School Accountability Report Card
Reported for School Year 2007-08
Published During 2008-09
Tahquitz High School
www.hemetusd..k12.ca.us

4425 W. Commonwealth Ave. • Hemet, CA 92545 •(951) 765-6300 • Fax (951) 765-6344

Hemet Unified School District Logo

HEMET UNIFIED SCHOOL DISTRICT
2350 W. Latham Avenue
Hemet, California 92545
(951) 765-5100

GOVERNING BOARD
Dr. Gregg Figgins
President
Joe Wojcik
Vice President

Lisa DeForest, Member
Marilyn Forst, Member
Charlotte Jones, Member
Phyllis Petri, Member
Bill Sanborn, Member

ADMINISTRATION
Dr. Phil Pendley
Superintendent

Mary Wulfsberg
Deputy Superintendent
Educational Services

La Faye Platter
Assistant Superintendent
Personnel

Richard Beck
Assistant Superintendent
Business Services

Table of Contents

Introduction

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at **http://www.cde.ca.gov/ta/ac/sa/**. For additional information about the school, parents and community members should contact the school principal or the district office.

Data and Access

Data

DataQuest is an online data tool located at **http://dq.cde.ca.gov/dataquest/** that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

School Description

THS is a comprehensive high school offering a full compliment of course offerings including specialized programs such as Advancement Via Individual Determination (AVID), Advanced Placement (AP), Strategies for Success (SFS), Marine Corp ROTC (2009/2010 School Year) as well as school wide Title I support. The Tahquitz High School campus reflects the diversity of our community and embraces the positive contributions that our school community offers to our safe & academic oriented environment. The THS campus welcomes the recent addition of three additional wings that house our Social Studies, Math & Career Technical Education departments. All classrooms have hardwired LCD projectors, Interwrite pads & computers supporting standards based instruction. THS has the benefit of a highly qualified faculty serving the needs of all students in a premier facility.

Mission Statement

Tahquitz High School will celebrate achievement, will overcome challenges, and will be successful. This will be supported by our Core Values:

- P = Passion pursuit of interests
- R = Respect for yourself, community, and environment
- I = Integrity above all
- D = Dedication to growth and life-long learning
- E = Excellence in everything we do

Vision Statement

Tahquitz does have a vision statement, that is aligned with the Hemet district's "Believe and Achieve, 212" a philosophy that incorporates inspirational terminology that guides the actions of all stakeholders. Additionally inspirational, is the concept of "212". 212 is the temperature at which water boils but at 211 it will not, the difference being only a degree but it is that one degree that makes all the difference. This analogy works well as the basis for beginning to understand the complexity of student achievement and the efforts necessary to further all the Schoolwide Plans for Student Achievement in the district.

District Profile

Hemet Unified School District encompasses one incorporated city and numerous unincorporated communities within its 700+ topographically diverse square miles. We have 29 elementary and secondary schools with an enrollment of over 23,000 students. Agriculture still provides an important economic influence, as do other light and service industries. The rural flavor of the community still survives despite the rapid growth which has taken place in the area.

Parent Involvement

The site addresses the six areas of parent involvement through their comprehensive school plan. Parents may also be involved in: School Site Council; English Learner Advisory Council; Performing Arts Parent Club; Athletic Parent Clubs; and Grad Nite (Parents), Booster Clubs, Band Boosters and AB 1802(Grades 10-12) . For more information, contact the site Principal, Mrs. Sue Richardson at (951) 765-6300.

