



Tahquitz High School

4425 Titan Trail • Hemet, CA 92545 • (951) 765-6300 • Grades 9-12

Dr. Michael Roe, Principal

mroe@hemetUSD.k12.ca.us

2011-12 School Accountability Report Card Published During the 2012-13 School Year



Hemet Unified School District

1791 West Acacia Ave.
Hemet, CA 92545-3632
(951) 765-5100
www.hemetUSD.k12.ca.us

District Governing Board

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Mrs. Marilyn Forst
Mr. Paul Bakkom
Dr. Lisa DeForest
Mrs. Charlotte Jones
Mr. Ross Valenzuela
Mr. Joe Wojcik

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Superintendent

Dr. Sally Cawthon
**Assistant Superintendent
Educational Services**

Dr. LaFaye Platter
**Deputy Superintendent
Human Resources**

Vince Christakos
**Assistant Superintendent
Business Services**

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (951) 765-6300.

District Profile

Hemet Unified School District covers one of the largest geographic areas of any district in California. It covers over 700 square miles of very diverse topography; from valley flatlands, to foothills, to mountains. It serves a growing community with a current enrollment of over 21,157 students. Preschool centers at nine school locations, eleven elementary schools (K-5), three elementary/middle schools (K-8), four middle schools (6-8), four comprehensive high schools (9-12), one continuation high school (11-12), a vocational education focused charter high school, a science-based charter Middle School, an Adult Education Center, Independent Study Programs, a Home School Program, and a self-paced on-line instruction program offer a wide variety of learning opportunities for students of all ages.

Educational programs are designed to be flexible enough to provide a positive educational environment for all students, yet structured enough to ensure attainment of the California Content Standards and passing the California High School Exit Exam. With the support of the community, school staffs have developed highly successful programs in music, agriculture, and athletics.

School Description

THS is a comprehensive high school offering a full complement 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 encompasses a variety of wings that house our English, Math, Science, Social Studies, Physical Education, and 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.

Tahquitz High School Mission Statement

We will provide a series of opportunities that create a foundation for success in a global community through a relevant and rigorous education to meet the diverse needs of our students.

1. We will celebrate achievement
2. We will overcome challenges
3. We will be successful

Tahquitz High School Vision Statement

To inspire an environment of voracious learning and positive relationships, demonstrated by service to others, leadership, and community involvement.

Tahquitz High School Expected School-Wide Learning Results (ESLRs)

- Passion for Learning
- Students will demonstrate the development of a life-long pursuit of knowledge.
- Students will demonstrate the ability to think critically and to solve problems both independently and collaboratively.
- Respect for Yourself, for your Community, and for the Environment
- Students will demonstrate pride in themselves.
- Students will demonstrate care for their communities and their environment.
- Integrity in All Things
- Students will demonstrate ethical decision making.
- Students will demonstrate personal accountability.
- Dedication to Growth
- Students will demonstrate technological proficiency and adaptability.
- Students will demonstrate an appreciation of artistic endeavors and a commitment to healthful living.
- Excellence in Everything
- Students will demonstrate achievement of high academic standards.
- Students will demonstrate the setting, attainment, and celebration of goals.

Opportunities for Parental Involvement

The 2011-2012 school year brought about the Tahquitz Parent Engagement Committee (TPEC). This group of parents and educators works in conjunction with PTSA and School Site Council to have a voice in the decision making for THS programs.

Other parent involvement opportunities are also available to all parents. These offerings are available in both English and Spanish. These opportunities include, Parent Project®, P.R.I.C.E. Parenting®, Parent Institute for Quality Education®, District English Learner Advisory Committee, District Advisory Committee, and a district-wide PTA/ELAC community event, named, "Hemet Posada."

The site addresses the six areas of parent involvement through their comprehensive school plan. Parents may also be involved in: PTSA, 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) . Parents, students, and community members all have access to Web 2.0 technologies through Facebook, Twitter, WikiSpaces, and Weebly. For more information, contact the site Principal, Dr. Michael Roe at (951) 765-6300.

