Tahquitz High School - THS

4425 Titan Trail • Hemet, CA 92545 • (951) 765-6300 • Grades 9-12
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Hemet Unified School District
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District Governing Board

Mrs. Marilyn Forst

Mr. Patrick Searl

Mrs. Megan Haley

Mr. Vic Scavarda

Mr. Jim Smith

Mr. Ross Valenzuela

Mr. Joe Wojcik

District Administration

Dr. Barry L. Kayrell
Superintendent

Dr. Barry L. Kayrell
Superintendent

Dr. David Horton
Assistant Superintendent
Educational Services

Dr. LaFaye Platter
Deputy Superintendent
Human Resources

Vince Christakos
Assistant Superintendent
Business Services

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), Project Lead the Way Pre-Engineering (PLTW), Career and Technical Education (CTE: Culinary, Construction, Business, Digital), Strategies for Success (SFS), Junior Marine Corp ROTC, and 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 buildings where English and English Language Development, Math, Science, Social Studies, Physical Education, Specialized Instruction, and Career Technical Education departments reside. All classrooms have built-in LCD projectors, Inter-write pads, and computers supporting standards-based instruction. THS has a highly qualified faculty and staff serving the needs of all students in a premier facility.

Tahquitz High School Mission Statement

Titan P.R.I.D.E.
We will be successful in preparing students to reach their current and post-graduation goals.
We will encourage and celebrate all academic and extracurricular successes.
We will provide professional structure, a positive climate, and a safe environment for all students and staff.

Tahquitz High School Vision Statement

Titan P.R.I.D.E.
It is the vision of Tahquitz High School to create educational and organizational systems that promote a safe/supportive learning environment where all students and staff can develop the necessary skills and knowledge needed in order to be successful in all endeavors. Furthermore, all stakeholders will strive to create an environment that promotes positive character development and high expectations.

Tahquitz High School Belief Statements

Titan P.R.I.D.E.
We Believe…
1. That all students are capable of learning.
2. That all students and staff are entitled to a safe school environment in which to thrive.
3. That character traits such as integrity, dedication, and excellence are worthy of pursuit and focus both in and out of the classroom.
4. That all stake holders have a voice and should provide input into the organizational structures and pursuits of the school collaboration. As such, the entire organization can take PRIDE in our accomplishments.
5. That school spirit and excellence must be modeled by all stakeholders, at all times, in all places.
6. In accountability: Students and staff should be accountable for their actions and professionalism.
7. That all students and staff represent many different perspectives and cultures. As such all positive traits are desirable and embraced.
8. That education is evolving to meet global needs. As such, it is incumbent upon us to change professional practice in order to meet said needs.
9. That students, properly supported and motivated, will graduate and subsequently be empowered to achieve their post-graduation goals.
10. That parents are an integral part of successful students.

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

Titan PRIDE:
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.

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.

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.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at (951) 765-6300 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	441
Grade 10	421
Grade 11	402
Grade 12	318
Total Enrollment	1,582

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	11.3
American Indian or Alaska Native	0.4
Asian	1.7
Filipino	1.4
Hispanic or Latino	60.5
Native Hawaiian or Pacific Islander	0.4
White	20.9
Two or More Races	3.3
Socioeconomically Disadvantaged	82.2
English Learners	8.2
Students with Disabilities	13.8
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Tahquitz High School - THS	**13-14**	**14-15**	**15-16**
With Full Credential	64	69	69
Without Full Credential	2	0	0
Teaching Outside Subject Area of Competence	6	4	2
Hemet Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	1061
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	57

Teacher Misassignments and Vacant Teacher Positions at this School			
Tahquitz High School - THS	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 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	98.0	2.0
Districtwide		
All Schools	96.5	3.5
High-Poverty Schools	96.4	3.6
Low-Poverty Schools	100.0	0.0

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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 9-1-15 that each pupil, including English learners, 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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 (Most Recent Year) Year and month in which data were collected: 10/13/2015				
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			
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			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	39	33	44
Math	16	22	33

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science	31	33	28	47	48	45	59	60	56

* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	20.20	22.40	26.10

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

2014-15 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	45
All Student at the School	28
Male	29
Female	23
Black or African American	24
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	18
Native Hawaiian or Pacific Islander	--
White	46
Two or More Races	33
Socioeconomically Disadvantaged	11
English Learners	8
Students with Disabilities	21
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	**Grade**	**Number of Students**		**Percent of Students**				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	11	380	379	99.7	32	30	30	8
Male	11		195	51.3	35	23	33	8
Female	11		184	48.4	28	36	27	8
Black or African American	11		35	9.2	54	17	17	11
American Indian or Alaska Native	11		2	0.5	--	--	--	--
Asian	11		8	2.1	--	--	--	--
Filipino	11		5	1.3	--	--	--	--
Hispanic or Latino	11		233	61.3	33	33	30	5
Native Hawaiian or Pacific Islander	11		4	1.1	--	--	--	--
White	11		80	21.1	25	28	34	14
Two or More Races	11		12	3.2	17	33	42	0
Socioeconomically Disadvantaged	11		297	78.2	36	30	27	6
English Learners	11		18	4.7	94	6	0	0
Students with Disabilities	11		40	10.5	88	10	0	0
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

		Number of Students		Percent of Students				
Student Group	**Grade**	**Enrolled**	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	11	380	379	99.7	57	26	12	4
Male	11		195	51.3	55	23	14	7
Female	11		184	48.4	59	30	9	2
Black or African American	11		35	9.2	66	17	11	6
American Indian or Alaska Native	11		2	0.5	--	--	--	--
Asian	11		8	2.1	--	--	--	--
Filipino	11		5	1.3	--	--	--	--
Hispanic or Latino	11		233	61.3	62	25	9	3
Native Hawaiian or Pacific Islander	11		4	1.1	--	--	--	--
White	11		80	21.1	44	31	18	5
Two or More Races	11		12	3.2	50	42	0	0
Socioeconomically Disadvantaged	11		297	78.2	62	25	9	2
English Learners	11		18	4.7	100	0	0	0
Students with Disabilities	11		40	10.5	93	3	0	0
Foster Youth	11		--	--	--	--	--	--

<p style="text-align:center">School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven</p>

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
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 a.k.a TPEC), 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 the 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.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

COMPREHENSIVE SCHOOL SITE SAFETY PLAN

Board approved: March 17, 2015

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.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	11.54	9.96	7.57
Expulsions Rate	0.31	1.15	0.71
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	6.90	7.29	6.95
Expulsions Rate	0.26	0.23	0.34
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		20
Percent of Schools Currently in Program Improvement		80.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	26	25	20	22	22	35	11	18	40	30	26	8
Math	24	23	20	24	26	32	7	19	32	26	16	2
Science	31	33	25	13	8	12	1	3	33	30	31	7
SS	26	27	22	17	14	20	8	12	21	29	25	11

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	1
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	1.5
Average Number of Students per Staff Member	
Academic Counselor	403

* 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.

Professional Development provided for Teachers

The school district provides certificated and classified members with opportunities for professional growth and training in a variety of programs and initiatives. The training provided through the Professional Development 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 the Professional Development Academy has been on the implementation, support, and instructional improvement of California State Standards. The district's Educational Department, including Academic Coaches provide ongoing support and training in the skillful delivery of the adopted standards. Additionally, the Academic Coaches provide a variety of district and site based trainings based on data, principal feedback and, teacher survey results. Achievement data is used to determine site support and priorities for professional development opportunities. Teachers are provided with multiple opportunities throughout the school year and during the summer to participate in trainings. The PDA also supports our new teachers through our Center for Teacher Innovation (CTI) Induction Program and provides intensive coaching to support them in their new teaching assignment.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,161	$43,165
Mid-Range Teacher Salary	$66,464	$68,574
Highest Teacher Salary	$87,860	$89,146
Average Principal Salary (ES)	$118,248	$111,129
Average Principal Salary (MS)	$127,067	$116,569
Average Principal Salary (HS)	$135,629	$127,448
Superintendent Salary	$227,058	$234,382
Percent of District Budget		
Teacher Salaries	37%	38%
Administrative Salaries	6%	5%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,627	$1,120	$4,507	$64,172
District	♦	♦	$4,324	$71,130
State	♦	♦	$5,348	$72,971
Percent Difference: School Site/District			4.2	-6.7
Percent Difference: School Site/ State			-3.9	-7.4

* Cells with ♦ do not require data.

