read the messages or phone calls.

Mas apoyo por parte de los counselor

Con la actitud de la maestra de matemáticas, para que enseñe mejor y tenga paciencia con los alumnos cuando tienen preguntas y que les pueda ayudar sin mala actitud

Consejeros

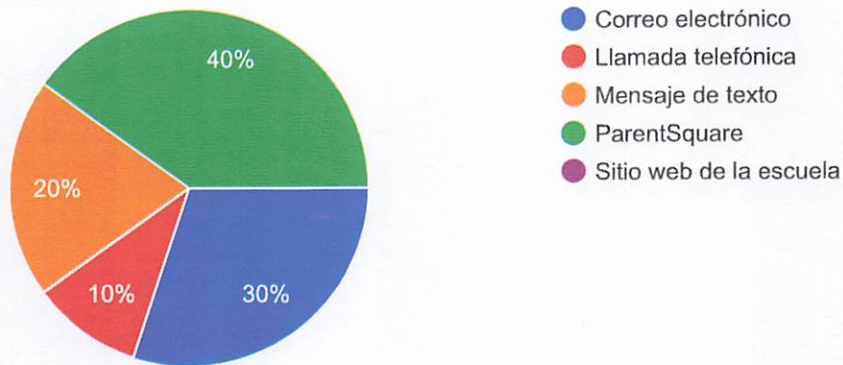
Soporte academico

Tutorias

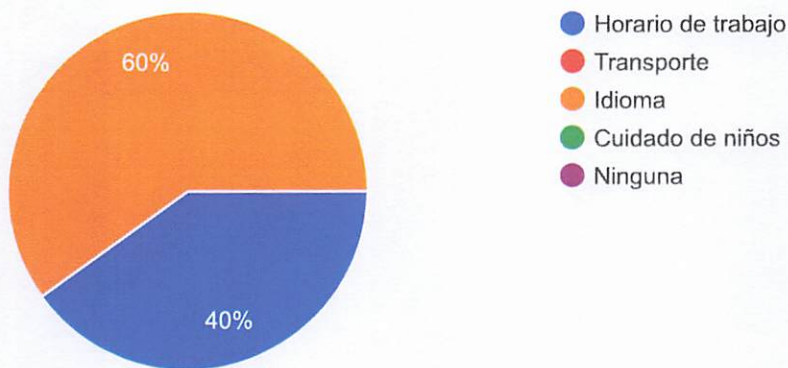


¿Cómo prefiere recibir comunicación de la escuela? Copy

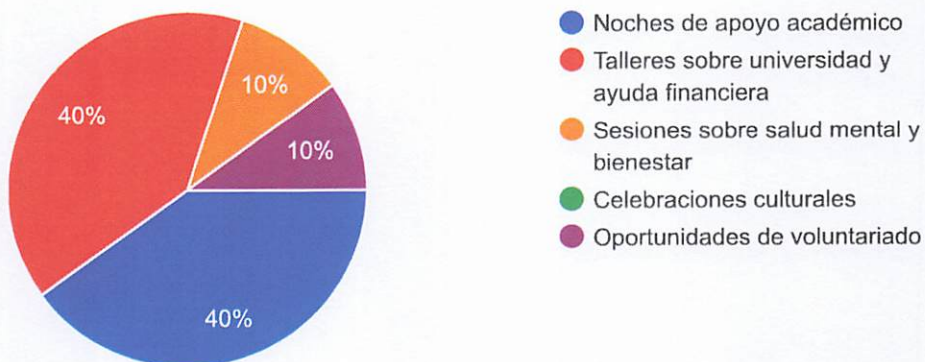
10 responses

**¿Existen barreras que le dificultan participar en eventos o actividades escolares?** Copy

10 responses

**¿Qué tipo de eventos para padres/familias le interesaría asistir?** Copy

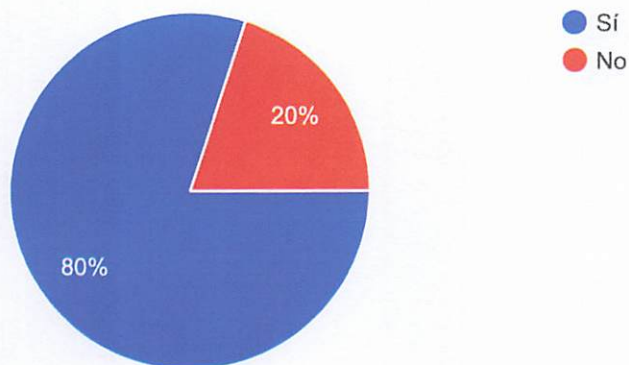
10 responses



¿Ha ingresado a Infinite Campus y recibe reportes semanales de calificaciones?

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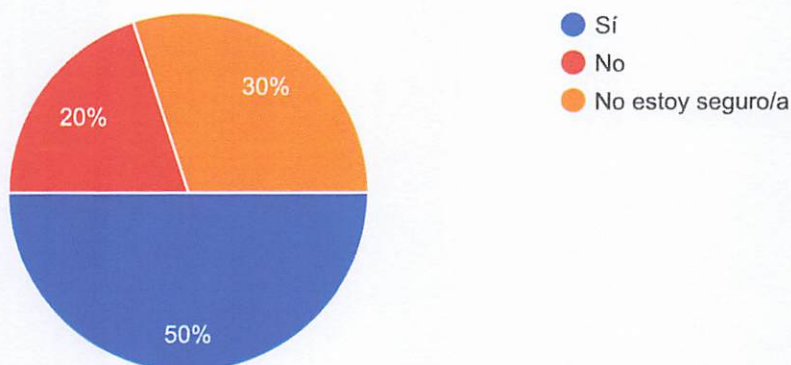
10 responses



¿Sabe si su estudiante está al corriente con sus créditos y en camino a graduarse?

 Copy

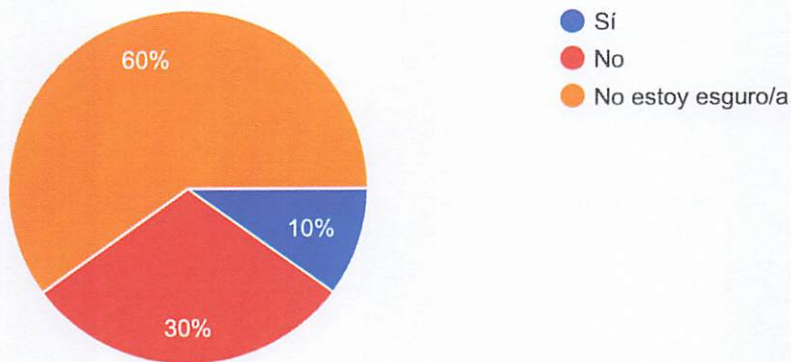
10 responses



¿Su estudiante está inscrito en una clase universitaria de Doble Inscripción (Dual Enrollment) en EHS?

 Copy

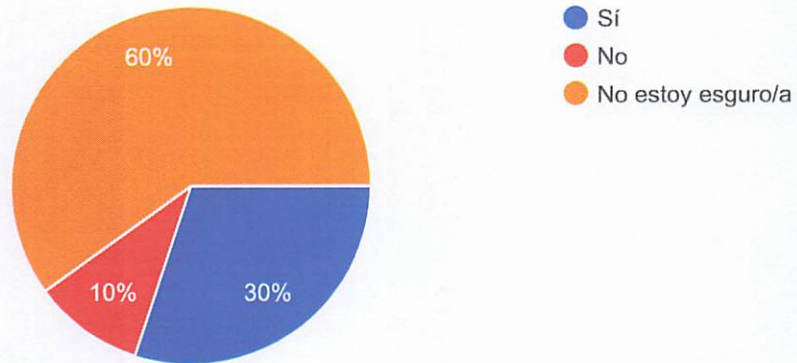
10 responses



¿Sabe si su estudiante está al corriente con los requisitos A-G y qué clases necesita completar para cumplir con ellos?

 Copy

10 responses



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Google Forms



Survey Information:

Parent

Student

Staff

SPSA EHS Team Information

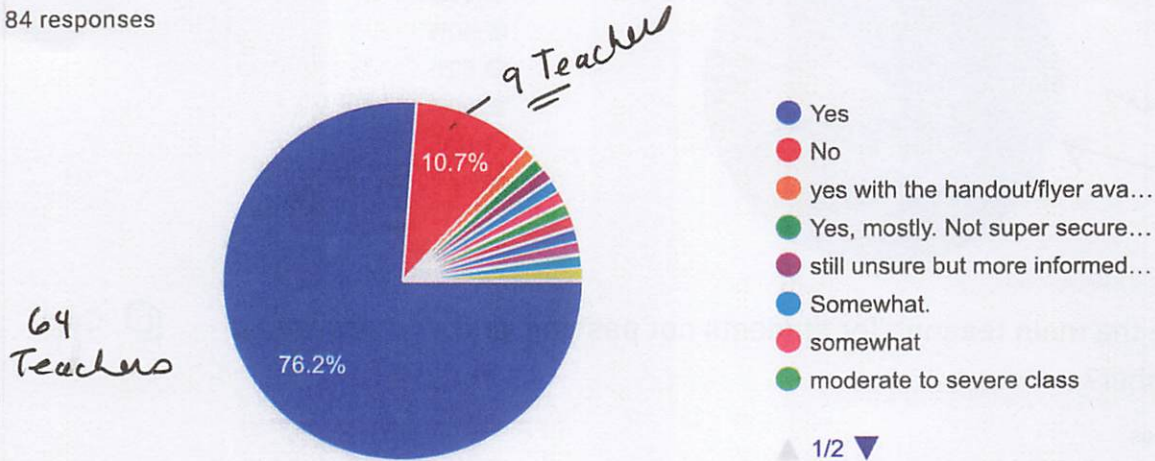
84 responses

Teacher Survey

1. Do you feel confident promoting A-G information with your students (for example: you can explain and promote A-G courses and help students identify what classes they need to be A-G current)?

 Copy

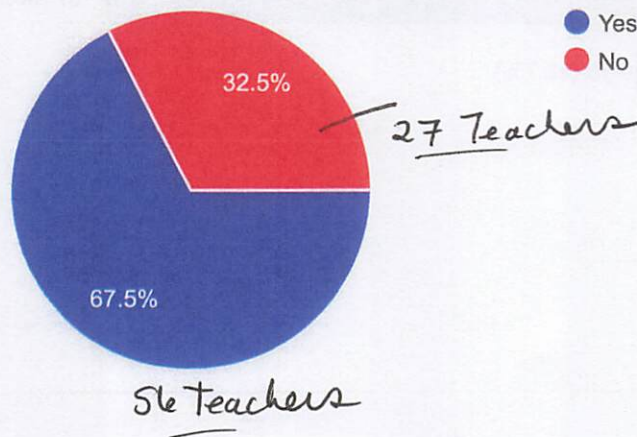
84 responses



 Copy

2. Do you want to spend more time learning about the College and Career Indicator requirements and how our students could improve on this scale/rating chart?

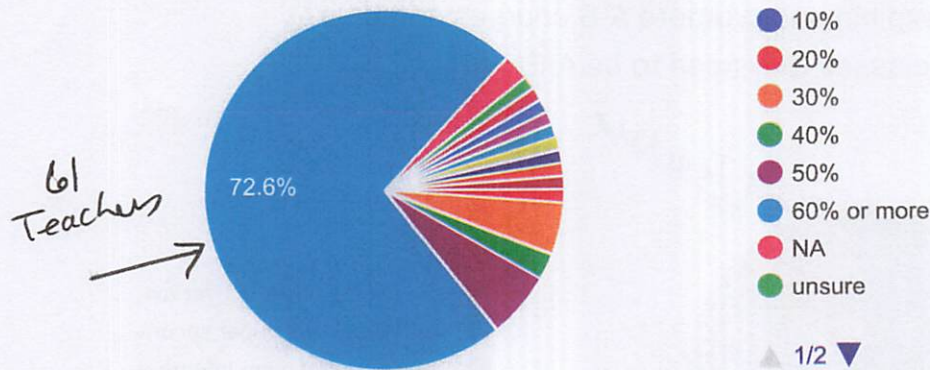
83 responses



3. Currently, do you know how many of your students are passing your class with a "C" or higher?

 Copy

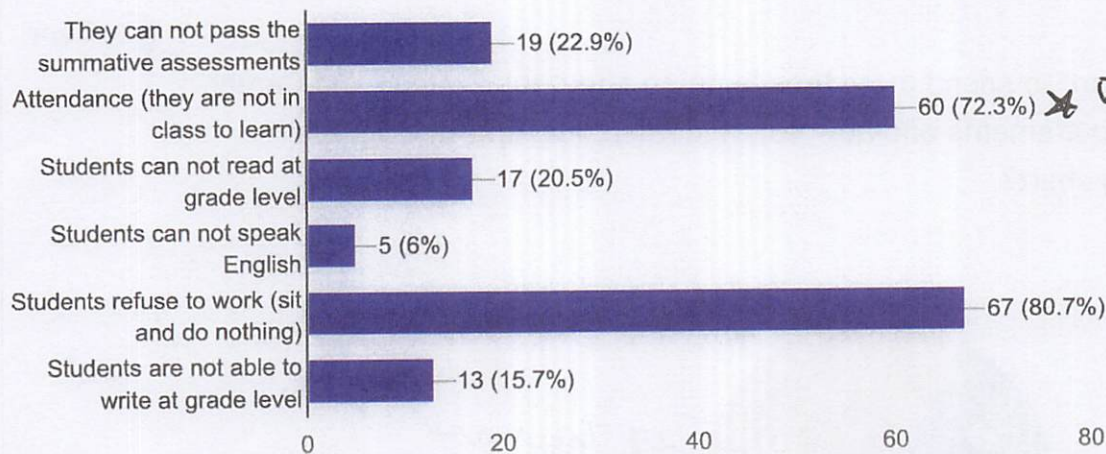
84 responses



What are the main reasons for students not passing your courses with a "C" or higher?

 Copy

83 responses



Dr. Jarvis
+ cost Team

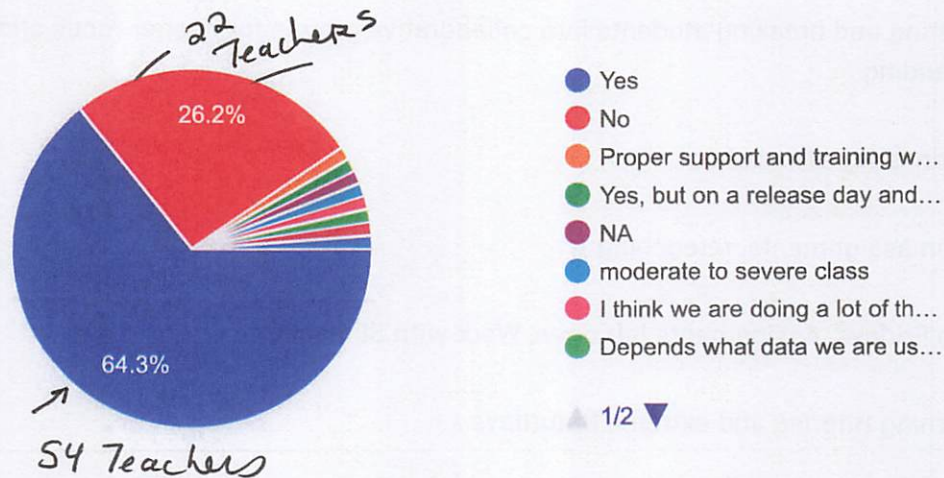
need for
engagement!

4. Do you want to work with your content team on creating the structures and protocols of becoming a Professional Learning Community?