Hemet Unified School District's Core Values

1. It is the District's responsibility to provide a structure and framework in which students and staff can succeed.
2. All students can develop their intellect and improve their academic achievement level in each subject each year.
3. It is the District's responsibility to recruit, train and retain the very best staff to work in the Hemet Unified School District.
4. Good first teaching is the most powerful tool for improving student achievement.
5. It is the District's responsibility to provide alternative education opportunities that create pathways to success for students who do not do well in a traditional setting.
6. The maintenance and development of students' nutritional and physical well-being supports and enhances intellectual development and academic achievement.
7. Participation in activities such as academic competitions, music, drama, sports, clubs and other "non-academic" endeavors develops the human spirit and provides balance between the intellectual, physical and emotional/social development of our students.
8. The quality of interaction with our community, the quality of our published works and the state of our facilities all reflect what we think of ourselves as a district.
9. It is the District's responsibility to respond positively to the changing needs of our community and students.
10. It is the District's responsibility to ensure that the allocation of fiscal resources supports the Core Values of the District.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 8	1
Gr. 9	443
Gr. 10	420
Gr. 11	350
Gr. 12	336
Total	1,550

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	25.99	16.97	24.8
Expulsions Rate	1.21	0.39	1.0
District	09-10	10-11	11-12
Suspensions Rate	18.77	16.06	15.5
Expulsions Rate	0.52	0.37	0.4

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

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	10.5
American Indian or Alaska Native	1
Asian	1.8
Filipino	2.1
Hispanic or Latino	56.2
Native Hawaiian/Pacific Islander	0.6
White	25.1
Two or More Races	2.8
Socioeconomically Disadvantaged	78.4
English Learners	22.6
Students with Disabilities	14.1

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
English	22.38	32.6	28.2	9	15	13	16	0	22	21	33	19
Math	22.67	28.1	28.2	11	13	16	13	13	6	13	19	24
Science	21.64	32.5	34.1	6	6	5	21	6	3	8	23	30
SS	25.26	36.6	30	6	3	10	17	1	6	21	31	29

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

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Board approved: November 6, 2012

Per Board Policy 0450 and Education Code 32288, the school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site. Each school shall review and update its safety plan by March 1 of each year. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32286). Each school shall forward the safety plan to the Board for approval. (Education Code 32288). The Board shall review the comprehensive districtwide and/or school safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation. The Board shall approve the plan at a regularly scheduled meeting. A copy of the Safe School Plan is available at the school site.

The Comprehensive Safe School Plan 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 clean, safe, and secure teaching and learning environment is the highest priority to administration and staff. The following drills are conducted at the school site: two evacuation/fire drills per school year; two drop, cover, and hold on (earthquake) drills per year; one lockdown drill per school year; one shelter-in-place drill per school year; and one radio drill per month. Staff is trained in emergency procedures, including evacuation routes and safety checks. Supervision is assigned with the maximum coverage before and after school and at lunches. Walkie talkies provide communication on campus with administrators. In the event of a disaster, such as an earthquake during school hours, all students will be kept at school. They will not be released until a parent or parent designee arrives at the school to pick them up. Parents are requested to list their designees on the "Emergency Release" card sent home at the beginning of the school year. The office must be notified if home or business phone numbers are changed. The School Safety Committee conducts monthly, campus-wide, safety inspections and the county fire marshal inspects our facility once a year.

School gates are closed right after the morning bell rings and opened when school lets out. All visitors and volunteers are required to check in at the office via the Lobby Guard system, state their business at the school, and show identification. They are provided with a visitor tag to wear while on school grounds. They must return to sign out of the system at the end of their visit.

The school's physical facility is well maintained. District personnel periodically examine the school's physical facility regularly and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to the school safety. The classrooms are monitored for safety and appearance by administration and individual classroom teachers, custodians and administration. The pupils take pride in the appearance of their school.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 7/14/12

Tahquitz High School opened in the fall of 2007. THS provides a safe and clean environment for learning. Tahquitz boasts state of the art facilities including, Fine and Performing Arts Center that includes a 500 seat capacity theater, an industrial arts complex, two lunch shelter areas, a comprehensive library/media center, a college and career center, Gymnasium with 3 full courts (1,200 seat capacity), boys/girls locker rooms, tennis courts, as well as conveniently located and professional designed baseball and softball fields for both Varsity and JV. In the fall of 2008, Tahquitz opened our 4,000 seat stadium majestically positioned between the surrounding mountains and a CIF regulation swimming pool. We are proud of our facilities and our entire faculty and staff strive to keep everything in top shape. Starting in the Spring of 2010 each Senior class has been dedicated to leaving gifts to the school which focus on developing culture and school PRIDE. As a result, we have seen a variety of school murals, and even a Victory Bell, become an integral part of our campus