School Enrollment by Grade Level

This table displays the number of students enrolled in each grade level as reported by the California Basic Educational Data Systems (CBEDS) in 2007-08:

Grade Level	Enrollment
Grade 9	549
Grade 10	380
Total	929

Demographic Information

This table displays the percent of students enrolled at the school who are identified as being in a particular group:

Racial/Ethnic Category	% of Total Enrollment
African American	10.12
American Indian or Alaska Native	0.65
Asian	1.4
Filipino	1.29
Hispanic or Latino	51.45
Pacific Islander	0.11
White (Not Hispanic)	31.0
Multiple or No Response	3.98
Socioeconomically Disadvantaged	68.0
English Learners	20.0
Students with Disabilities	10.0

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	27.7	8	15	13
Mathematics	30.6	3	10	15
Science	30.0	2	16	12
Social Science	33.6		9	17

(2007-08)

School Climate:

School Safety

SB187 Safety Plan
Date the plan was last updated: May, 2008
Date the plan was last reviewed: September, 2008

The Comprehensive Safe School Plan is fully incorporated in the Single Plan for Student Achievement, Goal 4, and includes data regarding California Healthy Kids Survey, crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the Single Plan for Student Achievement is available for inspection by the public at each school.

Students and staff take pride in the beauty and cleanliness of the school. Student safety is provided through the assignment of teachers and paid supervisors during all passing periods and lunch periods, as well as, before and after school. All visitors and volunteers are required to sign in at the office, state their business at the school, and show picture identification. They are provided with a visitor tag to wear while on school grounds.

Pursuant to state and District guidelines, Tahquitz High has a disaster preparedness plan and students participate in regular fire and earthquake drills. Classrooms have posted evacuation charts, and are equipped with disaster packets and fire extinguishers. The School Safety Committee conducts monthly, campus-wide, safety inspections and the county fire marshal inspects our facility once a year.

School Discipline Practices

Our goal is to create a productive learning environment for our students.   To do this we must have clear expectations and fair consequences. Behavior which is disruptive or which hurts others will not be tolerated. Students who violate school rules may be suspended or expelled if necessary. The following table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels:

	School	District
	2007-08	2007-08
Suspensions	31.4	14.8
Expulsions	1.6	0.6

School Facilities:

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Regular and corrective maintenance is handled on a priority basis and emergencies are handled immediately.

Deferred Maintenance Fund

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the district has budgeted $932,691 for the deferred maintenance program. This represents .5% percent of the district's general fund budget.

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. On October 7, 2008 facilities validation site visit was conducted at Tahquitz High School. Based on the field observations the following was found and the district has taken the appropriate action.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			One boy's restroom "spitwads" on the ceiling; one classroom carpet has stains; four classrooms stained ceiling tiles.
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			Admin. bldg. system shows a "trouble" supervisory light.
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			One girl's restroom fountain needs flow adjustment.
Restrooms	X			
Sewer	X			
Roofs	X			Four classrooms possible roof leaks.
Playground/School/Grounds	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office.

New School Construction & Modernization Projects

Rancho Viejo Middle School opened in August 2008 with 1,400 students. Tahquitz High School Phase 2 Classrooms and Phase 3 Stadium are completed. Hemet High School Phase 1 Swimming Pool is under construction. Administration Remodel and Addition is in DSA and is scheduled to start construction in December 2008. The Hemet HS Weightroom is in DSA and scheduled for construction April 2009. Acacia Middle School will undergo major classroom modernization using local funding. The project is in design and will start construction June 2009. Cottonwood Library project is scheduled for January 2009 construction.

School Facility Conditions and Improvements

Tahquitz High School opened in the fall of 2007 with approximately 1,000 9th and 10th grade students who reside in the designated Tahquitz High School boundaries. School colors of green and gold were selected during the construction process to facilitate the necessary ordering of building supplies and to avoid delaying the entire completion process. THS provides a safe, clean environment for learning.

THS was built in 2 phases. Phase 1 included an Administration/Media Center Complex, a state of the art Fine and Performing Arts Center that includes a 500 seat capacity theatre, Gymnasium with 3 full courts (1,200 seat capacity), 3 main classroom buildings, boys/girls locker rooms, tennis courts, as well as conveniently located and professional designed baseball and softball fields for both Varsity and JV.