What that would mean is our team would focus on how to discuss student data at your PLC meetings that is relevant to your content and student achievement, script supports for students that are struggling to succeed, build a schoolwide MTSS system, and provide opportunities for students to be honored for their achievements frequently and publically.

84 responses



yes

Yes, I provide additional assistance and time for any students who need.

CTE tutor

AI tutorials/Video support/Available during break, lunch and by appointment.

Make-up Fridays, leave assignments open, and we work closely with our SI teachers

yes. tutoring and breaking students into collaborative groups for deeper focus and understanding

Yes, Wednesday after school.

rework on assignments. reteaching

Make-up Fridays, Assignments left open, Work with SI teacher

Yes, morning tutoring and extreme Saturdays

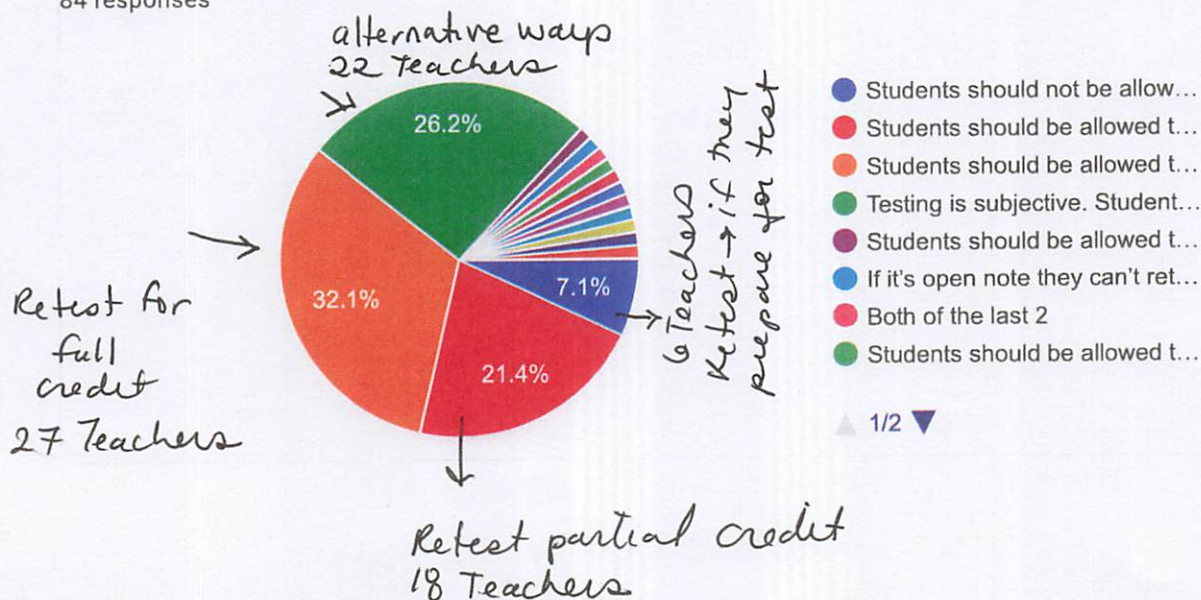
Yes - students may come see me for help/instruction before school, break, lunch, and after school.

Tutoring before school, during 6th period athletics and after school

Please choose the statement below that aligns with how you feel about allowing students to retake a test

 Copy

84 responses

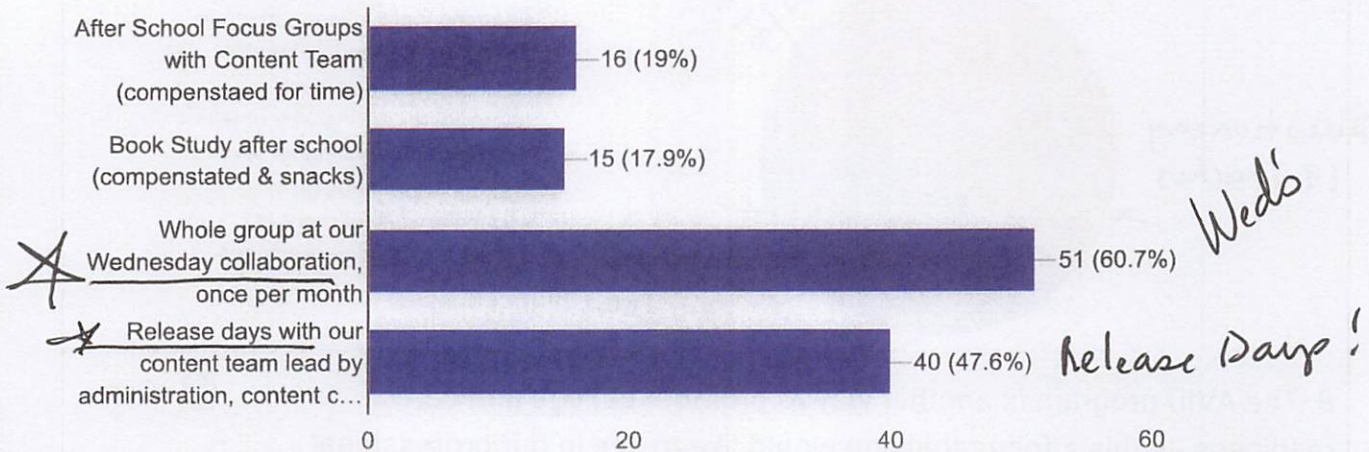


6. At our last collaboration, the majority of teams noted that they would like to focus on the PLC questions; "What is it we would want students to know/expect to learn"?



How would you like to focus on these big idea as a team?" Please check all that apply below.

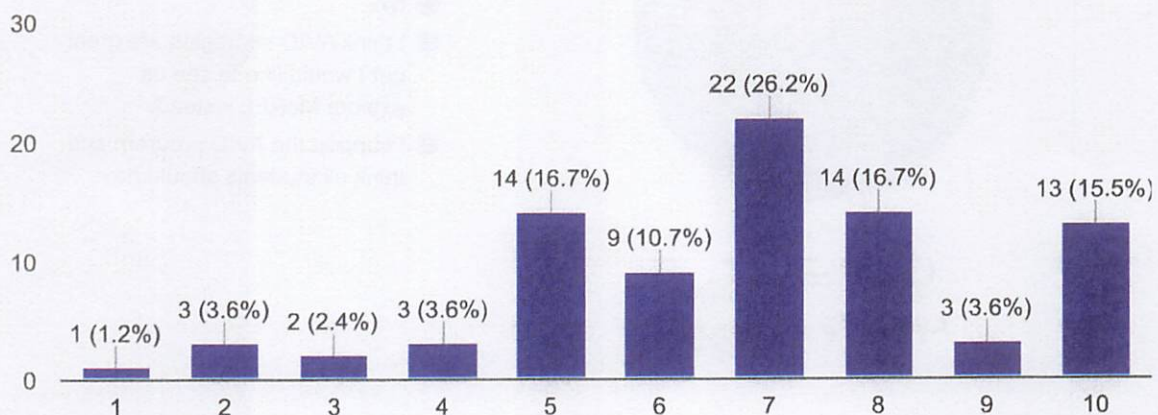
84 responses



If you had to give yourself a rating scale that assesses your confidence in supporting our "English Learner" students in your classroom (comprehending the information, passing assessment, completing task/homework), what would that score be?



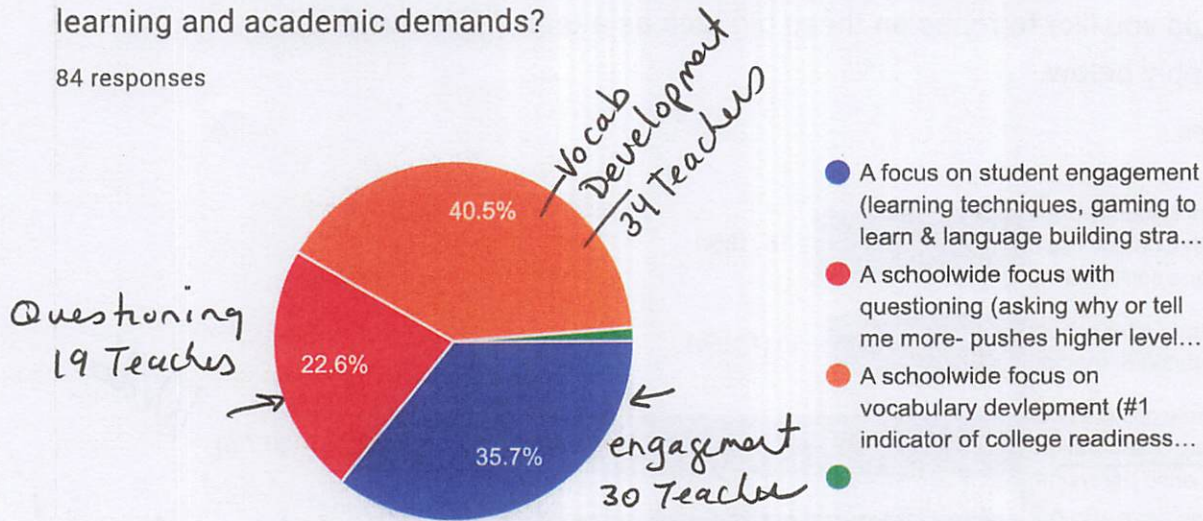
84 responses



7. During the 2026-2027 School year, we may be in TSI (Targeted Support & Improvement) for our English Learners achievement levels on the CASSPP. Which instructional areas would you be interested in focusing on with your content teams to help our EL students progress with their learning and academic demands?



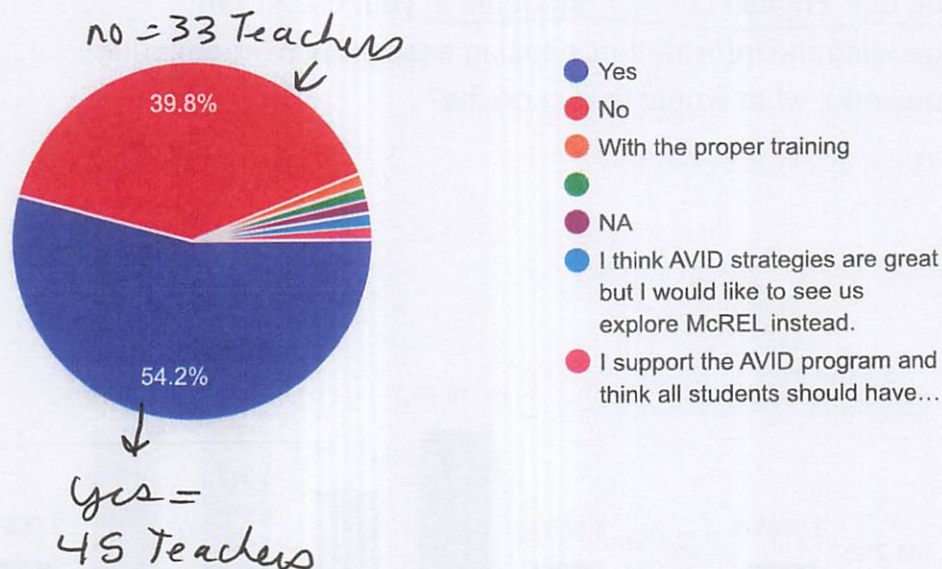
84 responses



8. The AVID program is another way to promote college and career readiness. Is this a focus that you would like to see in our professional learning time, in the classrooms, and to build with our EHS community?



83 responses



Student Survey

Responses Overview Active

Responses

1229



Average Time

03:23



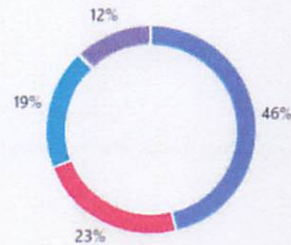
Duration

7 Days



1. What grade level are you currently in?

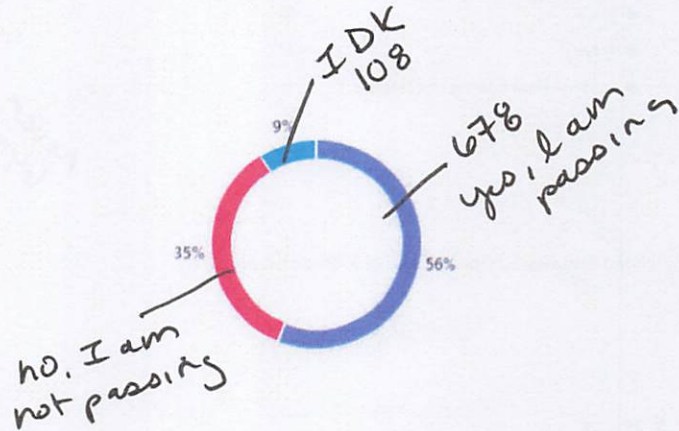
9th Grade (Freshman)	560
10th Grade (Sophomore)	280
11th Grade (Junior)	228
12th Grade (Senior)	146



2. Are you currently passing all your classes?

passing classes?

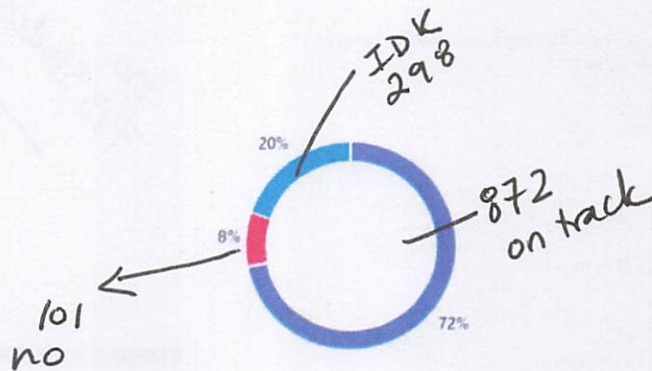
Yes	678
No	423
I am not sure	108



3. Do you believe that you are on track to graduate?

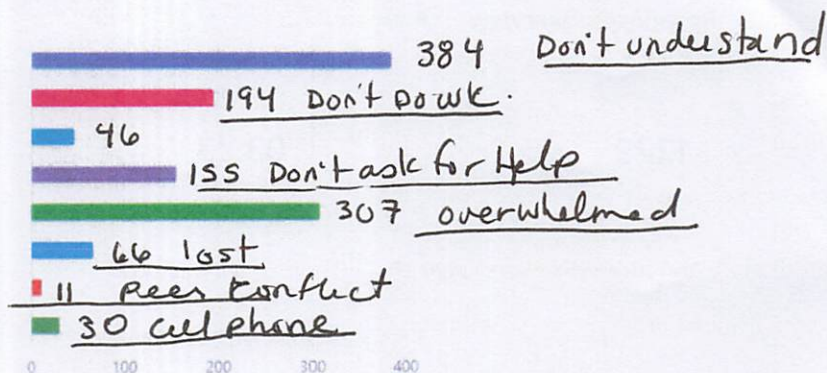
Graduate?

Yes	872
No	101
I am not sure	238



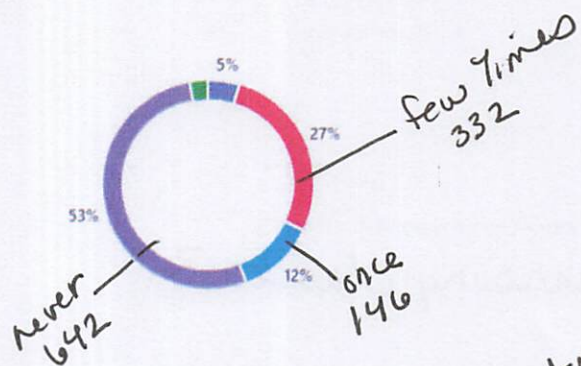
4. If you are struggling in a class, what usually prevents you from improving your grades?