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	Water stains ceiling tiles 3rd year in several rooms. Lockers are bent on edges/injury hazard.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	Working to replace bent/damaged mini blinds.
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	55	65	60
Without Full Credential	0	0	1
Teaching Outside Subject Area	6	10	
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	922
Without Full Credential	♦	♦	11

Teacher Misassignments and Vacant Teacher Positions at this School			
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	9	1

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The school district provides certificated and classified members with opportunities for professional growth and training in a variety of programs. During the last three years (2009-2012), 571 days of professional training has been provided through the Hemet Unified School District Professional Development Academy. The training provided through the Academy allows teachers, administrators and paraprofessionals to become highly skilled at providing quality leadership, instruction and support to the district's students. The focus of professional development is on the delivery of a standards-based instructional program. Achievement data is used to determine site support and priorities for professional development opportunities. Priorities are identified in the current LEA Plan under Specific Trainings in Language Arts and Mathematics, English Now, BTSA Induction Support for year one and two teachers and specific Special Education trainings. Additional coaching assistance is provided for veteran teachers who need individualized structure and support. Eight Strategy Focused Instructional Coaches provide ongoing support in trainings and in day to day professional development needs in the areas of language arts, mathematics, English Language Development and Technology. Administrators are provided specific professional development to implement and support new and on-going instructional programs. Professional development is delivered through trainings on-site, at the District Professional Development Academy, conferences, and through trainer of trainer's models. As new programs and instructional strategies are implemented, instructional coaches assigned to specific sites offer support and additional training. Site administrators receive continuing support at district leadership meetings from instructional coaches, district support staff and consultants.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	92.96	7.04
Districtwide		
All Schools	91.61	8.39
High-Poverty Schools	91.64	8.36
Low-Poverty Schools	90	10

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	0.25
Speech/Language/Hearing Specialist	0.4
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	499

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,181	\$4,336	\$845	\$66,915
District	♦	♦	\$5,191	\$67,734
State	♦	♦	\$5,455	\$68,835
Percent Difference: School Site/District			-83.7%	-1.2%
Percent Difference: School Site/ State			-84.5%	-2.8%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,241	\$41,455
Mid-Range Teacher Salary	\$63,574	\$66,043
Highest Teacher Salary	\$84,040	\$85,397
Average Principal Salary (ES)	\$104,155	\$106,714
Average Principal Salary (MS)	\$112,967	\$111,101
Average Principal Salary (HS)	\$117,829	\$121,754
Superintendent Salary	\$232,093	\$223,357
Percent of District Budget		
Teacher Salaries	38%	39%
Administrative Salaries	6%	5%

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

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

At Tahquitz High School we provide supplemental services through categorical funds to help provide our students with academic opportunities. One of the key areas our School Site Council has chosen to allocate categorical funds towards is CAHSEE preparation classes. At Tahquitz we offer CAHSEE Saturday classes that provide intense training and review for students who need to pass the exit exam in both math and English. Students are given the opportunity to take comprehensive diagnostic exams and use the results to work on specific skills towards passing the CAHSEE. We also provide intensive math and English support classes for those students who are receiving poor grades and test scores in the regular education setting.

Another area that we focus on through our categorical programs is parent and community involvement. We are working diligently to provide parent involvement opportunities including annual title I meetings, ELAC meetings, and AVID parent nights. We also have a comprehensive freshman orientation program allowing us to bridge the gap with our feeder schools.

Lastly we have made a concentrated effort to help support our ELL students through an intensive program that allows English learners a period of support by using both the English Now program as well as Read 180. We have also supplemented these programs through purchasing site licenses, supplies, and ELL coordinator support.

Other programs

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

MAA -- \$90	AARA ED JOBS -- \$114,579	Voc Ed, Carl Perkins -- \$1,416
Site Lottery -- \$31,272	EIA -- \$47,762	Medi-Cal Billing -- \$210
AARA STATE FISCAL STABILITY -- \$1,388	EIA/LEP -- \$10,083	

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2, 2012

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.