Phase II includes the 4,000 seat stadium, magnificently positioned between the surrounding mountains, a CIF regulation swimming pool, 2 additional classroom buildings, Shop classroom building, 2nd Lunch shelter, additional Tennis Courts and additional student parking.

Teachers:

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside their subject area of competence. Detailed information about teacher qualifications can be found at the DataQuest Web site at **http://dq/cde.ca.gov/dataquest/**.

Teachers	School 2007-08	District 2007-08
With Full Credential	36	1058
Without Full Credential	3	45
Teaching Outside Subject Area of Competence	7	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Core Academic Courses Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low poverty schools in the district. More information on teacher qualifications required under NCLB can be found at **http://www.cde.ca.gov/nclb/sr/tq/**.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	79.9	20.1
All Schools in District	91.1	8.9
High-Poverty Schools in District	92.9	7.1
Low-Poverty Schools in District	78.3	21.7

Support Staff:

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	464
Library Media Teacher (Librarian)	0.5	
Library Media Services (paraprofessional	1.0	
Psychologist	0.5	
Nurse	1.0	
Speech/Language/Hearing Specialist	0.5	
Other—Campus Supervisors	5.0	

School Finance:

Teacher & Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the Certificated Salaries and Benefits Web Web site at **http://www.cde.ca.gov/ds/fd/cs/**.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$38,778	$40,721
Mid-Range Teacher Salary	$64,198	$65,190
Highest Teacher Salary	$84,864	$84,151
Average Principal Salary (Elem)	$102,266	$104,476
Average Principal Salary (MS)	$106,564	$108,527
Average Principal Salary (HS)	$113,768	$119,210
Superintendent Salary	$203,730	$210,769
% of Budget for Teacher Salaries	41.4%	39.9%
% of Budget for Administrative Salaries	6.3%	5.5%

Other Programs

To help ensure a quality education for all students, state and federal funding is provided to Tahquitz High School for the following special programs to supplement the core instructional program provided by the school District:

Program	Amount
Title I	$75,308
School & Library Improvement Block Grant	$23,977
EIA/LEP	$52,559
GATE	$1,107
Total	**$152,951**

Curriculum and Instruction:

Availability of Textbooks and Instructional Materials

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/7/2008 that each pupil in the district, in kindergarten through grade twelve, has been provided with a standards-aligned textbooks or basic instructional materials in each of the areas listed below.

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Visual and Performing Arts	0%
Health	0%
Science Laboratory Equipment (Grades 9-12)	0%

Adopted Textbooks

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board. The chart below outlines the adopted textbooks we use in our District.

Grade Level	Course/Content Area	Title	Publisher	Edition	Year Adopted
6-12	ELD	English Now, V 1.3 High Point	LitConn, Inc. Hampton Brown	2003 2001	Dec. 2006 June 2005
9-12	English/Language Arts	Holt Literature & Language Arts	Holt, Rinehart & Winston	2003	May 2003
9-12	Mathematics	Algebra 1	McDougal, Littell	2008	June 2008
9-12	Mathematics	Geometry, Concepts and Skills	McDougal Littell	2005	June 2008
8-12	Mathematics	California Geometry	McDougal Littell	2007	June 2008
9-12	Mathematics	Algebra 2	McDougal Littell	2007	June 2008
9-12	Mathematics	Integrated Mathematics I & II	McDougal Littell Inc.	2002	May 2004
9-12	Mathematics	Pre-Calculus with Limits, 5th Edition	McDougal Littell	2008	June 2008
12	Mathematics	Calculus	Addison Wesley	1999	June 1999
10-12	Science	Modern Biology	Holt, Rinehart & Winston	2000 2002	July 2001
9-10	Science	Life Science	Merrill	1993, 1995, 2002	April 1993
9-10	Science	Physical Science	Merrill	1993	April 1993
9	Science	Modern Earth Science	Holt, Rinehart & Winston	2002	July 2001
11-12	Science	Fundamentals of Chemistry, 4th Ed. Fundamentals of Chemistry, 6th Ed. (AP)	Prentice Hall Houghton Mifflin	2003 2003	July 2004 Dec. 2004
10-12	Science	Holes Essentials of Human Anatomy & Physiology, 9th Edition	McGraw Hill Companies	2006	January 2006
10-12	Science	Physics	Prentice Hall	2000	April 2000