I don't understand the material	384
I don't complete the assignments	194
I miss too much school	46
I don't ask for help	155
I feel overwhelmed	307
I don't know what I am missing	66
Peer Conflict	11
Social Media or Cell Phone Distractions	30



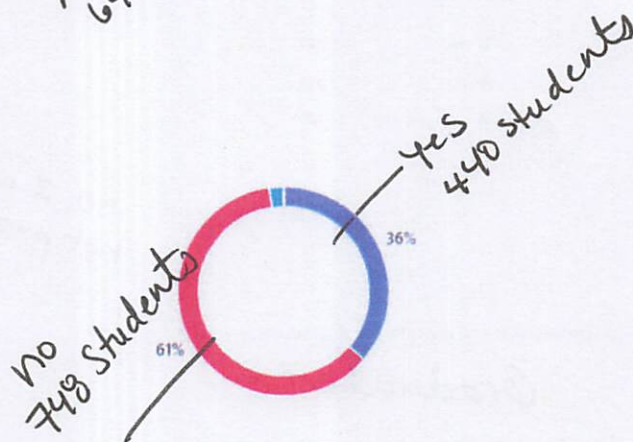
5. How often how you attended Tutoring before school, after, or during lunch this year?

Regularly	59
A few times	332
Once	145
Never	642
I did not know tutoring was available	33



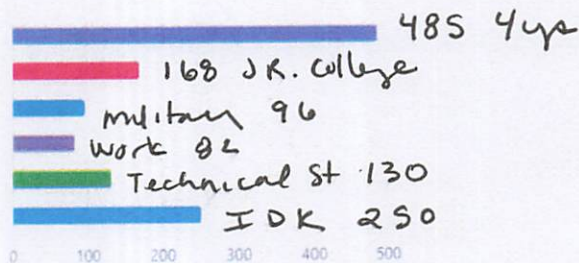
6. Have you attended Saturday School for tutoring or academic support?

Yes	440
No	743
I did not know Saturday School offered tutoring or academic support	27



7. After high school, I plan to:

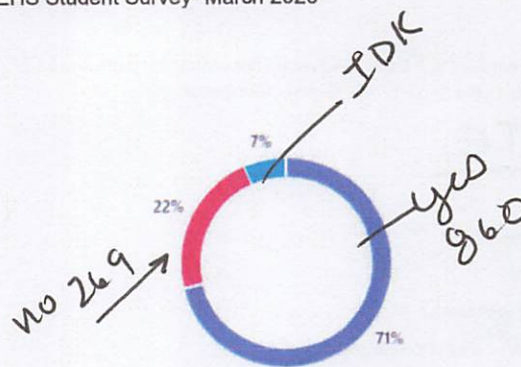
Attend a 4 year college	485
Attend a community college	168
Join the military	96
Go directly in the work force	82
Attend trade/technical school	130
I am not sure	250



8. Do you know what "A-G requirements" are?

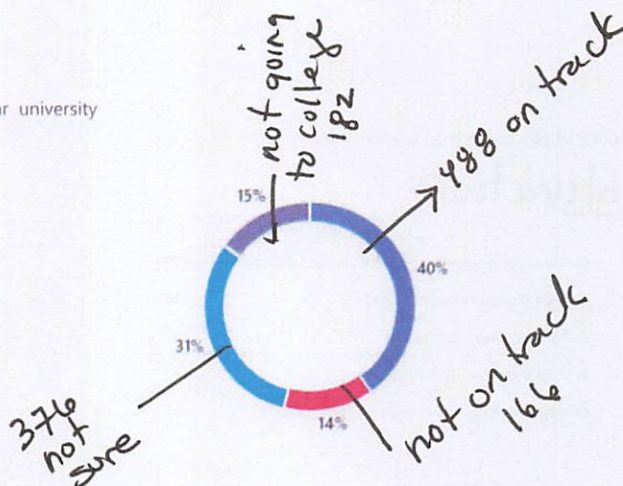
A-G

Yes, I understand what they are	860
I've heard of them but don't fully understand	269
No, I don't know what A-G means	79



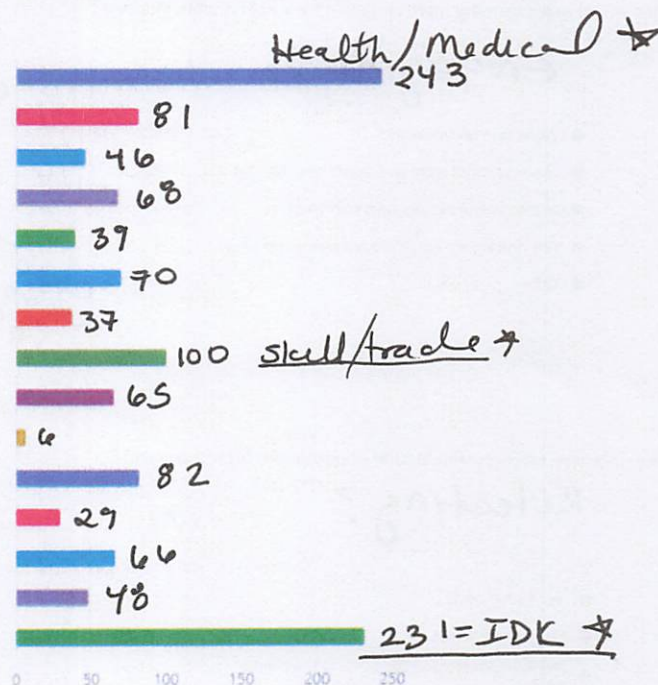
9. Do you know if you are currently meeting A-G requirements for a 4-year university?

Yes, I am on track	488
No, I am not on track	166
I'm not sure	376
I am not planning to attend a 4-year university	182



10. What career field are you most interested in pursuing after high school? (Select the one that interests you most.)

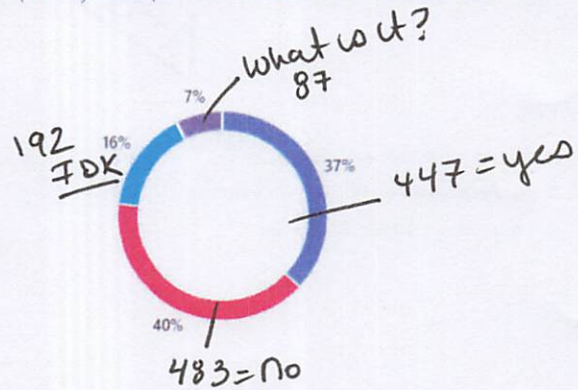
Health & Medical (Nursing, Doctor, Sports Medicine, EMT, etc.)	243
Law Enforcement/ Public Safety	81
Education/ Teaching	46
Business/Robotics	68
Technology/Computer Science	39
Digital Media / Photography/ Film	70
Graphic Design/ Marketing	37
Skilled Trades (Electrician, HVAC, Welding, Construction)	100
Automotive/ Mechanics	65
Aviation/ Dron Technology	6
Military	82
Culinary Arts/ Hospitality	29
Psychology/ Social Work	66
Agriculture/ Environmental Science	48
I am not sure yet	231



11. Are you currently enrolled in a Career Technical Education (CTE) pathway (A CTE pathway is a sequence of courses in the same career field: Sports Medicine, Cyber Security, Media Arts, Automotive, etc.)

CTE

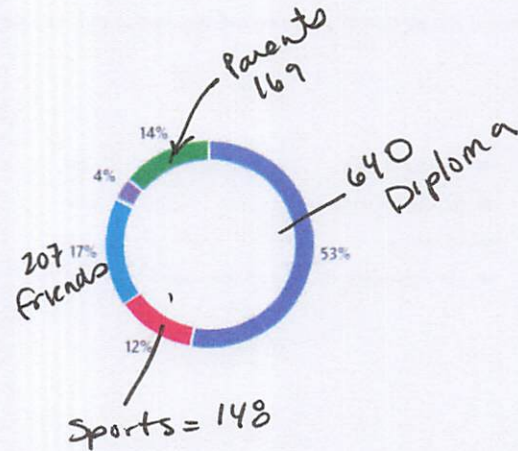
Yes	447
No	483
I don't know	192
What is a CTE Course or pathway?	87



12. What motivates you to come to school each day?

Motivation

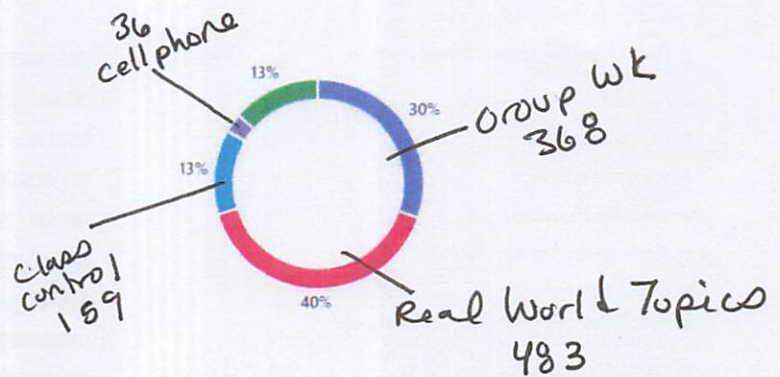
I want to graduate with a high school diploma	640
I want to participate in sports	148
I want to see my friends	207
I want to learn something new	43
My parent/ guardian requires me to attend	169



13. What would make learning more engaging for you and other students?

Engaging?

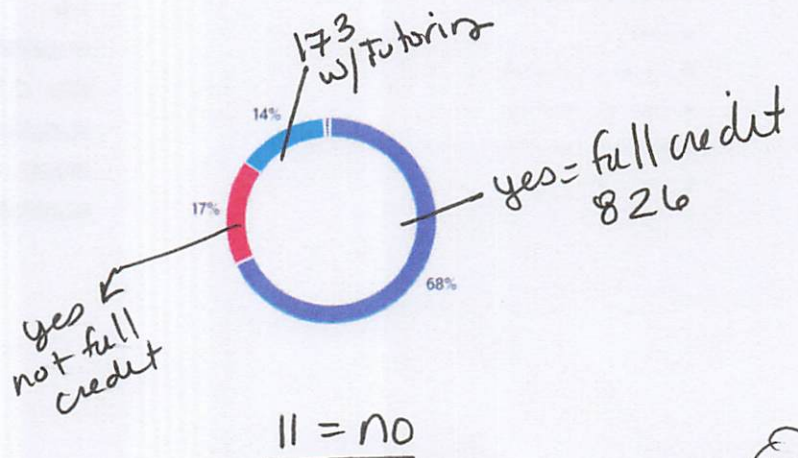
Working in groups/teams	368
Learning about more real-world/ relevant topics	483
Better controlled classroom environments	159
Few distractions (including cell phones up away)	36
Other	163



14. Do you believe teachers should offer opportunities for test re-takes?

Retesting?

Yes, for full credit	826
Yes, but not for full credit	201
Yes, if the student attends tutoring or Saturday School	173
No, students should prepare the first time	11



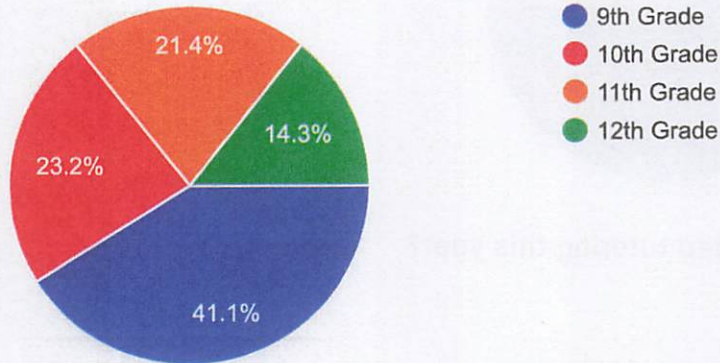
Elsinore High School Parent Survey – March 2026

56 responses

What grade level is your student in?

 Copy

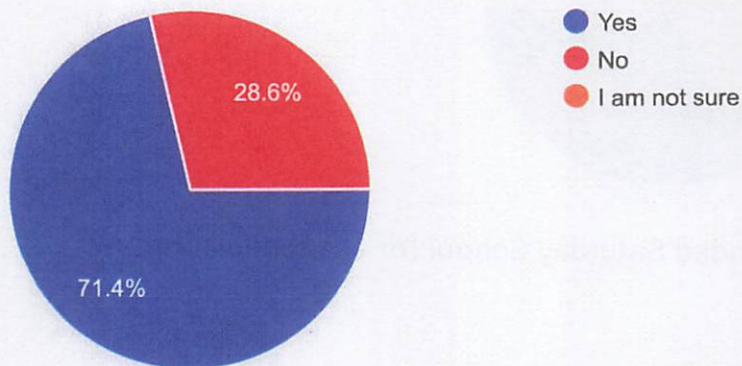
56 responses



Do you believe your student is currently passing all of their classes?

 Copy

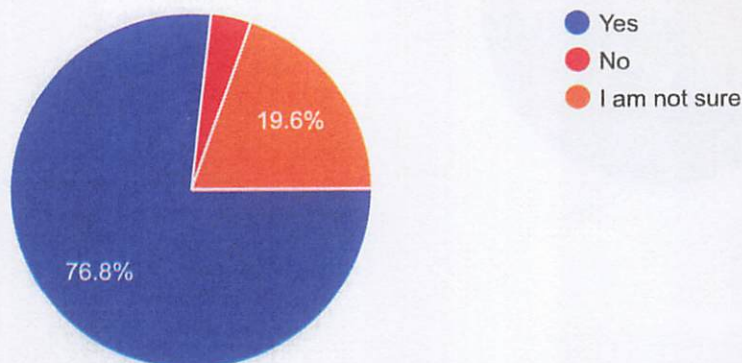
56 responses



Do you believe your student is on track to graduate on time?

 Copy

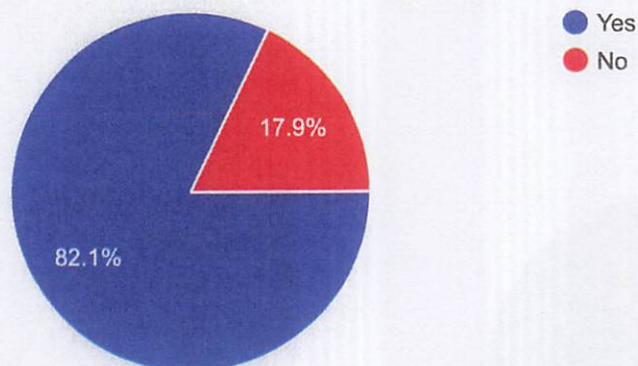
56 responses



Are you aware that EHS offers tutoring before school, after school, and during lunch?

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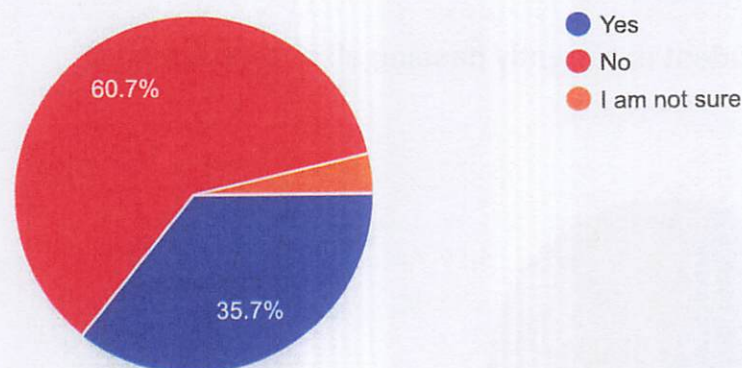
56 responses



Has your student attended tutoring this year?