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/2/2012 that each pupil in the district, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below:

Adopted Textbooks				
	Grade Levels / Title	Publisher	Edition	Adopted
Reading/Language Arts				
9-12	Holt Literature & Language Arts	Holt, Rinehart & Winston	2003	6/03
English Language Development				
6-12	English Now, V 2.0	LitConn, Inc.	2007	12/06
6-12	High Point	National Geographic	2001	6/05

Adopted Textbooks				
	Grade Levels / Title	Publisher	Edition	Adopted
Mathematics				
8-12	California Geometry	McDougal Littell	2007	6/08
9-12	Algebra 1	McDougal, Littell	2008	6/08
9-12	Geometry, Concepts and Skills	McDougal Littell	2005	6/08
9-12	Algebra 2	McDougal Littell	2007	6/08
9-12	Integrated Mathematics I & II	McDougal Littell	2002	5/04
9-12	PreCalculus with Limits, 5th Edition	McDougal Littell	2008	6/08
12	Calculus	Addison Wesley	1999	6/99
12	Trigonometry, 6th Edition	Turner, Brooks, Cole	2008	6/08
Social Science				
9	World Geography	McDougal Littell	2006	6/07
9	Health	Prentice Hall	2010	11/09
10	World History, The Modern World	Prentice Hall	2007	6/07
11	US History, Modern America	Prentice Hall	2008	6/07
12	Magruders American Government / American Govt. 10th E. (AP)	Prentice Hall Houghton Mifflin	1992/1994	6/07 & 12/06
12	Economics, Principles in Action Economics, 7th Ed.	Prentice Hall South-Western	2001/20072005	6/07 & 12/06
12	Western Civilization	Thomson Learning, Inc.	2006	1/06
Foreign Language				
9-12	Deutsch Aktuell, 1, 2 & 3	Paradigm Publications	1998	7/01
9-12	Bienvenue, French 1	Glencoe	1998	7/00
9-12	A bord, French 2	McDougal Littell	2000	6/00
9-12	En voyage, French 3 & 4	McDougal Littell	2003	6/27
9-12	En español! 1 & 2	McDougal Littell	2003	6/27
9-12	Abriendo Puertas - Antologia de Literatura en Español, Tomo I (AP)	McDougal Littell	2003	6/27
9-12	Abriendo Puertas - Antologia de Literatura en Español, Tomo II (AP)	McDougal Littell	2003	6/27
9-12	Abriendo Puertas (AP)	McDougal Littell	2003	6/27
Science				
9	California Earth Science	Prentice Hall	2006	6/08
10-12	California Biology	Prentice Hall	2007	6/08
10-12	Hole's Human Anatomy & Physiology	Glenco McGraw Hill	2009	6/08
10-12	Holt Physics California Edition	Holt	2007	6/08
11-12	Holt Modern Chemistry	Holt	2009	6/08
11-12	Astronomy - Journey to The Cosmic Frontier, 5th Edition	Glenco McGraw Hill	2008	6/08
11-12	Integrated Principles of Zoology	McGraw Hill	2006	1/06
Visual & Performing Arts				
9-12	Music Appreciation	McGraw Hill	2000	12/01
9-12	Stage Makeup	Watson-Guptill	1999	12/01
9-12	Simply 3D	Micrografx	1998	4/00

Interventions Programs for Reading/Language Arts				
	Grade Levels / Title	Publisher	Edition	Adopted
Reading/Language Arts				
K-10	Compass Learning	Odyssey	2011	6/11
4-12	SRA/Reach	SRA/McGraw Hill	2005	5/05
4-12	High Point El	Hampton-Brown Co.	2001	5/05
4-12	Scholastic Read 180	Scholastic, Inc.	2002	5/05
Mathematics				
K-10	Compass Learning	Odyssey	2011	6/11
K-10	MIND ST Math Program	MIND Research Institute	2011	10/11