Adopted Textbooks (Continued)

Grade Level	Course/Content Area	Title	Publisher	Edition	Year Adopted
9-12	Visual & Performing Arts	Music Appreciation Stage Makeup Simply 3D	McGraw Hill Watson-Guptill Micrografx	2000 1999 1998	Dec. 2001 Dec. 2001 April 2000
11-12	Science	Integrated Principles of Zoology	McGraw Hill	2006	January 2006
9	Social Science	World Geography	McDougal Littell	2006	June 2007
9	Social Science	Health Skills & Wellness – Behavioral Health Science	Prentice Hall	1994/2001	June 2000
10	Social Science	World History, The Modern World	Prentice Hall	2007	June 2007
11	Social Science	US History, Modern America	Prentice Hall	2008	June 2007
12	Social Science	Magruders American Government American Govt. 10th E. (AP)	Prentice Hall Houghton Mifflin	1992/1994/2000, 2006	June 2007 Dec. 2006
12	Social Science	Economics, Principles in Action Economics, 7th Ed.	Prentice Hall South-Western	2001, 2007 2005	June 2007 Dec. 2006
12	Social Science	Western Civilization	Thomson Learning, Inc.	2006	January 2006
9-12	Visual & Performing Arts	Music Appreciation Stage Makeup Simply 3D	McGraw Hill Watson-Guptill Micrografx	2000 1999 1998	Dec. 2001 Dec. 2001 April 2000
9-12	Foreign Language	Deutsch Aktuell, 1, 2 & 3 Bienvenue, French 1 A bord, French 2 En voyage, French 3 & 4 En español! 1 & 2 Abriendo Puertas – Antologia de Literatura en Español, Tomo 1 & Tomo II (AP) Abiendo Puertas (AP)	Paradigm Publ. Glencoe McDougal Littell McDougal Littell	1998 1998 2000 2003	July 2001 July 2000 June 1999 June 2007

Interventions Programs for Reading/Language Arts					
4-12	Reading/Language Arts	SRA/Reach High Point EI Scholastic Read 180	SRA/McGraw Hill Hampton-Brown Co. Scholastic, Inc.	2002 2001 2002	July 2005

Student Performance:

California High School Exit Exam (CAHSEE) Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at **www.cde.ca.gov/ta/tg/hs/**.

CAHSEE Results for all Students—Most Recent Year

This table displays the percent of students. By group, achieving at the each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	57.1	36.3	6.6	64.0	29.7	6.3
Male	60.0	35.0	5.0	64.4	28.9	6.7
Female	53.3	38.0	8.8	63.5	30.7	5.8
African American	70.0	26.7	3.3	69.0	24.1	6.9
Hispanic or Latino	62.3	34.1	3.6	68.6	28.4	3.0
White (not Hispanic)	48.6	40.2	11.2	57.9	29.9	12.1
English Learners	66.3	32.6	1.2	70.1	24.1	5.7
Economically Disadvantaged	63.3	34.4	2.3	67.3	28.6	4.1
Students with Disabilities	96.4	3.6	0.0	100.0	0.0	0.0

CAHSEE Results for all Students

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	School 2007-08	District 2007-08	State 2007-08
English	42.9	49.2	52.9
Mathematics	36.0	42.9	51.3

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the Physical Fitness Testing Web page at **http://www.cde.ca.gov/ta/tg/pf/**.

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)
9	26.19

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8 and 9 through 11; and history-social science in grades 8 and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at **http://star.cde.ca.gov**.