 Copy

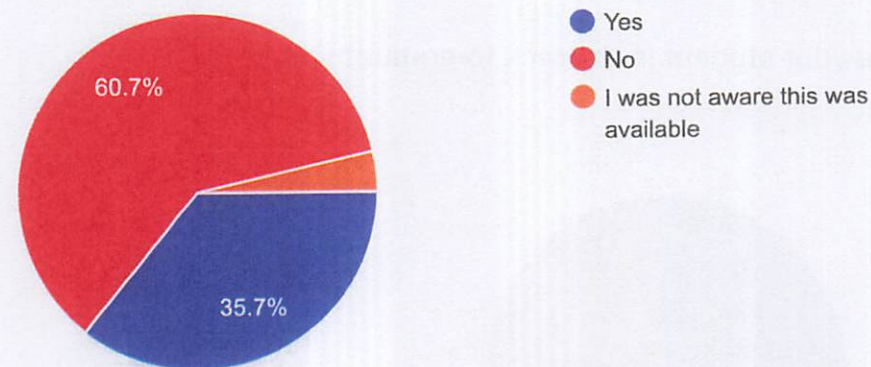
56 responses



Has your student attended Saturday School for academic support?

 Copy

56 responses

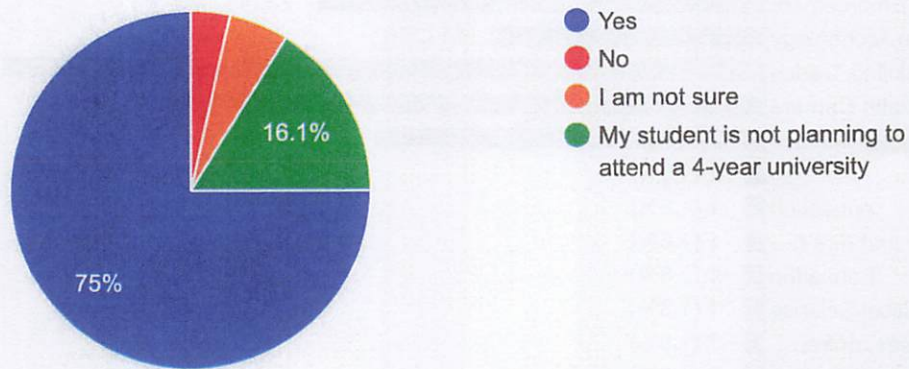


2

Do you know what A–G requirements are?

 Copy

56 responses

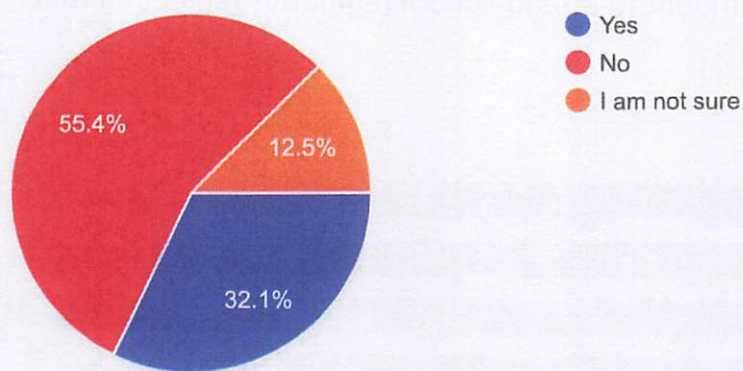


Is your student currently enrolled in a Career Technical Education (CTE) pathway?

 Copy

(A CTE pathway is a sequence of courses in the same career field.)

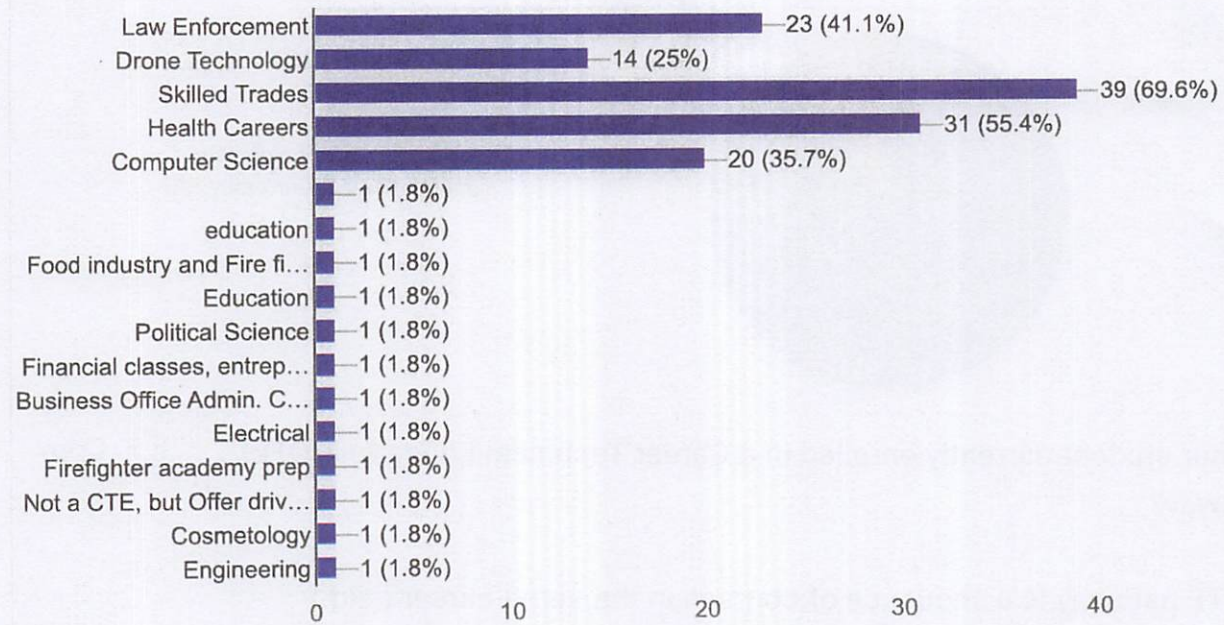
56 responses



Are there career pathways you would like to see EHS offer?



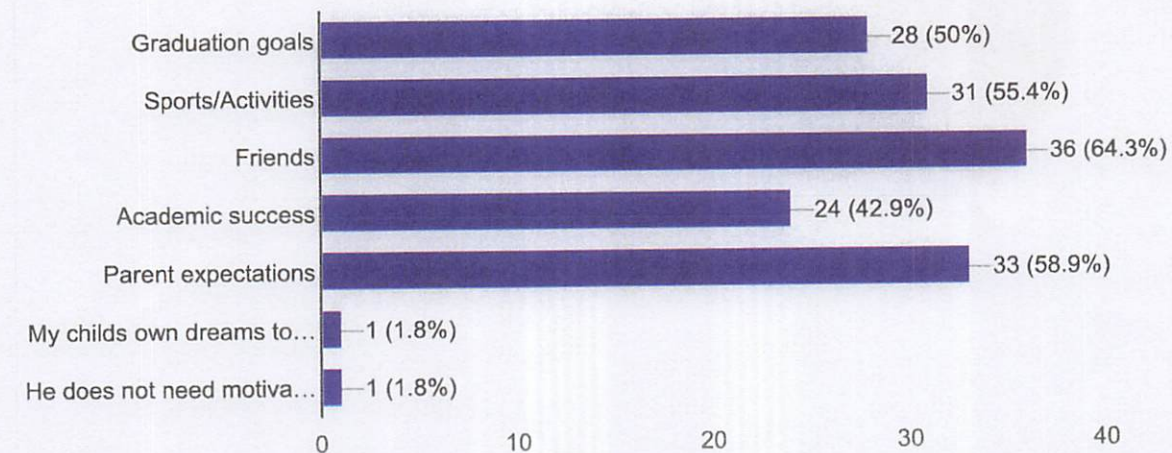
56 responses



What motivates your student to attend school regularly? (select all that apply)



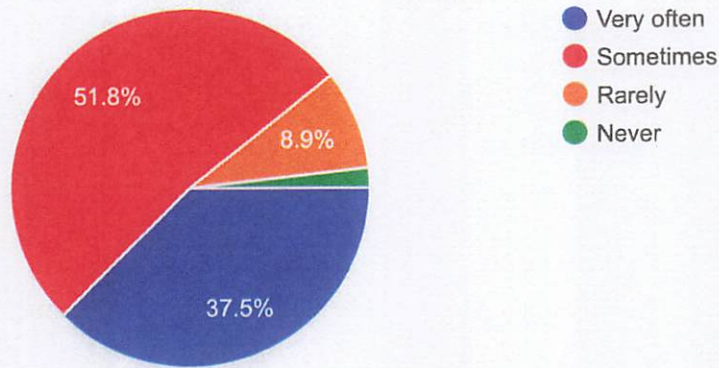
56 responses



Do you believe cell phones or social media are distractions in classrooms?

 Copy

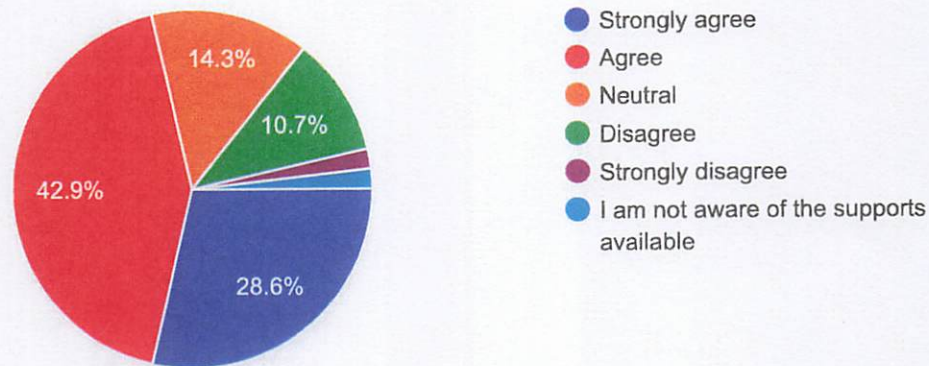
56 responses



Do you feel your student has access to the academic support they need to be successful?

 Copy

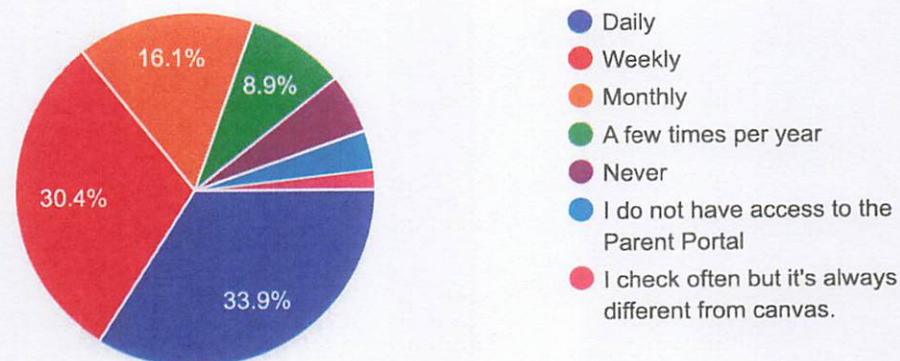
56 responses



How often do you use the Infinite Campus Parent Portal to check your student's grades or attendance?

 Copy

56 responses



**RCOE/ ILT
Professional
Development
Agendas
2025-2026**

ILT Professional Learning with RCOE

August 19, 2025

ILT Meeting Norms

- We will be on time and present at our collaborations
- We will be solution based and come prepared with open minds
- We will listen
- We will be focused on students, learning and keep the whole child in mind
- We will hold each other accountable and follow through on agreed upon actions

Information to Review & Think About:

Collective Inquiry: Building a shared knowledge on a common goal focused on learning for all.

Collective efficacy is a group's shared belief in its ability to succeed in accomplishing a specific task or goal. It's about the collective confidence within a group, not individual self-belief. This shared belief significantly impacts how a group functions, its motivation, and ultimately, its success in achieving its goals.

"When you fundamentally believe you can make the difference, and then you feed it with the evidence you are — then that is dramatically powerful." — John Hattie, educator

Build a cross-content leadership team's capacity in three interrelated domains:

- ❖ **Teacher Clarity** – Educators will define and implement clear learning intentions and success criteria.
- ❖ **Student Engagement** – Teachers will foster deeper relationships and academic risk-taking through strategies that promote respectful peer interaction, feedback loops, and personal relevance.
- ❖ **Best First Instruction** – The focus will be on initial instructional delivery that integrates engagement and clarity to maximize learning outcomes

iReady Sign in Sheet
August 20, 2025

Please sign your name below:

Michael Meak

Amy Palmer

Andrew Tranter

Ricky Walter

SHANNON BRACO

Lisa Stute

Tary Jones

Heather Thomas

CRAL Edm

BRADLEY

Naïssa Franklin

HEATHER

Date: 6/20/25 Para PLC & Workplace Violence Training

Last	First	Classification	Signature
Amador	Carlos	7 PARAED. II-BILING.	
Bagonza	Vernita	6.5 PARA ED II SPEC NEED	<i>VB. 6/20/25</i>
Bui	Minhtan	6 PARA ED II SPECIAL NEEDS	<i>Minh Bui</i>
Caraway	Alexander	6 PARA ED II SPECIAL NEEDS	
Cooper	Peggy	6.5 PARA ED II SPEC NEED	<i>P Cooper</i>
Durrell	Candace	6 PARA ED II SPECIAL NEEDS	<i>Candace</i>
Dwelley	Danielle	6 PARA ED II SPECIAL NEEDS	<i>Dan Dwelley</i>
Escobedo	Martha	3.75 PARA II/BILINGUAL	
Farias Pulido	Rosa	6.5 PARA ED II SPEC NEED	<i>Rosa Farias</i>
Hammock	April	6.5 PARA III/SPECIAL NEEDS	<i>April Hammock</i>
Hawk	Shawna	6 PARA ED II SPECIAL NEEDS	<i>Shawna Hawk</i>
Henry	Rosa	3 PARA II/BILINGUAL	
Herrera	Alondra	6 PARA ED II SPECIAL NEEDS	<i>Alondra Herrera</i>
Hullar	Cassandra	6.5 PARA ED II SPEC NEED	<i>Cassie Hullar</i>
May	Alicia	6 PARA ED II SPECIAL NEEDS	<i>Alicia May</i>
McDowell	Alexandra	6.5 PARA ED II SPEC NEED	<i>Alexandra McDowell</i>
Mortimer	Gaye	6.5 PARA ED II SPEC NEED	<i>Gaye Mortimer</i>
Norris	Lisa	6 PARA ED II SPECIAL NEEDS	<i>Lisa Norris</i>
Oursler	Caroline	6.5 PARA ED II SPEC NEED	<i>Caroline Oursler</i>
Pacheco	Tracy	6.5 PARA III/SPECIAL NEEDS	
Patrick	Kathleen	6.5 PARA ED II SPEC NEED	<i>Kathleen Patrick</i>
Pellegrin	Michelle	6 PARA ED II SPECIAL NEEDS	<i>Michelle Pellegrin</i>
Sattelberg	Catherina	6 PARA ED II SPECIAL NEEDS	<i>Catherina Sattelberg</i>
Tannahill	Jina	6.5 PARA ED II SPEC NEED	<i>Jina Tannahill</i>
Thatcher	Valerie	6.5 PARA ED II SPEC NEED	<i>Valerie Thatcher</i>
Vitela Serna	Mary	6.5 PARA III/SPECIAL NEEDS	<i>Mary Vitela</i>
Woods	Audra	6 PARA ED II SPECIAL NEEDS	<i>Audra Woods</i>
Wright	Matthew	6 PARA ED III SPECIAL NEEDS	<i>Matthew Wright</i>
Yaranon-De La Torre	Jeanette	6 PARA ED II SPECIAL NEEDS	<i>Jeanette Yaranon</i>
Neal	Quinn	Para ED II Special Needs	<i>Quinn Neal</i>
Bruno	Bryan	PARA III	<i>Bryan Bruno</i>