Advanced Placement (AP) Textbooks

	Grade Levels / Title	Publisher	Edition	Adopted
AP Literature & Composition				
12	Perrine's Literature: Structure, Sound & Sense	Wadsworth Cengage Learning	10th C (2009)	6/09
AP Calculus				
11-12	Calculus of a Single Variable	Houghton Mifflin Company	8th C (2006)	6/09
AP Computer Science & Computer Programming				
11-12	Java Software Solutions	Pearson Education, Inc.	2nd C (2007)	6/09
AP Spanish Language & Literature				
9-12	Abriendo Puertas: Lenguaje	McDougal Littell, Inc.	1st C (2007)	6/09
11-12	Abriendo Puertas: Tomo I	McDougal Littell, Inc.	C (2003)	6/09
11-12	Abriendo Puertas: Tomo II	McDougal Littell, Inc.	C (2003)	6/09
AP U.S. History				
10-12	Out of Many, A History of the American People	Pearson Publisher	5th C (2007)	6/09
AP European History				
10-12	The Western Heritage	Pearson Education LtdPrentice Hall	9th C (2007)	6/09
AP Art History				
10-12	Stokstad Art History	Prentice Hall Publisher	3rd C (2008)	6/09
AP Biology				
11-12	Biology	Addison Wesley	8th (2008)	6/09
AP & General Environmental Science				
9-12	Environment: The Science Behind the Stories	Pearson/Prentice Hall	C (2008)	6/09
AP French – French Language 7 Culture				
11-12	AP Imaginez "Le Francais Sans Frontieres," 2 nd edition	Vista Higher Learning	C (2012)	3/12
AP Government				
12	American Government, 10 th Edition	Houghton Mifflin	C (2006)	12/06
AP Statistics				
10-12	The Practice of Statistics, 2 nd Edition	Holtzbrinck Publishers	C (2003)	2/09
AP Music Theory				
10-12	Music in Theory & Practice, Vol. I & II, 8 th Edition	McGraw Hill Publishing	C (2009)	12/10

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

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	39	39	37	48	48	50	52	54	56
Math	17	17	15	41	42	42	48	50	51
Science	35	39	44	47	49	49	54	57	60
H-SS	29	34	42	36	39	38	44	48	49

Internet Access

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

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	50	42	49	38
All Student at the School	37	15	44	42
Male	35	16	49	48
Female	40	13	40	37
Black or African American	24	8	18	27
American Indian or Alaska Native				
Asian	40	30		54
Filipino	68	32		63
Hispanic or Latino	33	12	40	36
Native Hawaiian/Pacific Islander				
White	50	20	64	61
Two or More Races	37	13		35
Socioeconomically Disadvantaged	34	12	40	38
English Learners	10	10	6	8
Students with Disabilities	26	18		6
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	21.1	25.2	26.5

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	1	3	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-6	0	5
Native Hawaiian/Pacific Islander			
White	26	3	14
Two or More Races			
Socioeconomically Disadvantaged	3	3	15
English Learners	-20	13	-34
Students with Disabilities	-28	15	-6

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	4	4	3
Similar Schools	8	7	9

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	19	
Percent of Schools Currently in Program Improvement	70.4	

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	1,062	15,535	4,664,264
	API-G	709	758	788
Black or African American	Students	104	1,074	313,201
	API-G	643	683	710
American Indian or Alaska Native	Students	9	192	31,606
	API-G		748	742
Asian	Students	20	202	404,670
	API-G	769	848	905
Filipino	Students	22	175	124,824
	API-G	852	863	869
Hispanic or Latino	Students	602	7,842	2,425,230
	API-G	685	734	740
Native Hawaiian/Pacific Islander	Students	6	91	26,563
	API-G		801	775
White	Students	271	5,560	1,221,860
	API-G	772	799	853
Two or More Races	Students	28	396	88,428
	API-G	653	767	849
Socioeconomically Disadvantaged	Students	878	12,128	2,779,680
	API-G	695	734	737
English Learners	Students	242	2,951	1,530,297
	API-G	626	696	716
Students with Disabilities	Students	149	2,277	530,935
	API-G	491	613	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in 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, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	No

Admission Requirements for California's 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 course 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 UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the Percent of Students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2012		
	School	District	State
All Students	0.85	0.82	---
Black or African American	0.76	0.69	---
American Indian or Alaska Native	0.50	0.92	---
Asian	0.78	0.84	---
Filipino	100.00	0.78	---
Hispanic or Latino	0.87	0.76	---
Native Hawaiian/Pacific Islander	100.00	0.85	---
White	0.89	0.87	---
Two or More Races			---
Socioeconomically Disadvantaged	0.84	0.74	---
English Learners	0.85	0.81	---
Students with Disabilities	0.55	0.62	---

Dropout Rate and Graduation Rate

Indicator	2008-09	2009-10	2010-11
Dropout Rate (1-year)	3.2	17.4	11
Graduation Rate		82.30	85.03
District			
Dropout Rate (1-year)	4.9	15.1	11.9
Graduation Rate	82.99	81.72	80.64
Dropout Rate (1-year)	5.7	16.6	14.4
Graduation Rate	78.59	80.53	76.26

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten 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 to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced

Subject	2009-10	2010-11	2011-12
English-Language Arts	46	44	48
Mathematics	42	40	41
District			
English-Language Arts	52	50	49
Mathematics	49	47	47
English-Language Arts	54	59	56
Mathematics	54	56	58

Advanced Placement Courses (School Year 2011-12)

The results profiled in the summary are based on all students who attempted an Advanced Placement (A.P.) Test from district high schools in 2011-12. The College Board recently released the district data.