CST Results for all Students

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School 07-08	District 07-08	State 07-08
ELA	40	43	46
Math	17	37	43
Science	33	39	46
History/Social Science	26	31	36

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results by Student Group Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced Level			
	English-Language Arts	Math	Science	History/Social Science
African American	37	15	21	26
Asian	69	38	*	*
Filipino	65	56	*	*
Hispanic or Latino	32	12	28	19
White (not Hispanic)	49	21	44	36
Male	33	17	33	29
Female	45	16	33	23
Economically Disadvantaged	33	14	28	
English Learners	14	9	18	14
Students with Disabilities	3	4	7	

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Accountability:

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web site at **http://www.cde.ca.gov/ta/ac/ap/**.

API Changes by Student Group

This table displays, by student group, the actual API changes in points added or lost for the past two years, and the most recent API score.

Group	Actual API Change 2007-08	API Score 2008
All Students	B	675
Hispanic or Latino		650
White (not Hispanic)		715
Socioeconomically Disadvantaged		649
English Learners		634

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be fount at the AYP Web site at **http://www.cde.ca.gov/ta/ac/ay/**.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate—ELA	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percent Proficient—ELA	Yes	No
Percent Proficient—Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

School Completion:

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at **http://www.universityofcalifornia.edu/admissions/general.html**.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at **http://www.calstate.edu/admission/**.

Career Technical Education Programs

The career technical educational programs offered at Tahquitz High School include:

- Three Dimensional Design
- Broadcast Production
- Photographic Laboratory and Darkroom

Career Technical Education Participation

The following table displays information about participation in the school's CTE programs:

Measure	CTE Program Participation
Number of Pupils	122
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the DataQuest Web site at **http://dq.cde.ca.gov/dataquest/**.

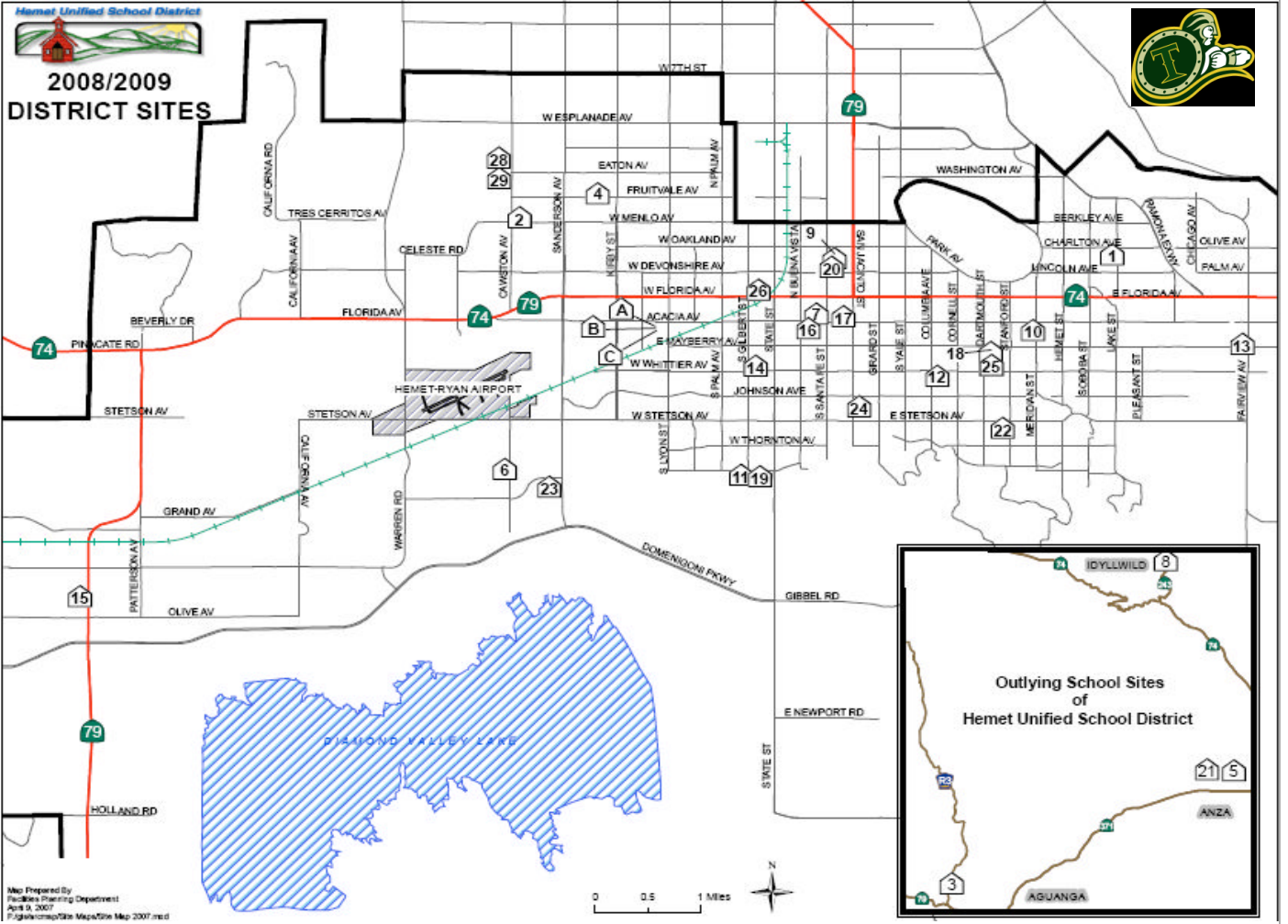| Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0.0
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