RCOE Professional Learning Day #2



August 29, 2025

Room 701

Lite Breakfast & Lunch will be provided for your enjoyment

ILT Meeting Norms

- We will be on time and present at our collaborations
- We will be solution based and come prepared with open minds
- We will listen
- We will be focused on students, learning and keep the whole child in mind
- We will hold each other accountable and follow through on agreed upon actions

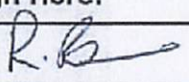
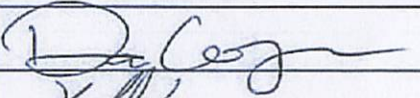
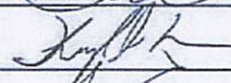
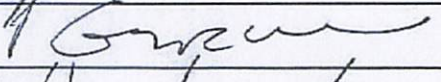
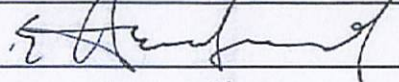
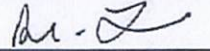
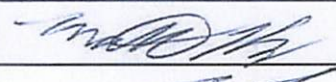
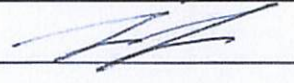
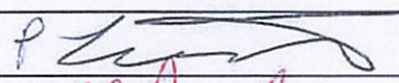
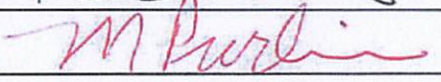
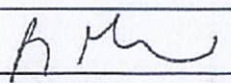
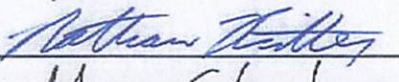
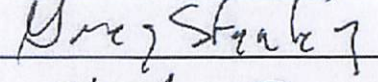
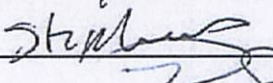
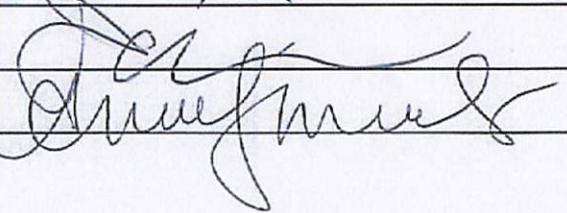
Learning Intentions:

- Teacher Clarity: Educators will define and implement clear learning intentions and success criteria
- Student Engagement: Teachers will foster deeper relationships and academic risk-taking through strategies that promote respectful peer interactions, feedback loops, and personal relevance
- Best First Instruction: The focus will be on initial instructional delivery that integrates engagement and clarity to maximize learning outcomes.

AGENDA:

- Define Vision
- S.M.A.R.T Goals
- Engagement Continuum
- Plan for PDSA

ILT Sign in Sheet : August 29, 2025

ILT Members/ Department Chairs/Admin	Please Sign Here:
Rico Borrero (Counselor Dept. Chair)	
Dana Coogan (ELA Dept. Chair)	
Kyle Easton (P.E Dept. Chair)	
Patricia Garcia (Engagement Specialist)	
Eris Hereford (Math Dept. Chair)	
Sally Jarvis (AP/ Discipline)	
Matt Kelly (CTE Chair)	
Ryan Klopp (Science Dept. Chair)	
Megan Sebesta-Leak (AG Dept. Chair)	
Pauline Leavitt (Principal/Discipline, ELA, Math, New Teachers)	
Matthew Purkiss (LOTE Dept. Chair)	
Jaime Metter (VAPA/Dept. Chair)	
Robyn Mulvanny	
Nathan Ritter (SpEd Dept. Chair)	
Greg Stanley (AP/ Discipline, CTE, ROTC, SpEd)	
Brandon Stephens: (AP/AD)	
Ryan Stevens (AVID Coordinator)	
Daren Weismann (History Dept. Chair)	
Amber Meeks (EL Coordinator)	

ILT/RCOE Professional Development
November 18, 2025

Lesson Walk Schedule:

An observation rubric will be provided to use for the classroom walk throughs

Observation Group: Rico, Kyle, Klopp, Matt, Eris, Patricia

Classrooms Visit #1:

- AP ELA: Dana Coogan-- 8:40am- 8:50am (room 608)
- U.S Gov/History: Darrin Weismann-- 9:00am- 9:10am (room 506)
- Spanish: Matthew Purkiss 9:35am-- 9:45am (room 505)
- Geometry: Ryan Stevens 10:00am- 10:10am (room 222)
- ELD 2/3: Amber Meeks 10:15am- 10:30am (room 225)

Break (10:34am- 10:44am)

Classroom Visits #2:

Observation Group: Dana, Darrin, Matthew, Ryan S, Nathan, Amber

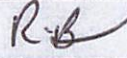
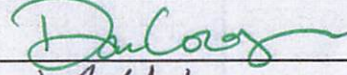
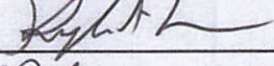
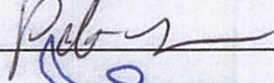
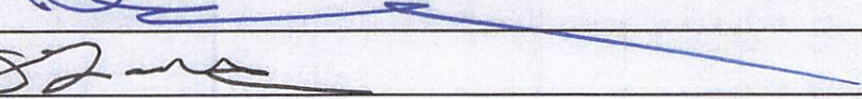
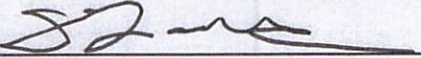
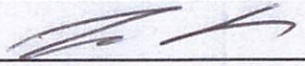
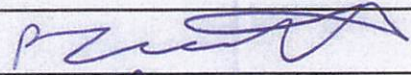
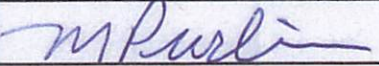
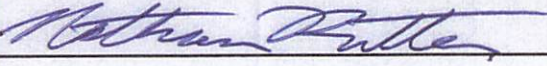
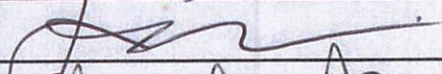
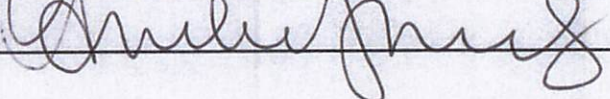
- Honors Chemistry: Ryan Klopp 10:55am- 11:05am (room 818)
- Math 96: Eris Hereford: 11:15am- 11:25am (room 814)
- Auto: Matt Kelly: 12:00pm-12:10pm (Room 406)
- P.E: Kyle Eason: 12:15pm-12:25pm (Gym)

Lunch 12:30pm- 1:00 (Room 701) ILT Teammates

Debrief: 1:00pm- 3:00pm ILT Teammates

- Lead by RCOE Facilitators

ILT Sign in Sheet :November 18,2025

ILT Members/ Department Chairs/Admin	Please Sign Here:
Rico Borrero (Counselor Dept. Chair)	
Dana Coogan (ELA Dept. Chair)	
Kyle Easton (P.E Dept. Chair)	
Patricia Garcia (Engagement Specialist)	
Eris Hereford (Math Dept. Chair)	
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Pauline Leavitt (Principal/Discipline, ELA, Math, New Teachers)	
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Brandon Stephens: (AP/AD)	
Ryan Stevens (AVID Coordinator)	
Darrin Weismann (History Dept. Chair)	
Amber Meeks (EL Coordinator)	



ILT Professional Learning with RCOE



October 31, 2025

Please bring your Rigor Unveiled book

Where Belonging & High Expectations Inspire Learning & Growth

LEARNING MATTERS! RELATIONSHIPS MATTER! YOU MATTER!

ILT Meeting Norms

- We will be on time and present at our collaborations
- We will be solution based and come prepared with open minds
- We will listen
- We will be focused on students, learning and keep the whole child in mind
- We will hold each other accountable and follow through on agreed upon actions

Collective Inquiry: Building a shared knowledge on a common goal focused on learning for all.

- Review and Finalize the Attendance PDSA #1 & Share ILT SMART goal and next steps/plans



- A Little Reading & Discussion from the Rigor Unveiled book.
- A Focus on Leadership- Leading to Learn
- PDSA #2: Review, Plan, & Next Steps

RCOE/ ILT Leadership Collaboration

March 20, 2026

Room 701

8:00am - 2:30pm

Welcome & Review of the Day

Emma & Jenn

Lesson Walk Schedule:

Observation Group: Kyle, Klopp, Matt, Eris, Patricia, Nathan

Classrooms Visit #1:

- AP ELA: Dana Coogan-- 8:40am- 8:50am (room 608)
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Break (10:34am- 10:44am)

Classroom Visits #2:

Observation Group: Dana, Darrin, Matthew, Ryan S, Amber

- Honors Chemistry: Ryan Klopp 10:55am- 11:05am (room 818)
- Math 96: Eris Hereford: 11:15am- 11:25am (room 814)
- Auto: Matt Kelly: 12:00pm-12:10pm (Room 406)
- P.E: Kyle Eason: 12:15pm-12:25pm (Gym)

Lunch 12:30pm- 1:00 (Room 701)

Debrief: 1:00pm- 2:30pm

Coaching: January 28, 2026 (Wednesday, Late Start Schedule)
 Personal PDSA

Period	Time	Teacher	email	Room
0	7:37-8:24 a.m.			
1	9:35-10:22 a.m.	Queen Hereford Ritter the Great	eris.hereford@leusd.k12.ca.us nathan.ritter@leusd.k12.ca.us	814
2	10:28-11:18 a.m.	Meeks (meet in my room)	amber.meeks@leusd.k12.ca.us	225
Break	11:18-11:28 a.m.			
3	11:34-12:21 p.m.			
4	12:27-1:14 p.m.	Klopp	ryan.klopp@leusd.k12.ca.us	818
Lunch	1:14-1:44 p.m.			
5	1:50-2:37 p.m.	Stevens	ryan.stevens@leusd.k12.ca.us	222
6	2:43-3:30 p.m.			
7	3:35-4:24 p.m.			

Coaching: March 3, 2026
Personal PDSA

Period	Time	Teacher	email	Room
0	7:26-8:24 a.m.			
1	8:30-9:28 a.m.	Matthew Purkiss	matthew.purkiss@leusd.k12.ca.us	505
2	9:34-10:34 a.m.	Kyle Eason	kyle.eason@leusd.k12.ca.us	Gym
Break	10:34-10:44 a.m.			
3	10:50-11:48 a.m.	Matt Kelly	Matthew.kelly@Leusd.k12.ca.us	406
4	11:54-12:52 a.m.	Darrin Weismann	darrin.weismann@leusd.k12.ca.us	506
Lunch	12:52-1:22 p.m.			
5	1:28-2:26 p.m.	Dana Coogan	dana.coogan@leusd.k12.ca.us	
6	2:32-3:30 p.m.			
7	3:36-4:34 p.m.			

ILT/RCOE Professional Development
November 18, 2025

Lesson Walk Schedule:

An observation rubric will be provided to use for the classroom walk throughs

Observation Group: Rico, Kyle, Klopp, Matt, Eris, Patricia

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- ~~Auto: Matt Kelly: 12:00pm-12:10pm (Room 406)~~ Kyle Eason / Gym
- ~~P.E. Kyle Eason: 12:15pm-12:25pm (Gym)~~

Lunch 12:30pm- 1:00 (Room 701) ILT Teammates

Debrief: 1:00pm- 3:00pm ILT Teammates

- Lead by RCOE Facilitators

Science Release Day

November 17, 2025

Please Sign Your Name Below:

Marion Hank

John Home

Jonathan Ang

RYAN KLOPP

Glendon McBeth

Albert Lee

Randy Kirschman

JOSH CLIXBY

Michael Gruden

Noriko Inglett

Pauline Leavelle



RCOE Professional Learning Day #3

October 20, 2025

Room 701

Lite Breakfast & Lunch will be provided for your enjoyment



ILT Meeting Norms

- We will be on time and present at our collaborations
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- We will listen
- We will be focused on students, learning and keep the whole child in mind
- We will hold each other accountable and follow through on agreed upon actions

Learning Intentions:

- Teacher Clarity: Educators will define and implement clear learning intentions and success criteria
- Student Engagement: Teachers will foster deeper relationships and academic risk-taking through strategies that promote respectful peer interactions, feedback loops, and personal relevance
- Best First Instruction: The focus will be on initial instructional delivery that integrates engagement and clarity to maximize learning outcomes.

AGENDA:

- Reconnect with our work on Strategic Leadership using the Active Implementation Formula
- Analyze our first PDSA cycle by moving from *Study* to *Act*
- Deepen understanding of the Engagement Continuum and Relationships in connection to *Teacher Clarity* and *RIGOR*
- Launch planning for PDSA #2 as part of our continuous improvement cycle and preparing us for Coaching Session #2 and Walkthroughs in November.

ILT Sign in Sheet : August 29, 2025

ILT Members/ Department Chairs/Admin	Please Sign Here:
Rico Borrero (Counselor Dept. Chair)	R.B.
Dana Coogan (ELA Dept. Chair)	Dolan
Kyle Easton (P.E Dept. Chair)	Kyle J. E.
Patricia Garcia (Engagement Specialist)	
Eris Hereford (Math Dept. Chair)	
Sally Jarvis (AP/ Discipline)	
Matt Kelly (CTE Chair)	
Ryan Klopp (Science Dept. Chair)	
Megan Sebesta- Leak (AG Dept. Chair)	
Pauline Leavitt (Principal/Discipline, ELA, Math, New Teachers)	P Leavitt
Matthew Purkiss (LOTE Dept. Chair)	M Purkiss
Jaime Metter (VAPA/Dept. Chair)	
Robyn Mulvanny	
Nathan Ritter (SpEd Dept. Chair)	Nathan Ritter
Greg Stanley (AP/ Discipline, CTE, ROTC, SpEd)	
Brandon Stephens: (AP/AD)	
Ryan Stevens (AVID Coordinator)	
Darrin Weismann (History Dept. Chair)	
Amber Meeks (EL Coordinator)	

ELAC
Meetings
Agendas &
Sign-in
Sheets

ELAC Agenda

English Learner Advisory Committee

Date: Tuesday, August 26th, 2025

Time: 6:00pm – 7:30pm

Location: EHS Library & Media Center

ELAC Meeting /
Reunion de ELAC

MEETING CALLED BY:		
TYPE OF MEETING:	Introduction to School Resources	IC, Parent Square, Canvas
FACILITATOR/TRANSLATOR:	Amber Meeks / Patricia Garcia	+ 2 students
NOTE-TAKER:	Amber Meeks	
TIMEKEEPER:	Amber Meeks	
MATERIALS:	Amber Meeks	handouts, presentation, snacks

TIME ALLOTTED:	AGENDA TOPIC:	PRESENTER:
90 minutes	Welcome Sign-in & Food Introductions Yarik & Melissa (ELD) (ASB) — ELAC Officers - Nominations & Elections 2025-2026 → - DELAC Representative Canvas (grades & assignments) Parent Square (messaging & announcements) Infinite Campus (attendance & official grades) Student Recognition Kahoot! Questions & Other Business	Student presenters. Mrs. Paiz Gonz (P) Mrs. Nava (VP) Mrs. Bueno Olmedo (DELAC) One student present. Review meeting Dates Fridays?

