Tahquitz High School - THS

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2012-13 School Accountability Report Card
Published During the 2013-14 School Year

Hemet Unified School District

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Mr. Joe Wojcik

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Superintendent

Dr. Barry L. Kayrell
Superintendent

Dr. David Horton
Assistant Superintendent
Educational Services

Dr. LaFaye Platter
Deputy Superintendent
Human Resources

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 2012-13 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 1 (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 compliment of course offerings including specialized programs such as Advancement Via Individual Determination (AVID), Advanced Placement (AP), Strategies for Success (SFS), Marine Corp ROTC 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 2012-2013 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.

Parent involvement opportunities are available to all parents at all schools. These offerings are available in both English and Spanish. These opportunities include, Parent Project® (secondary), Parent Project Jr.® (elementary), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Parent Engagement Leadership Institute (PELI), and a district-wide PTA/ELAC community event, named, "Hemet Posada," and the District Curriculum Council.

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 THS through the web and parent volunteer programs. For more information, contact the site Principal, Mr. Derek Jindra 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. 9	479
Gr. 10	424
Gr. 11	377
Gr. 12	309
Total	1,589

Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	10.4
American Indian or Alaska Native	0.9
Asian	1.9
Filipino	2.0
Hispanic or Latino	56.1
Native Hawaiian/Pacific Islander	0.4
White	24.9
Two or More Races	3.3
Socioeconomically Disadvantaged	83.3
English Learners	20.5
Students with Disabilities	13.9

Average Class Size and Class Size Distribution

| | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
Year	11	12	13	11	12	13	11	12	13	11	12	13
English	32.6	28.2	22	15	13	22	0	22	11	33	19	30
Math	28.1	28.2	24	13	16	24	13	6	7	19	24	26
Science	32.5	34.1	31	6	5	13	6	3	1	23	30	30
SS	36.6	30	26	3	10	17	1	6	8	31	29	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.

Suspensions and Expulsions

Schoolwide	10-11	11-12	12-13
Suspensions Rate	16.97	24.8	25.6
Expulsions Rate	0.39	1.0	0.4
Districtwide	**10-11**	**11-12**	**12-13**
Suspensions Rate	16.06	15.5	15.8
Expulsions Rate	0.37	0.4	.35

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

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.

COMPREHENSIVE SCHOOL SITE SAFETY PLAN
Board approved: October 8, 2013

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 conducts 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 2013-14)

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: 09/04/13

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 2013-14)

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**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	Stained ceiling tiles in several rooms; stained walls. Dirty floor Rm 1101; 304 Dance baseboard un-attached, floor needs repair.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	Housekeeping electrical room and custodial room. Housekeeping in 322 Ceramics.
Electrical: Electrical	[X]	[ ]	[ ]	Lights out in Rm 110B; Rm 602 paper covering the emergency ceiling lamp. Broken data covers in several rooms.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	Rm 525 sink faucets are loose, fire extinguisher missing cover. Rm 529 sink leaks around faucet, sink very loose.
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
	[X]	[ ]	[ ]	[ ]	

Teacher Credentials			
Schoolwide	**10-11**	**11-12**	**12-13**
Fully Credentialed	65	60	61
Without Full Credential	0	1	0
Teaching Outside Subject Area	10	9	7
Districtwide	**10-11**	**11-12**	**12-13**
Fully Credentialed	♦	♦	909
Without Full Credential	♦	♦	12

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	**10-11**	**11-12**	**13-14**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	9	1	0

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

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 (2010-2013), over 600 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. Since the adoption of the Common Core Standards, the primary focus of the Professional Development Academy has been on the implementation and support of California Common Core Standards in English Language Arts and Mathematics. Eight Academic Coaches provide ongoing support and training in the skillful delivery of the newly adopted standards. Additionally, the Academic Coaches provide a variety of district and site based trainings based on data. Achievement data is used to determine site support and priorities for professional development opportunities. The PDA also supports our new teachers through our BTSA Induction Program. Administrators and Teachers 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, and conferences. As new initiatives and instructional programs are implemented, Academic Coaches assigned to specific sites offer coaching support and additional training.