The results reflect all tests attempted. Some students attempted more than one test; therefore, the number of attempted tests does not indicate unique students. Advanced Placement tests are important for college bound students in that students may receive "credit" for college classes if they earn a 3, 4, or 5 on an exam. Each college and university determines its own policy. In some cases, students earning a '5' may be given credit for two classes of freshman level college work.

Advanced Placement Test pass rates for all district high schools participating are included. California and National averages are typically released in November. Factors to consider when analyzing AP test results include:

- Specialized training provided for the teacher
- Appropriate instructional materials
- Fidelity to advanced placement course outline
- Instructional minutes
- Extra time provided for student test preparation
- Student enrollment criteria

It is difficult for smaller schools to offer the same number of AP courses as the larger schools. At smaller schools AP courses are often combined with non-AP courses; i.e., United States History and AP United States History. Administration supports AP students in combination classes by providing tutorial assistance. Students at smaller schools can also access AP courses on-line through the University of California.

Advanced Placement Testing Summary

Advanced Placement Test	Tahquitz High School			District			National	State
	# Students Attempting Test*	# Students Passing w/ 3, 4, or 5	% Pass Rate	# Students Attempting Test*	# Students Passing	% Pass Rate	% Pass Rate	% Pass Rate
AP Art History	23	19	83%	97	61	63%	60%	64%
AP Biology	11	2	18%	30	7	23%	50%	54%
AP Calculus A/B	15	3	20%	100	43	43%	59%	47%
AP Calculus B/C	1	1	100%	13	8	62%	83%	84%
AP Chemistry	1	0	0%	26	6	23%	55%	58%
AP Computer Science A	7	1	14%	36	13	36%	63%	73%
AP Economics - Macro				133	66	50%	55%	58%
AP Economics - Micro				10	7	70%	65%	66%
AP Environmental Science	1	1	100%	1	1	100%	50%	51%
AP European History	44	23	52%	139	60	43%	66%	59%
AP French Language				6	5	83%	76%	74%
German Lang. & Culture				1	1	100%	77%	76%
AP Gov. Politics Comp.				5	1	20%	61%	61%
AP Eng. Language	29	17	59%	154	70	45%	60%	73%
AP Eng. Literature	22	7	32%	113	46	41%	56%	56%
AP Music Theory								
AP Physics B	1	0	0%	2	1	50%	61%	64%
AP Psychology								
AP Spanish Language	16	15	94%	67	52	78%	72%	80%
AP Spanish Literature				3	1	33%	61%	63%
AP Statistics				21	5	24%	59%	59%
AP U.S. History	20	3	15%	194	106	55%	55%	56%
AP US Gov.& Politics				118	52	44%	52%	50%
AP World History								
Totals*	191	92	48%	1,269	612	48%	59%	60%

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	51	23	26	53	34	13
All Students at the School	52	23	25	59	32	9
Male	56	21	23	56	34	10
Female	48	25	27	61	31	8
Black or African American	78	13	9	81	18	2
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	55	24	21	64	29	7
Native Hawaiian/Pacific Islander						
White	34	23	43	40	44	15
Two or More Races						
Socioeconomically Disadvantaged	56	21	23	63	31	7
English Learners	92	4	4	92	6	2
Students with Disabilities	96	2	2	94	6	0
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	306
Percent of pupils completing a CTE program and earning a high school diploma	33%
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	0%

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	60.3
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	24.3

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

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

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • Acting • Automotive Technology • Business Math • Cabinet Making/Construction • Computer Applications • Computer Keyboarding • Digital Photography/Digital Imaging • Entrepreneurship | <ul style="list-style-type: none"> • Fashion and Clothing • First Responder • Foods/Nutrition • Medical Assistant • Medical Terminology • Multi-Media • Pharmacy Assistant • Plant & Soil Science | <ul style="list-style-type: none"> • Retail Sales/Marketing • Television/Film Production • Theater Technology • Theater Workshop • Work Experience • Yearbook/Journalism • Construction Technology |
|---|---|---|