9/23 Surveys

ACTION ITEMS:		PERSON RESPONSIBLE
Administration Team		Meeks & Garcia
Welcome & Dinner		
ELAC Officers - Roles & Responsibilities - Nominations		Meeks & Garcia
<i>Pres.: Yerik's mom</i> <i>Vice: Melissa's mom - (Nana)</i> <i>Delac: Anuar's Mom</i>		
Canvas (grades & assignments) - Download the Parent Canvas App - Pair as an "Observer"		<i>5 parents download & connected.</i>
Parent Square (messaging & announcements) Download the App		<i>Family - Follow-up w/ Roberts on pw reset.</i>
Infinite Campus (attendance & official grades) Download the App or use website to sign-in		<i>✓</i>
Student Recognition - ELD - Yerik Paiz - 12th grade - Andrea Valle Garcia - 12th grade		<i>— present.</i> <i>— AB.</i>
Other Business & Announcements Extreme Saturdays - Tutorial & Bilingual Support Latino College Expo 2025 - Saturday, September 13th - Sign-up with Mrs. Meeks Room 225		<i>Parents awaiting - dates from ELS</i> <i>10+ interested to send S.</i>
Upcoming ELAC Dates: - September 23rd - October 21st - December 9th - January 27th - February 24th - April 21st - May - EL Celebration	DELAC Dates: - September 24th - November 19th - January 28th - March 25th - May 27th	<i>Revisit Dates Friday? morning?</i> <i>9/23 Survey - needs</i>

Parent Concerns - mandatory ELAC Attn. ↑
- late bus commun. w/ T.
- additional Confer. practice outside of school.

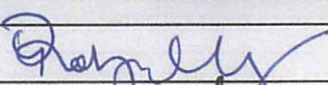
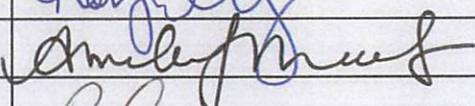
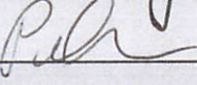
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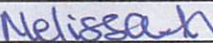
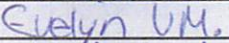
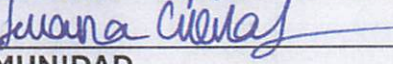
ELAC / Comité Asesor de Padres de ELAC

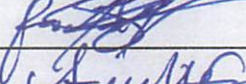
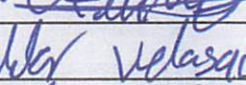
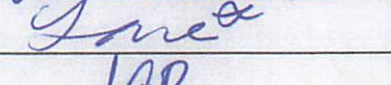
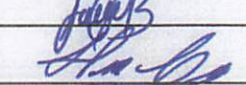
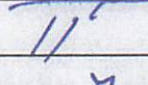
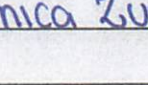
Sign-in Sheet / Lista de Asistencia

Elsinore High School

Date: 08/26/25

CATEGORY / CATEGORIA	SIGNATURE / FIRMA	TERM / PLAZO
Robyn Mulvanny (assistant principal)		28/26
Amber Meeks (EL Facilitator)		25-26
Patricia Garcia (Academic Engagement / Adjunct Admin.)		25-24
ELAC Committee Members		
President:	nominaton	
Vice President:	nominaton	
Secretary:	TBD (meets standin)	
DELAC Representative:	nominator	

GUEST / INVITADO	Signature / Firma	SITE / SCHOOL/PROGRAM
1. Melissa Nava		ASB
2. Evelyn Villaseñor		Volunteer
3. Natalie Lopez		Volunteer
4. Juana Cuevas		Volunteer

PARENTS or COMMUNITY / PADRES o COMUNIDAD		
Print Name / Imprimir Nombre	Signature / Firma	Name of Student / Nombre del estudiante
Mardely Gonzalez		Yerik Poiriz
Felix Perez		Brittany Perez
Ana Gomez		Maria Segura
Elder Velasquez		"
Yonath		Anwar Bueno
Fernando Peregrino		Jordan Peregrino y Angel
Heidy Castro		Maria Fernanda C.
V/	//	Melissa Castañeda
Veronica Zuniga	Veronica Zuniga	

[illegible]

ELAC Agenda

English Learner Advisory Committee

Date: Tuesday, September 23rd / Wednesday, Sept. 24th

Time: 6:00pm - 7:30pm / 8:30am - 9:30am

Location: EHS Library & Media Center / Room 701

Parent Interest Survey / Encuesta de interés de los padres



MEETING CALLED BY:		
TYPE OF MEETING:	SPSA & Title 1 / Needs Assessment	Survey & Election Ballots
FACILITATOR/TRANSLATOR:	Amber Meeks / Patricia Garcia	
NOTE-TAKER:	Amber Meeks.	
TIMEKEEPER:	Amber Meeks	
MATERIALS:	Amber Meeks	handouts, presentation, snacks

TIME ALLOTTED:	AGENDA TOPIC:	PRESENTER:
90 minutes	Welcome Sign-in & Food Introductions PTSA - Membership & Reflections Admin Introduction - SPSA Goals & Title 1 ELD Team & Support - ELD Placement - Reclassification Criteria EHS Resources - Counseling - Parent Survey / Needs Assessment ELAC Officers - Elections 2025-2026 - DELAC Representative Student Recognition, Kahoot! & prizes Questions & Other Business	6:00 - 6:15 ASB Student Wel. M. Nava Liz Rojas (END) Pauline Leavitt 6:15 Amber Meeks Patricia Garcia Meeks & Garcia

Amber Meeks (appointed) (secretary)
maria Alcaraz (BSC)

Alejandra Velador (PTSA) alejandragodinezquiroz@
Yaneth Olmedo (DELAC) yanetholmedo74@gmail.com.
Belgica Ganoza 951-956-9151 belgica_ge@hotmail.com

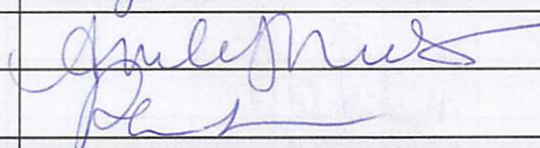
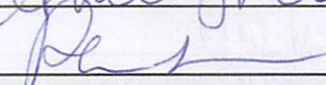
ACTION ITEMS:			PERSON RESPONSIBLE
Administration Team • Welcome & Dinner 5:40 - 6:10 → ASB Motion to begin meeting:			Meeks & Garcia Melissa Nava
PTSA • Membership • Reflections Program - "I Belong!" 6:10 - 6:15 6:15pm SPSA Goals & Title 1 • Goal 1 Safe School Funds → opinions • Goal 2 Tutoring + Math (new) • Goal 3 Training Teachers • Parent Engagement. Q: Law about s. in class w/ no translator? ELD Team & Support • Teachers & Bilingual Paras • Cohort Teachers • ELD Placement & Reclassification Criteria How do we help push s. to use their English in school. How to use i-Ready → training T/P.			Liz Rojas - Meeks Pauline Leavitt Amber Meeks
EHS Resources • Academic Engagement Specialist • Counselors & Community Liaison • Parent Survey / Needs Assessment 6:34pm. QR results 7pm ELAC Elections By Paper: Hands • Officers & Additional Nominations Alejandra Velador - shared importance of ELAC: Participation. Student Recognition - History @ 7:15 • Juan Giraldo Gomez - 10 th grade • Diego Angulo - 10 th grade Winners Nava/Juan Guerrero. Other Business & Announcements • Extreme Saturdays: October 4 th , Nov. 15 th , Dec. 6 th ◦ Tutorial & Bilingual Support with Mrs. Meeks			Patricia Garcia Meeks & Garcia
Upcoming ELAC Dates: • September 23 rd • October 21 st • December 9 th January 27 th • February 24 th • April 21 st • May - EL Celebration	ELAC Cafecito: September 24 th October 22 nd December - TBD January - TBD February - TBD April 22 nd	DELAC Dates: September 24 th November 19 th January 28 th March 25 th May 27 th	ELAC Meetings: --on a Tuesday Evening --6:30pm - 7:30pm ELAC Cafecito --on a Wednesday Morning -- 8:30am - 9:30am

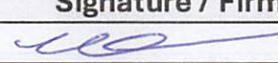
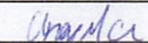
ELAC / Comité Asesor de Padres de ELAC

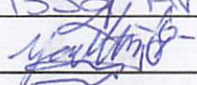
Sign-in Sheet / Lista de Asistencia

Elsinore High School

Date: 09/23/25

CATEGORY / CATEGORIA	SIGNATURE / FIRMA	TERM / PLAZO
Robyn Mulvanny (assistant principal)	Signed on Back	
Amber Meeks (EL Facilitator)		
Patricia Garcia (Academic Engagement / Adjunct Admin.)		
ELAC Committee Members		
President:	Belgica Ganoza	Elected 9/23/25
Secretary:		
DELAC Representative:	Yaneth Olmedo	Elected 9/23/25
PTSA Represent.	Alejandra Velador	Elected 9/23/25
PTSA SSC Rep.	maria Alcaraz	
GUEST / INVITADO	Signature / Firma	SITE / SCHOOL/PROGRAM
1. Liz Rojas		PTSA
2.		
3.		

VOLUNTEERS /	Signature / Firma	SITE / SCHOOL/PROGRAM
1. Melissa Nava		ASB
2. Angela Olivarez		ASB
3. Juana Cuevas	Juana Cuevas	latino club
4. Natalie Lopez	Natalie Lopez	latino club
5. Alejandra Henao	Alejandra Henao	EHS
6.		

PARENTS or COMMUNITY / PADRES o COMUNIDAD		
Print Name / Imprimir Nombre	Signature / Firma	Name of Student / Nombre del estudiante
1. Maria Alcaraz		Emilio Esteban
2. Belgica Ganoza		Sebastian Casanova
3. Charissa Arroyo	Charissa Arroyo	Carlos Padilla
4. Yaneth Olmedo		Anuar E. Bueno Olmedo
5. Luisa Zuniga	Luisa Zuniga	Juana Cuevas

ELAC / Comité Asesor de Padres de ELAC

- Cafecito!

Sign-in Sheet / Lista de Asistencia

Elsinore High School

Date: 9/24/25

CATEGORY / CATEGORIA	SIGNATURE / FIRMA	TERM / PLAZO
Pauline Leavitt (principal)	P. Leavitt	
Robyn Mulvanny (assistant principal)		
Amber Meeks (EL Facilitator)	Amber Meeks	
Patricia Garcia (Academic Engagement / Adjunct Admin.)	Patricia Garcia	
ELAC Committee Members		
President:		
Secretary:		
DELAC Representative:		
PTSA Representative		
SSC Representative		

GUEST / INVITADO	Signature / Firma	SITE / SCHOOL/PROGRAM
1. Liz Rojas		PTSA
2.		
3.		

VOLUNTEERS	Signature / Firma	SITE / SCHOOL/PROGRAM
1. Evelyn Villaseñor	Evelyn V.M.	Latinos Unidos
2. Hilda Valles	Hilda Valles	Latinos Unidos
3. Yvix Ruiz	Yvix Ruiz	
4. Maria Fernandez	Maria F.M.	
5.		

PARENTS or COMMUNITY / PADRES o COMUNIDAD		
Print Name / Imprimir Nombre	Signature / Firma	Name of Student / Nombre del estudiante
Maria Luisa Villaseñor	M. Luisa	Araceli Pichardo
Esmeralda Lizeth G.		Betsy Quintero

[illegible]

Encuesta de Retroalimentación para Familias – Escuela Secundaria Elsinore

Propósito:

¡Valoramos su opinión! Esta breve encuesta nos ayudará a comprender mejor las necesidades de nuestros estudiantes, familias y equipo escolar. Sus respuestas son anónimas y nos guiarán en la planificación de servicios, actividades y apoyos significativos.

Información General

1. ¿En qué grado está actualmente su estudiante?
☒ 9°
☐ 10°
☐ 11°
☐ 12°
2. ¿Qué tipo de apoyo o servicios le gustaría que se ofrecieran en la Escuela Secundaria Elsinore?
(Marque todas las que correspondan)
☒ Tutoría académica
☒ Apoyo para la salud mental y el bienestar
☒ Programas de preparación universitaria y profesional
☒ Talleres educativos para padres
☒ Actividades extracurriculares
☐ Otro: _____
3. ¿Qué considera que está funcionando bien actualmente en la Escuela Secundaria Elsinore?
(Respuesta abierta)
4. ¿Qué áreas considera que necesitan mejoras o apoyo adicional?
(Respuesta abierta)
5. ¿Cómo prefiere recibir comunicación de la escuela?
☒ Correo electrónico
☒ Llamada telefónica
☐ Mensaje de texto
☒ ParentSquare
☐ Sitio web de la escuela
☐ Otro: _____

Parent Survey
Sept 2025

6. ¿Existen barreras que le dificultan participar en eventos o actividades escolares?
- ☐ Horario de trabajo
 - ☐ Transporte
 - ☐ Idioma
 - ☐ Cuidado de niños
 - ☒ Ninguna
 - ☐ Otro: _____
7. ¿Qué tipo de eventos para padres/familias le interesaría asistir?
- ☒ Noches de apoyo académico
 - ☐ Talleres sobre universidad y ayuda financiera
 - ☐ Sesiones sobre salud mental y bienestar
 - ☐ Celebraciones culturales
 - ☐ Oportunidades de voluntariado
 - ☐ Otro: _____

Conciencia Académica y Apoyo

8. ¿Ha ingresado a Infinite Campus y recibe reportes semanales de calificaciones?
- ☐ Sí
 - ☒ No
9. ¿Sabe si su estudiante está al corriente con sus créditos y en camino a graduarse?
- ☐ Sí
 - ☒ No
 - ☐ No estoy seguro/a
10. ¿Su estudiante está inscrito en una clase universitaria de Doble Inscripción (Dual Enrollment) en EHS?
- ☐ Sí
 - ☐ No
 - ☒ No estoy seguro/a
11. ¿Sabe si su estudiante está al corriente con los requisitos A-G y qué clases necesita completar para cumplir con ellos?
- ☐ Sí
 - ☒ No
 - ☒ Me gustaría recibir más información
- _____

Comentarios o Sugerencias Adicionales (*Opcional*)

Encuesta de Retroalimentación para Familias – Escuela Secundaria Elsinore

Propósito:

¡Valoramos su opinión! Esta breve encuesta nos ayudará a comprender mejor las necesidades de nuestros estudiantes, familias y equipo escolar. Sus respuestas son anónimas y nos guiarán en la planificación de servicios, actividades y apoyos significativos.