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	83.7	16.3
Districtwide		
All Schools	92.6	7.4
High-Poverty Schools	92.6	7.4
Low-Poverty Schools	91.7	8.3

* 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	0.33
Speech/Language/Hearing Specialist	0.4
Resource Specialist	.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	535

* 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 2011-12)				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$5,598	$1,170	$4,428	$66,502
District	◆	◆	$4,161	$68,956
State	◆	◆	$5,537	$69,704
Percent Difference: School Site/District			6.4	-3.6
Percent Difference: School Site/ State			-20.0	-4.6

*   **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 2011-12)		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$42,721	$41,462
Mid-Range Teacher Salary	$64,296	$66,133
Highest Teacher Salary	$84,995	$85,735
Average Principal Salary (ES)	$107,837	$107,206
Average Principal Salary (MS)	$114,048	$111,641
Average Principal Salary (HS)	$122,275	$122,628
Superintendent Salary	$227,793	$225,176
Percent of District Budget		
Teacher Salaries	37.4%	38.3%
Administrative Salaries	5.9%	5.1%

*   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 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists 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 though 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 (Medicare Admin Activities) -- $5,000
Lottery -- $35,525
Title I -- $301,014
Spec Ed Local Asst -- $238,458
Vocational Education -- $50,000
Medi-Cal Reimbursements -- $210
Special Education -- $1,087,775
EIA-SCE-- $223,831
EIA-LEP -- $56,129

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)
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 instruction 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 8, 2013

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.

AB 1246, added Education Code Section 60210, which allows the district to use any instructional materials, not just state-adopted, as long as they are aligned with the academic content standards. The EC 60119 has a new section (e) with a reference to the Common Core State Standards (CCSS). The section states: "For the purpose of transitioning to instructional materials that are aligned with the common core academic content standards, it is the intent of the Legislature that textbooks, instructional materials, and supplemental instructional materials be deemed to be aligned with the content standards pursuant to subdivisions (a) and (c), and be deemed consistent with the content and cycles of the curriculum framework adopted by the state board pursuant to subdivision (a) if the textbooks, instructional materials, supplemental instructional materials, or a combination of any such materials are aligned to the content standards adopted pursuant to Section 60605 or 60605.8." This addition means that materials aligned to either the 1997 standards or the 2010 CCSS standards for mathematics and English Language Arts are compliant with Williams Act requirements. In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/8/2013 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				
K-5	Open Court Reading	SRA/McGraw Hill	2002	5/02
6-8	Holt Literature & Lang Arts	Harcourt Brace	2003	5/02
9-12	Holt Literature & Language Arts	Holt, Rinehart & Winston	2003	6/03
English Language Development				
K-5	English Now! V 2.0	LitConn, Inc.	2007	12/06
6-12	English Now, V 2.0	LitConn, Inc.	2007	12/06
6-12	High Point	National Geographic	2001	6/05
Mathematics				
K-5	Scott Foresman - Addison Wesley enVisionMath - California	Pearson Scott Foresman	2010	6/08
6-8	McDougal Littell CA Math Course 1, Course 2, Algebra 1	McDougal, Littell (Houghton Mifflin)	2008	6/08
8	California Algebra Readiness	McDougal, Littell and Company	2008	6/08
8	California Pre-Algebra	McDougal, Littell and Company	2008	12/11
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
13	Calculus	Addison Wesley	1999	6/99
13	Trigonometry, 6th Edition	Turner, Brooks, Cole	2008	6/08