Instructional Planning and Scheduling:

Professional Development

The school district provides all staff members with opportunities for professional growth and training in a variety of programs so that all teachers and paraprofessionals may become highly qualified under the No Child Left Behind law. The focus is on the delivery of a standards-based instructional program. District professional development priorities are outlined in the current LEA addendum as SB472 Language Arts and Mathematics, AB430 Administrative Training, AB 2913 English Learner Authorization, BTSA Induction Support for year one and year two teachers, and specific Special Education trainings. Peer Assistance Review (PAR) is available to veteran teachers who need unique structure and support. Achievement data is used to determine site support and priorities in professional development. Moreover, four BTSA induction support providers, five academic coaches in language arts and mathematics, and five Reading First coaches provide ongoing support in day to day professional development needs for all instructional personnel. The District revised the Technology Plan in 2006 to include opportunities for staff to increase skills in technology application and instruction.

Categorical funds at the district and site level are designated for a Director of Professional Development, a secretary and an eight-hour clerk to coordinate district professional development. The District has a professional development calendar on the website for the 2008-09 school year.

Hemet Unified School District

2008/2009 DISTRICT SITES

Outlying School Sites of Hemet Unified School District

Map Prepared By
Facilities Planning Department
April 9, 2007

Site	Number
Bautista Creek	1
Cawston	2
Cottonwood	3
Fruitvale	4
Hamilton Elem	5
Harmony	6
Hemet Elem	7
Idyllwild	8
Jacob Wiens	9
Little Lake	10
McSweeny	11
Ramona	12
Valle Vista	13

Site	Number
Whittier	14
Winchester	15
Preschools	16
Acacia MS	17
Dartmouth MS	18
Diamond Valley MS	19
HAAAT Charter School	20
Hamilton HS	21
Hemet HS	22
West Valley HS	23
Adult Education	24
Esperanza Teen Mother	24
Alessandro HS	24

Site	Number
The Family Tree Learning Center	25
21st Century Site	25
Helen Hunt Jackson	25
H.E.L.P. School	26
Tahquitz HS	28
Rancho Viejo MS	29
Nutrition Center	A
Professional Development Academy	B
Professional Development Center	C