Información General

1. ¿En qué grado está actualmente su estudiante?
 - ☒ 9°
 - ☐ 10°
 - ☐ 11°
 - ☐ 12°

2. ¿Qué tipo de apoyo o servicios le gustaría que se ofrecieran en la Escuela Secundaria Elsinore?
(Marque todas las que correspondan)
 - ☒ Tutoría académica
 - ☒ Apoyo para la salud mental y el bienestar
 - ☐ Programas de preparación universitaria y profesional
 - ☐ Talleres educativos para padres
 - ☐ Actividades extracurriculares
 - ☐ Otro: _____

3. ¿Qué considera que está funcionando bien actualmente en la Escuela Secundaria Elsinore?
(Respuesta abierta)

4. ¿Qué áreas considera que necesitan mejoras o apoyo adicional?
(Respuesta abierta)

5. ¿Cómo prefiere recibir comunicación de la escuela?
 - ☒ Correo electrónico
 - ☐ Llamada telefónica
 - ☒ Mensaje de texto
 - ☒ ParentSquare
 - ☐ Sitio web de la escuela
 - ☐ Otro: _____

6. ¿Existen barreras que le dificultan participar en eventos o actividades escolares?
- ☐ Horario de trabajo
 - ☐ Transporte
 - ☒ Idioma
 - ☒ Cuidado de niños
 - ☐ Ninguna
 - ☐ Otro: _____
7. ¿Qué tipo de eventos para padres/familias le interesaría asistir?
- ☐ Noches de apoyo académico
 - ☒ Talleres sobre universidad y ayuda financiera
 - ☒ Sesiones sobre salud mental y bienestar
 - ☐ Celebraciones culturales
 - ☐ Oportunidades de voluntariado
 - ☐ Otro: _____

Conciencia Académica y Apoyo

8. ¿Ha ingresado a Infinite Campus y recibe reportes semanales de calificaciones?
- ☒ Sí
 - ☐ No
9. ¿Sabe si su estudiante está al corriente con sus créditos y en camino a graduarse?
- ☐ Sí
 - ☐ No
 - ☒ No estoy seguro/a
10. ¿Su estudiante está inscrito en una clase universitaria de Doble Inscripción (Dual Enrollment) en EHS?
- ☐ Sí
 - ☒ No
 - ☐ No estoy seguro/a
11. ¿Sabe si su estudiante está al corriente con los requisitos A-G y qué clases necesita completar para cumplir con ellos?
- ☐ Sí
 - ☒ No
 - ☐ Me gustaría recibir más información
-

Comentarios o Sugerencias Adicionales (Opcional)

Agradezco que me informen sobre las clases
que deben tomar y de ELAC información
Gracias.

Encuesta de Retroalimentación para Familias – Escuela Secundaria Elsinore

Propósito:

¡Valoramos su opinión! Esta breve encuesta nos ayudará a comprender mejor las necesidades de nuestros estudiantes, familias y equipo escolar. Sus respuestas son anónimas y nos guiarán en la planificación de servicios, actividades y apoyos significativos.

Información General

1. ¿En qué grado está actualmente su estudiante?
☐ 9°
☐ 10°
☐ 11°
☒ 12°
2. ¿Qué tipo de apoyo o servicios le gustaría que se ofrecieran en la Escuela Secundaria Elsinore?
(Marque todas las que correspondan)
☐ Tutoría académica
☐ Apoyo para la salud mental y el bienestar
☒ Programas de preparación universitaria y profesional
☐ Talleres educativos para padres
☐ Actividades extracurriculares
☐ Otro: _____
3. ¿Qué considera que está funcionando bien actualmente en la Escuela Secundaria Elsinore?
(Respuesta abierta) *El apoyo que se está recibiendo para las asesorías e información para nuestros hijos que van a graduarse*
4. ¿Qué áreas considera que necesitan mejoras o apoyo adicional?
(Respuesta abierta) *todo es OK*
5. ¿Cómo prefiere recibir comunicación de la escuela?
☒ Correo electrónico
☐ Llamada telefónica
☐ Mensaje de texto
☐ ParentSquare
☐ Sitio web de la escuela
☐ Otro: _____

6. ¿Existen barreras que le dificultan participar en eventos o actividades escolares?

☒ Horario de trabajo

☐ Transporte

☒ Idioma

☐ Cuidado de niños

☐ Ninguna

☐ Otro: _____

7. ¿Qué tipo de eventos para padres/familias le interesaría asistir?

☐ Noches de apoyo académico

☒ Talleres sobre universidad y ayuda financiera

☐ Sesiones sobre salud mental y bienestar

☐ Celebraciones culturales

☐ Oportunidades de voluntariado

☐ Otro: _____

Conciencia Académica y Apoyo

8. ¿Ha ingresado a Infinite Campus y recibe reportes semanales de calificaciones?

☐ Sí

☒ No

9. ¿Sabe si su estudiante está al corriente con sus créditos y en camino a graduarse?

☒ Sí

☐ No

☐ No estoy seguro/a

10. ¿Su estudiante está inscrito en una clase universitaria de Doble Inscripción (Dual Enrollment) en EHS?

☐ Sí

☒ No

☐ No estoy seguro/a

11. ¿Sabe si su estudiante está al corriente con los requisitos A-G y qué clases necesita completar para cumplir con ellos?

☐ Sí

☒ No

☐ Me gustaría recibir más información

Comentarios o Sugerencias Adicionales (*Opcional*)

Encuesta de Retroalimentación para Familias – Escuela Secundaria Elsinore

Propósito:

¡Valoramos su opinión! Esta breve encuesta nos ayudará a comprender mejor las necesidades de nuestros estudiantes, familias y equipo escolar. Sus respuestas son anónimas y nos guiarán en la planificación de servicios, actividades y apoyos significativos.

Información General

1. ¿En qué grado está actualmente su estudiante?

☐ 9º

☐ 10º

☐ 11º

☒ 12º

2. ¿Qué tipo de apoyo o servicios le gustaría que se ofrecieran en la Escuela Secundaria Elsinore?

(Marque todas las que correspondan)

☐ Tutoría académica

☐ Apoyo para la salud mental y el bienestar

☒ Programas de preparación universitaria y profesional

☒ Talleres educativos para padres

☒ Actividades extracurriculares

☐ Otro: Danza folklórica

3. ¿Qué considera que está funcionando bien actualmente en la Escuela Secundaria Elsinore?

(Respuesta abierta)

Visitas y reuniones para quienes van a
información oportuna y correcta Universidad

4. ¿Qué áreas considera que necesitan mejoras o apoyo adicional?

(Respuesta abierta)

Asesoría de los consejeros
Asignación de materias

5. ¿Cómo prefiere recibir comunicación de la escuela?

☒ Correo electrónico

☐ Llamada telefónica

☒ Mensaje de texto

☐ ParentSquare

☐ Sitio web de la escuela

☐ Otro: _____

6. ¿Existen barreras que le dificultan participar en eventos o actividades escolares?
- ☐ Horario de trabajo
 - ☐ Transporte
 - ☐ Idioma
 - ☐ Cuidado de niños
 - ☒ Ninguna
 - ☐ Otro: _____
7. ¿Qué tipo de eventos para padres/familias le interesaría asistir?
- ☐ Noches de apoyo académico
 - ☐ Talleres sobre universidad y ayuda financiera
 - ☐ Sesiones sobre salud mental y bienestar
 - ☐ Celebraciones culturales
 - ☒ Oportunidades de voluntariado
 - ☐ Otro: _____

Conciencia Académica y Apoyo

8. ¿Ha ingresado a Infinite Campus y recibe reportes semanales de calificaciones?
- ☒ Sí
 - ☐ No
9. ¿Sabe si su estudiante está al corriente con sus créditos y en camino a graduarse?
- ☐ Sí
 - ☐ No
 - ☒ No estoy seguro/a
10. ¿Su estudiante está inscrito en una clase universitaria de Doble Inscripción (Dual Enrollment) en EHS?
- ☐ Sí
 - ☐ No
 - ☒ No estoy seguro/a
11. ¿Sabe si su estudiante está al corriente con los requisitos A-G y qué clases necesita completar para cumplir con ellos?
- ☐ Sí
 - ☐ No
 - ☒ Me gustaría recibir más información
- _____

Comentarios o Sugerencias Adicionales (Opcional)

Encuesta de Retroalimentación para Familias – Escuela Secundaria Elsinore

Propósito:

¡Valoramos su opinión! Esta breve encuesta nos ayudará a comprender mejor las necesidades de nuestros estudiantes, familias y equipo escolar. Sus respuestas son anónimas y nos guiarán en la planificación de servicios, actividades y apoyos significativos.

Información General

1. ¿En qué grado está actualmente su estudiante?
 - ☐ 9°
 - ☒ 10°
 - ☐ 11°
 - ☐ 12°

2. ¿Qué tipo de apoyo o servicios le gustaría que se ofrecieran en la Escuela Secundaria Elsinore?
(Marque todas las que correspondan)
 - ☐ Tutoría académica
 - ☐ Apoyo para la salud mental y el bienestar
 - ☒ Programas de preparación universitaria y profesional
 - ☐ Talleres educativos para padres
 - ☐ Actividades extracurriculares
 - ☐ Otro: _____

3. ¿Qué considera que está funcionando bien actualmente en la Escuela Secundaria Elsinore?
(Respuesta abierta)

4. ¿Qué áreas considera que necesitan mejoras o apoyo adicional?
(Respuesta abierta)

5. ¿Cómo prefiere recibir comunicación de la escuela?
 - ☐ Correo electrónico
 - ☒ Llamada telefónica
 - ☐ Mensaje de texto
 - ☐ ParentSquare
 - ☐ Sitio web de la escuela
 - ☐ Otro: _____

6. ¿Existen barreras que le dificultan participar en eventos o actividades escolares?

- ☒ Horario de trabajo
- ☐ Transporte
- ☐ Idioma
- ☐ Cuidado de niños
- ☐ Ninguna
- ☐ Otro: _____

7. ¿Qué tipo de eventos para padres/familias le interesaría asistir?

- ☐ Noches de apoyo académico
- ☒ Talleres sobre universidad y ayuda financiera
- ☐ Sesiones sobre salud mental y bienestar
- ☐ Celebraciones culturales
- ☐ Oportunidades de voluntariado
- ☐ Otro: _____

Conciencia Académica y Apoyo

8. ¿Ha ingresado a Infinite Campus y recibe reportes semanales de calificaciones?

- ☒ Sí
- ☐ No

9. ¿Sabe si su estudiante está al corriente con sus créditos y en camino a graduarse?

- ☒ Sí
- ☐ No
- ☐ No estoy seguro/a

10. ¿Su estudiante está inscrito en una clase universitaria de Doble Inscripción (Dual Enrollment) en EHS?

- ☐ Sí
- ☒ No
- ☐ No estoy seguro/a

11. ¿Sabe si su estudiante está al corriente con los requisitos A-G y qué clases necesita completar para cumplir con ellos?

- ☒ Sí
- ☐ No
- ☐ Me gustaría recibir más información

Comentarios o Sugerencias Adicionales (*Opcional*)

Encuesta de Retroalimentación para Familias – Escuela Secundaria Elsinore

Propósito:

¡Valoramos su opinión! Esta breve encuesta nos ayudará a comprender mejor las necesidades de nuestros estudiantes, familias y equipo escolar. Sus respuestas son anónimas y nos guiarán en la planificación de servicios, actividades y apoyos significativos.

Información General

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☒ 10º
☐ 11º
☐ 12º

2. ¿Qué tipo de apoyo o servicios le gustaría que se ofrecieran en la Escuela Secundaria Elsinore?
(Marque todas las que correspondan)
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☐ Actividades extracurriculares
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(Respuesta abierta)

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☐ Correo electrónico
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6. ¿Existen barreras que le dificultan participar en eventos o actividades escolares?
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 - ☐ Celebraciones culturales
 - ☐ Oportunidades de voluntariado
 - ☐ Otro: _____

Conciencia Académica y Apoyo

8. ¿Ha ingresado a Infinite Campus y recibe reportes semanales de calificaciones?
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- ☐ Sí
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- _____

Comentarios o Sugerencias Adicionales (*Opcional*)

ELAC
Meetings
Agendas &
Sign-in
Sheets

ELAC Agenda

English Learner Advisory Committee

Date: Tuesday, August 26th, 2025

Time: 6:00pm – 7:30pm

Location: EHS Library & Media Center

ELAC Meeting /
Reunion de ELAC

MEETING CALLED BY:		
TYPE OF MEETING:	Introduction to School Resources	IC, Parent Square, Canvas
FACILITATOR/TRANSLATOR:	Amber Meeks / Patricia Garcia	+ 2 students
NOTE-TAKER:	Amber Meeks	
TIMEKEEPER:	Amber Meeks	
MATERIALS:	Amber Meeks	handouts, presentation, snacks

TIME ALLOTTED:	AGENDA TOPIC:	PRESENTER:
90 minutes	Welcome Sign-in & Food Introductions Yarik & Melissa (ELD) (ASB) — ELAC Officers - Nominations & Elections 2025-2026 → - DELAC Representative Canvas (grades & assignments) Parent Square (messaging & announcements) Infinite Campus (attendance & official grades) Student Recognition Kahoot! Questions & Other Business	Student presenters. Mrs. Paiz Gonz (P) Mrs. Nava (VP) Mrs. Bueno Olmedo (DELAC) One student present. Review meeting Dates Fridays?

9/23 Surveys

ACTION ITEMS:		PERSON RESPONSIBLE
Administration Team		Meeks & Garcia
Welcome & Dinner		
ELAC Officers - Roles & Responsibilities - Nominations		Meeks & Garcia
Canvas (grades & assignments) - Download the Parent Canvas App - Pair as an "Observer"		<i>Pres.: Yerik's mom</i> <i>Vice: Melissa's mom - (Nana)</i> <i>Delac: Anuar's Mom</i> <i>5 parents download & connected.</i>
Parent Square (messaging & announcements) Download the App		<i>Family</i> <i>- Follow-up w/ Roberts on pw reset.</i>
Infinite Campus (attendance & official grades) Download the App or use website to sign-in		<i>✓</i>
Student Recognition - ELD - Yerik Paiz - 12th grade - Andrea Valle Garcia - 12th grade		<i>— present.</i> <i>— AB.</i>
Other Business & Announcements Extreme Saturdays - Tutorial & Bilingual Support Latino College Expo 2025 - Saturday, September 13th - Sign-up with Mrs. Meeks Room 225		<i>Parents awaiting - dates from ELS</i> <i>10+ interested to send S.</i>
Upcoming ELAC Dates: - September 23rd - October 21st - December 9th - January 27th - February 24th - April 21st - May - EL Celebration	DELAC Dates: - September 24th - November 19th - January 28th - March 25th - May 27th	<i>Revisit Dates Friday?</i> <i>Morning?</i> <i>9/23 Survey - needs</i>

Parent Concerns - mandatory ELAC Attn. ↑
- late bus commun. w/ T.
- additional Confer. practice outside of school.