	Adopted Textbooks			
	Grade Levels / Title	**Publisher**	**Edition**	**Adopted**
Social Science				
K-5	History-Social Science for California	Pearson, Scott-Foresman	2006	6/07
6	History Alive! The Ancient World	Teachers' Curriculum Institute	2005	6/07
7	History Alive! The Medieval World	Teachers' Curriculum Institute	2005	6/07
8	History Alive! The United States Through Industrialism	Teachers' Curriculum Institute	2005	6/07
9	World Geography	McDougal Littell	2006	6/07
9	Health	Prentice Hall	2011	11/09
11	World History, The Modern World	Prentice Hall	2007	6/07
12	US History, Modern America	Prentice Hall	2008	6/07
13	Magruders American Government / American Govt. 10th E. (AP)	Prentice Hall Houghton Mifflin	1992/1994	6/07 & 12/06
13	Economics, Principles in Action Economics, 7th Ed.	Prentice Hall South-Western	2001/20072005	6/07 & 12/06
13	Western Civilization	Thomson Learning, Inc.	2006	1/06
Foreign Language				
6-8	Dime! Uno	McDougal Littell	1997	
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	Abiendo Puertas (AP)	McDougal Littell	2003	6/27
Science				
K-5	Harcourt Science California Edition	Harcourt Brace	2001	3/01
6	Earth Science	Holt, Rinehart & Winston	2001	3/01
7	Life Science	Holt, Rinehart & Winston	2001	3/01
8	Physical Science	Holt, Rinehart & Winston	2001	3/01
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	2010	6/08
10-12	Holt Physics California Edition	Holt	2007	6/08
12-13	Holt Modern Chemistry	Holt	2010	6/08
12-13	Astronomy - Journey to The Cosmic Frontier, 5th Edition	Glenco McGraw Hill	2008	6/08
12-13	Integrated Principles of Zoology	McGraw Hill	2006	1/06
Health				
K-5	Health and Fitness	Harcourt, Inc.	2006	7/05
6-8	Decisions for Health	Holt, Rinehart & Winston	2005	7/05
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	2012	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

Interventions Programs for Reading/Language Arts				
Grade Levels / Title		**Publisher**	**Edition**	**Adopted**
Mathematics				
K-10	Compass Learning	Odyssey	2012	6/11
K-10	MIND ST Math Program	MIND Research Institute	2012	10/11

Advanced Placement (AP) Textbooks				
Grade Levels / Title		**Publisher**	**Edition**	**Adopted**
AP Literature & Composition				
13	Perrine's Literature: Structure, Sound & Sense	Wadsworth Cengage Learning	10th C (2009)	6/09
AP Calculus				
12-13	Calculus of a Single Variable	Houghton Mifflin Company	8th C (2006)	6/09
AP Computer Science & Computer Programming				
12-13	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
12-13	Abriendo Puertas: Tomo I	McDougal Littell, Inc.	C (2003)	6/09
12-13	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				
12-13	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				
12-13	AP Imaginez "Le Francais Sans Frontieres," 2nd edition	Vista Higher Learning	C (2012)	3/12
AP Government				
13	American Government, 10th Edition	Houghton Mifflin	C (2006)	12/06
AP Statistics				
10-12	The Practice of Statistics, 2nd Edition	Holtzbrinck Publishers	C (2003)	2/09
AP Music Theory				
10-12	Music in Theory & Practice, Vol. I & II, 8th 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.

	Percent of Students Scoring at Proficient or Advanced			
Group	**ELA**	**Math**	**Science**	**H-SS**
All Students in the LEA	48	41	48	41
All Student at the School	40	14	34	41
Male	38	16	39	47
Female	42	12	29	35
Black or African American	31	7	31	31
American Indian or Alaska Native	50	8		
Asian	65	25		
Filipino	62	38		57
Hispanic or Latino	36	12	26	34
Native Hawaiian/Pacific Islander				
White	49	19	52	54
Two or More Races	40	15		38
Socioeconomically Disadvantaged	36	13	31	38
English Learners	13	7	9	5
Students with Disabilities	24	17	29	7
Students Receiving Migrant Education Services				

2013 STAR Results by Student Group

	Percent of Students Scoring at Proficient or Advanced								
	School			**District**			**State**		
Subject	**10-11**	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**
ELA	39	37	40	48	50	48	54	56	55
Math	17	15	14	42	42	41	49	50	50
Science	39	44	32	49	49	48	57	60	59
H-SS	34	42	41	39	38	41	48	49	49

STAR Results for All Students - Three-Year Comparison

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.