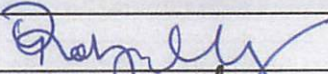
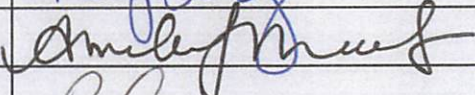
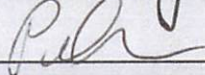
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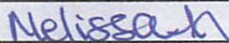
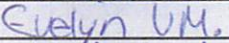
ELAC / Comité Asesor de Padres de ELAC

Sign-in Sheet / Lista de Asistencia

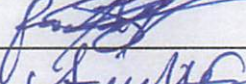
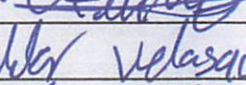
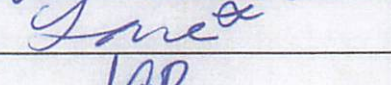
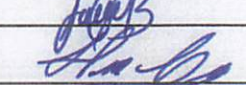
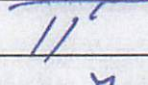
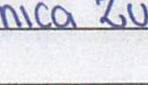
Elsinore High School

Date: 08/26/25

CATEGORY / CATEGORIA	SIGNATURE / FIRMA	TERM / PLAZO
Robyn Mulvanny (assistant principal)		28/26
Amber Meeks (EL Facilitator)		25-26
Patricia Garcia (Academic Engagement / Adjunct Admin.)		25-24
ELAC Committee Members		
President:	nominaton	
Vice President:	nominaton	
Secretary:	TBD (meets standin)	
DELAC Representative:	nominator	

GUEST / INVITADO	Signature / Firma	SITE / SCHOOL/PROGRAM
1. Melissa Nava		ASB
2. Evelyn Villaseñor		Volunteer
3. Natalie Lopez		Volunteer
4. Juana Cuevas		Volunteer

PARENTS or COMMUNITY / PADRES o COMUNIDAD

Print Name / Imprimir Nombre	Signature / Firma	Name of Student / Nombre del estudiante
Mardely Gonzalez		Yerik Poiriz
Felix Perez		Brittany Perez
Ana Gomez		Maria Segura
Elder Velasquez		"
Yonath		Anwar Bueno
Fernando Peregrino		Jordan Peregrino y Angel
Heidy Castro		Maria Fernanda C.
V/	//	Melissa Castañeda
Veronica Zuniga	Veronica Zuniga	

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ELAC Agenda

English Learner Advisory Committee

Date: Tuesday, September 23rd / Wednesday, Sept. 24th

Time: 6:00pm - 7:30pm / 8:30am - 9:30am

Location: EHS Library & Media Center / Room 701

Parent Interest Survey / Encuesta de interés de los padres



MEETING CALLED BY:		
TYPE OF MEETING:	SPSA & Title 1 / Needs Assessment	Survey & Election Ballots
FACILITATOR/TRANSLATOR:	Amber Meeks / Patricia Garcia	
NOTE-TAKER:	Amber Meeks.	
TIMEKEEPER:	Amber Meeks	
MATERIALS:	Amber Meeks	handouts, presentation, snacks

TIME ALLOTTED:	AGENDA TOPIC:	PRESENTER:
90 minutes	Welcome Sign-in & Food Introductions PTSA - Membership & Reflections Admin Introduction - SPSA Goals & Title 1 ELD Team & Support - ELD Placement - Reclassification Criteria EHS Resources - Counseling - Parent Survey / Needs Assessment ELAC Officers - Elections 2025-2026 - DELAC Representative Student Recognition, Kahoot! & prizes Questions & Other Business	6:00 - 6:15 ASB Student Wel. M. Nava Liz Rojas (END) Pauline Leavitt 6:15 Amber Meeks Patricia Garcia Meeks & Garcia

Amber Meeks (appointed) (secretary)
maria Alcaraz (BSC)

Alejandra Velador (PTSA) alejandragodinezquiroz@
Yaneth Olmedo (DELAC) yanetholmedo74@gmail.com.
Belgica Ganoza 951-956-9151 belgica_ge@hotmail.com

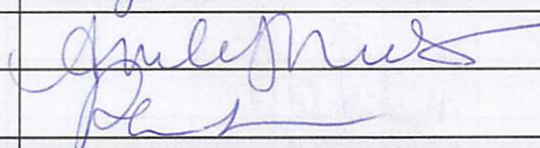
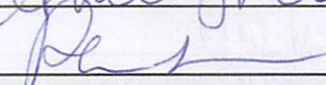
ACTION ITEMS:			PERSON RESPONSIBLE
Administration Team • Welcome & Dinner 5:40 - 6:10 → ASB Motion to begin meeting:			Meeks & Garcia Melissa Nava
PTSA • Membership • Reflections Program - "I Belong!" 6:10 - 6:15 6:15pm SPSA Goals & Title 1 • Goal 1 Safe School Funds → opinions • Goal 2 Tutoring + Math (new) • Goal 3 Training Teachers • Parent Engagement. Q: Law about s. in class w/ no translator? ELD Team & Support • Teachers & Bilingual Paras • Cohort Teachers • ELD Placement & Reclassification Criteria How do we help push s. to use their English in school. How to use i-Ready → training T/P.			Liz Rojas - Meeks Pauline Leavitt Amber Meeks
EHS Resources • Academic Engagement Specialist • Counselors & Community Liaison • Parent Survey / Needs Assessment 6:34pm. QR results 7pm ELAC Elections By Paper: Hands • Officers & Additional Nominations Alejandra Velador - shared importance of ELAC: Participation. Student Recognition - History @ 7:15 • Juan Giraldo Gomez - 10 th grade • Diego Angulo - 10 th grade Winners Nava/Juan Guerrero. Other Business & Announcements • Extreme Saturdays: October 4 th , Nov. 15 th , Dec. 6 th ◦ Tutorial & Bilingual Support with Mrs. Meeks			Patricia Garcia Meeks & Garcia
Upcoming ELAC Dates: • September 23 rd • October 21 st • December 9 th January 27 th • February 24 th • April 21 st • May - EL Celebration	ELAC Cafecito: September 24 th October 22 nd December - TBD January - TBD February - TBD April 22 nd	DELAC Dates: September 24 th November 19 th January 28 th March 25 th May 27 th	ELAC Meetings: --on a Tuesday Evening --6:30pm - 7:30pm ELAC Cafecito --on a Wednesday Morning -- 8:30am - 9:30am

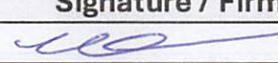
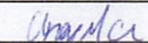
ELAC / Comité Asesor de Padres de ELAC

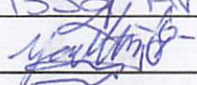
Sign-in Sheet / Lista de Asistencia

Elsinore High School

Date: 09/23/25

CATEGORY / CATEGORIA	SIGNATURE / FIRMA	TERM / PLAZO
Robyn Mulvanny (assistant principal)	Signed on Back	
Amber Meeks (EL Facilitator)		
Patricia Garcia (Academic Engagement / Adjunct Admin.)		
ELAC Committee Members		
President:	Belgica Ganoza	Elected 9/23/25
Secretary:		
DELAC Representative:	Yaneth Olmedo	Elected 9/23/25
PTSA Represent.	Alejandra Velador	Elected 9/23/25
PTSA SSC Rep.	maria Alcaraz	
GUEST / INVITADO	Signature / Firma	SITE / SCHOOL/PROGRAM
1. Liz Rojas		PTSA
2.		
3.		

VOLUNTEERS /	Signature / Firma	SITE / SCHOOL/PROGRAM
1. Melissa Nava		ASB
2. Angela Olivarez		ASB
3. Juana Cuevas	Juana Cuevas	latino club
4. Natalie Lopez	Natalie Lopez	latino club
5. Alejandra Henao	Alejandra Henao	EHS
6.		

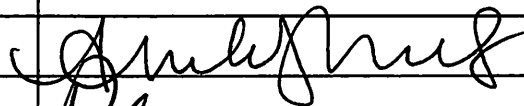
PARENTS or COMMUNITY / PADRES o COMUNIDAD		
Print Name / Imprimir Nombre	Signature / Firma	Name of Student / Nombre del estudiante
1. Maria Alcaraz		Emilio Esteban
2. Belgica Ganoza		Sesosian Casanova
3. Charissa Arroyo	Charissa Arroyo	Carlos Padilla
4. Yaneth Olmedo		Anuar E. Bueno Olmedo
5. Luisa Zuniga	Luisa Zuniga	Juana Cuevas

ELAC / Comité Asesor de Padres de ELAC - Cafecito!

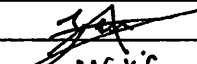
Sign-in Sheet / Lista de Asistencia

Elsinore High School

Date: 9/24/25

CATEGORY / CATEGORIA	SIGNATURE / FIRMA	TERM / PLAZO
Pauline Leavitt (principal)		
Robyn Mulvanny (assistant principal)		
Amber Meeks (EL Facilitator)		
Patricia Garcia (Academic Engagement / Adjunct Admin.)		
ELAC Committee Members		
President:		
Secretary:		
DELAC Representative:		
PTSA Representative		
SSC Representative		

GUEST / INVITADO	Signature / Firma	SITE / SCHOOL/PROGRAM
1. Liz Rojas		PTSA
2.		
3.		

VOLUNTEERS	Signature / Firma	SITE / SCHOOL/PROGRAM
1. Evelyn Villaseñor	Evelyn V.M.	Latinos Unidos
2. Hilda Valles	Hilda Valles	Latinos Unidos
3. Yvix Ruiz		
4. Maria Fernandez	Maria F.M.	
5.		

PARENTS or COMMUNITY / PADRES o COMUNIDAD		
Print Name / Imprimir Nombre	Signature / Firma	Name of Student / Nombre del estudiante
Maria Luisa Villaseñor	M ^a Luisa	Araceli Pichardo
Esmeralda Lizeth G.		Betsy Quintero

[illegible]

Encuesta de Retroalimentación para Familias – Escuela Secundaria Elsinore

Propósito:

¡Valoramos su opinión! Esta breve encuesta nos ayudará a comprender mejor las necesidades de nuestros estudiantes, familias y equipo escolar. Sus respuestas son anónimas y nos guiarán en la planificación de servicios, actividades y apoyos significativos.

Información General

1. ¿En qué grado está actualmente su estudiante?
☒ 9°
☐ 10°
☐ 11°
☐ 12°
2. ¿Qué tipo de apoyo o servicios le gustaría que se ofrecieran en la Escuela Secundaria Elsinore?
(Marque todas las que correspondan)
☒ Tutoría académica
☒ Apoyo para la salud mental y el bienestar
☒ Programas de preparación universitaria y profesional
☒ Talleres educativos para padres
☒ Actividades extracurriculares
☐ Otro: _____
3. ¿Qué considera que está funcionando bien actualmente en la Escuela Secundaria Elsinore?
(Respuesta abierta)
4. ¿Qué áreas considera que necesitan mejoras o apoyo adicional?
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5. ¿Cómo prefiere recibir comunicación de la escuela?
☒ Correo electrónico
☒ Llamada telefónica
☐ Mensaje de texto
☒ ParentSquare
☐ Sitio web de la escuela
☐ Otro: _____

Parent Survey
Sept 2025

6. ¿Existen barreras que le dificultan participar en eventos o actividades escolares?
- ☐ Horario de trabajo
 - ☐ Transporte
 - ☐ Idioma
 - ☐ Cuidado de niños
 - ☒ Ninguna
 - ☐ Otro: _____
7. ¿Qué tipo de eventos para padres/familias le interesaría asistir?
- ☒ Noches de apoyo académico
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 - ☐ Celebraciones culturales
 - ☐ Oportunidades de voluntariado
 - ☐ Otro: _____

Conciencia Académica y Apoyo

8. ¿Ha ingresado a Infinite Campus y recibe reportes semanales de calificaciones?
- ☐ Sí
 - ☒ No
9. ¿Sabe si su estudiante está al corriente con sus créditos y en camino a graduarse?
- ☐ Sí
 - ☒ No
 - ☐ No estoy seguro/a
10. ¿Su estudiante está inscrito en una clase universitaria de Doble Inscripción (Dual Enrollment) en EHS?
- ☐ Sí
 - ☐ No
 - ☒ No estoy seguro/a
11. ¿Sabe si su estudiante está al corriente con los requisitos A-G y qué clases necesita completar para cumplir con ellos?
- ☐ Sí
 - ☒ No
 - ☒ Me gustaría recibir más información
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Comentarios o Sugerencias Adicionales (*Opcional*)

Encuesta de Retroalimentación para Familias – Escuela Secundaria Elsinore

Propósito:

¡Valoramos su opinión! Esta breve encuesta nos ayudará a comprender mejor las necesidades de nuestros estudiantes, familias y equipo escolar. Sus respuestas son anónimas y nos guiarán en la planificación de servicios, actividades y apoyos significativos.

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 - ☐ Otro: _____

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(Respuesta abierta)

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 - ☒ ParentSquare
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 - ☐ Otro: _____

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 - ☐ Transporte
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 - ☒ Cuidado de niños
 - ☐ Ninguna
 - ☐ Otro: _____
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 - ☐ Celebraciones culturales
 - ☐ Oportunidades de voluntariado
 - ☐ Otro: _____

Conciencia Académica y Apoyo

8. ¿Ha ingresado a Infinite Campus y recibe reportes semanales de calificaciones?
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 - ☐ No
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 - ☐ No
 - ☒ No estoy seguro/a
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- ☐ Sí
 - ☒ No
 - ☐ No estoy seguro/a
11. ¿Sabe si su estudiante está al corriente con los requisitos A-G y qué clases necesita completar para cumplir con ellos?
- ☐ Sí
 - ☒ No
 - ☐ Me gustaría recibir más información
-

Comentarios o Sugerencias Adicionales (Opcional)

Agradezco que me informen sobre las clases
que deben tomar y de ELAC información
Gracias.

Encuesta de Retroalimentación para Familias – Escuela Secundaria Elsinore

Propósito:

¡Valoramos su opinión! Esta breve encuesta nos ayudará a comprender mejor las necesidades de nuestros estudiantes, familias y equipo escolar. Sus respuestas son anónimas y nos guiarán en la planificación de servicios, actividades y apoyos significativos.

Información General

1. ¿En qué grado está actualmente su estudiante?
☐ 9°
☐ 10°
☐ 11°
☒ 12°
2. ¿Qué tipo de apoyo o servicios le gustaría que se ofrecieran en la Escuela Secundaria Elsinore?
(Marque todas las que correspondan)
☐ Tutoría académica
☐ Apoyo para la salud mental y el bienestar
☒ Programas de preparación universitaria y profesional
☐ Talleres educativos para padres
☐ Actividades extracurriculares
☐ Otro: _____
3. ¿Qué considera que está funcionando bien actualmente en la Escuela Secundaria Elsinore?
(Respuesta abierta) *El apoyo que se está recibiendo para las asesorías e información para nuestros hijos que van a graduarse*
4. ¿Qué áreas considera que necesitan mejoras o apoyo adicional?
(Respuesta abierta) *todo es OK*
5. ¿Cómo prefiere recibir comunicación de la escuela?
☒ Correo electrónico
☐ Llamada telefónica
☐ Mensaje de texto
☐ ParentSquare
☐ Sitio web de la escuela
☐ Otro: _____

6. ¿Existen barreras que le dificultan participar en eventos o actividades escolares?

☒ Horario de trabajo

☐ Transporte

☒ Idioma

☐ Cuidado de niños

☐ Ninguna

☐ Otro: _____

7. ¿Qué tipo de eventos para padres/familias le interesaría asistir?

☐ Noches de apoyo académico

☒ Talleres sobre universidad y ayuda financiera

☐ Sesiones sobre salud mental y bienestar

☐ Celebraciones culturales

☐ Oportunidades de voluntariado

☐ Otro: _____

Conciencia Académica y Apoyo

8. ¿Ha ingresado a Infinite Campus y recibe reportes semanales de calificaciones?

☐ Sí

☒ No

9. ¿Sabe si su estudiante está al corriente con sus créditos y en camino a graduarse?

☒ Sí

☐ No

☐ No estoy seguro/a

10. ¿Su estudiante está inscrito en una clase universitaria de Doble Inscripción (Dual Enrollment) en EHS?

☐ Sí

☒ No

☐ No estoy seguro/a

11. ¿Sabe si su estudiante está al corriente con los requisitos A-G y qué clases necesita completar para cumplir con ellos?

☐ Sí

☒ No

☐ Me gustaría recibir más información

Comentarios o Sugerencias Adicionales (*Opcional*)

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☐ Apoyo para la salud mental y el bienestar

☒ Programas de preparación universitaria y profesional

☒ Talleres educativos para padres

☒ Actividades extracurriculares

☐ Otro: Danza folklórica

3. ¿Qué considera que está funcionando bien actualmente en la Escuela Secundaria Elsinore?

(Respuesta abierta)

Visitas y reuniones para quienes van a
información oportuna y correcta Universidad

4. ¿Qué áreas considera que necesitan mejoras o apoyo adicional?

(Respuesta abierta)

Asesoría de los consejeros
Asignación de materias

5. ¿Cómo prefiere recibir comunicación de la escuela?

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Conciencia Académica y Apoyo

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