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	21.2	20.7	37.8

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**		
	10-11	**11-12**	**12-13**
All Students at the School	3	6	-15
Black or African American			26
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	0	6	-12
Native Hawaiian/Pacific Islander			
White	3	16	-33
Two or More Races			
Socioeconomically Disadvantaged	3	15	-14
English Learners	13	-31	2
Students with Disabilities	15	-8	10

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	**2010**	**2011**	**2012**
Statewide	4	3	3
Similar Schools	7	9	8

Federal Intervention Program (School Year 2013-14)

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 4	Year 3
Number of Schools Currently in Program Improvement		20
Percent of Schools Currently in Program Improvement		87.0

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	**Students**	1,111	15,308	4,655,989
	API-G	694	755	790
Black or African American	**Students**	105	1,090	296,463
	API-G	669	688	708
American Indian or Alaska Native	**Students**	12	182	30,394
	API-G	768	734	743
Asian	**Students**	22	207	406,527
	API-G	839	842	906
Filipino	**Students**	20	153	121,054
	API-G	801	869	867
Hispanic or Latino	**Students**	646	7,890	2,438,951
	API-G	671	731	744
Native Hawaiian/ Pacific Islander	**Students**	6	71	25,351
	API-G		759	774
White	**Students**	262	5,232	1,200,127
	API-G	740	799	853
Two or More Races	**Students**	38	483	125,025
	API-G	681	752	824
Socioeconomically Disadvantaged	**Students**	943	12,217	2,774,640
	API-G	680	732	743
English Learners	**Students**	235	2,963	1,482,316
	API-G	628	691	721
Students with Disabilities	**Students**	159	2,357	527,476
	API-G	498	609	615

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	No	Yes
Met Participation Rate: Mathematics	No	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	No
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 number of students who were a part of the school's most recent graduating class for which CDE has available data and meet 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 2013**		
	School	**District**	**State**
All Students	295	1,551	418,598
Black or African American	20	100	28,078
American Indian or Alaska Native	2	20	3,123
Asian	7	26	41,700
Filipino	9	24	12,745
Hispanic or Latino	161	694	193,516
Native Hawaiian/Pacific Islander	2	10	2,585
White	84	645	127,801
Two or More Races	10	32	6,790
Socioeconomically Disadvantaged	30	160	31,683
English Learners	64	256	93,297
Students with Disabilities	236	1052	217,915

Dropout Rate and Graduation Rate			
Indicator	**2009-10**	**2010-11**	**2011-12**
Schoolwide			
Dropout Rate (1-year)	17.40	11.00	10.40
Graduation Rate	82.30	85.11	86.31
Districtwide			
Dropout Rate (1-year)	15.10	11.80	12.80
Graduation Rate	81.72	80.77	79.64
Statewide			
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

*   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	**2010-11**	**2011-12**	**2012-13**
Schoolwide			
English-Language Arts	44	48	40
Mathematics	40	41	41
Districtwide			
English-Language Arts	50	48	46
Mathematics	46	47	46
Statewide			
English-Language Arts	59	56	57
Mathematics	56	58	60

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 2012-13. 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 - THS			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				11	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								

Advanced Placement Testing Summary								
Advanced Placement Test	**Tahquitz High School - THS**			**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
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	54	22	25	54	34	12
All Students at the School	60	20	20	59	31	10
Male	65	16	20	56	30	14
Female	55	24	21	62	32	6
Black or African American	53	24	22	64	27	9
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	68	18	14	62	31	7
Native Hawaiian/Pacific Islander						
White	48	23	28	55	32	13
Two or More Races						
Socioeconomically Disadvantaged	64	18	18	61	29	10
English Learners	96	4		94	4	2
Students with Disabilities	87	7	6	92	8	
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**
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	65.1
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	20.3

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:

• Acting
• Automotive Technology
• Business Math
• Cabinet Making/Construction
• Computer Applications
• Computer Keyboarding
• Digital Photography/Digital Imaging
• Entrepreneurship
• Fashion and Clothing
• First Responder
• Foods/Nutrition
• Medical Assistant
• Medical Terminology
• Multi-Media
• Pharmacy Assistant
• Plant & Soil Science
• Retail Sales/Marketing
• Television/Film Production
• Theater Technology
• Theater Workshop
• Work Experience
• Yearbook/Journalism
• Construction Technology