Types of Services Funded

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 core English and Math instruction aligned to the Common Core State Standards, AVID College Preparation, English Language Development support and improvement, access to technology, Project Lead the Way engineering exploration program, and various platforms for parent involvement.

Our teachers in English and Math are implementing a rigorous curriculum design, which is aligned to the common core state standards. RCD is a newly developed curriculum that embodies multi-dimensional curriculum and instruction with an aim to have students produce authentic performance tasks or projects that exemplify their learning of the content. RCD is expanding to Social Studies and Science; Science is fully employing the New Generation Science Standards.

We offer multiple AVID electives at each grade level, take students on field trips to colleges, hold weekly tutorials, and continue to transform Tahquitz High School into a college going culture. Whether students take the AVID elective course or not, they experience AVID strategies throughout their courses via Cornell notes, Socratic seminars, and quick writes. Tahquitz will continue to increase A-G readiness for college by generating awareness of the requirements and their on-track rate of accomplishing that goal.

For our ELL students, we provide a two-tiered ELD program; levels 1-2 intensive and 3-5 support. Our ELD program utilizes the Scholastic Read 180 and System 44 curriculum and materials and English Now! ELLs are encouraged to strive for redesignation status, so they may get on track to pursue A-G requirements. ELLs may receive additional support in their content areas classes and have small pull out support classes. Additionally, after school tutoring is available for ELLs. Within the ELD program, students are reassessed three (3) times annually using the ELA MAP 6+ assessment. Proficiency will drive redesignation. There is a parent committee to support ELLs and provide parents with information about graduation, curriculum, and redesignation.

Regarding technology at Tahquitz High School, there are seven (7) 20+ desktop computer labs, two (2) 30-laptop mobile carts, and two (2) 20-laptop mobile carts on campus, which are available for use by check-out. There is an additional 20-desktop lab inside the ELD classroom. Professional development continues to be provided for for teachers in many areas. Teachers have the opportunity to attend district-sponsored trainings and out-of-district professional development conferences for such topics as AVID, RCD, Special Education, English Development, and Leadership / Administration.

Other programs being funded are: BARR, Project Lead the Way, Opportunity Schools, Athletic Programs, Music Programs, AVID

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:

Supplemental/Concentration -- $110,530
Site Lottery -- $34,905
Title I -- $287,166
Special Ed Federal Local Asst. -- $372,408
Voc Ed -- $43,103
Medi-Cal Reimbursements -- $750
Special Ed. State/Local -- $1,180,689
Common Core State Standards -- $95,493

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	**English-Language Arts**			**Mathematics**		
	Not Proficient	**Proficient**	**Advanced**	**Not Proficient**	**Proficient**	**Advanced**
All Students in the LEA	52	25	22	51	35	14
All Students at the School	62	23	15	61	33	6
Male	66	22	12	60	34	6
Female	56	25	20	63	31	6
Black or African American	79	13	8	77	21	2
Hispanic or Latino	66	22	12	63	34	3
White	45	31	25	53	34	13
Two or More Races	53	20	27	53	33	13
Socioeconomically Disadvantaged	67	20	13	64	32	5
English Learners	98	2		95	5	
Students with Disabilities	100			97	3	

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

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Tahquitz High School - THS	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	40	40	38
Mathematics	41	45	39
Hemet Unified School District	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	46	35	38
Mathematics	46	39	39
California	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	57	56	58
Mathematics	60	62	59

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Tahquitz High School - THS	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	10.40	8.10	7.30
Graduation Rate	86.31	88.71	88.05
Hemet Unified School District	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	12.80	12.80	11.60
Graduation Rate	79.64	79.00	81.46
California	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

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

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2014**		
	School	**District**	**State**
All Students	90.48	81.62	84.6
Black or African American	75.61	67.84	76
American Indian or Alaska Native	100	80	78.07
Asian	88.89	87.5	92.62
Filipino	100	95.65	96.49
Hispanic or Latino	92.98	81.8	81.28
Native Hawaiian/Pacific Islander	100	100	83.58
White	91.11	84.47	89.93
Two or More Races	91.67	71.05	82.8
Socioeconomically Disadvantaged	47.37	49.85	61.28
English Learners	39.13	45	50.76
Students with Disabilities	89.57	80.01	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	95.2
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	28.29

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	5	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	3	♦
Science	1	♦
Social Science	7	♦
All courses	17	.6

* Where there are student course enrollments.

Career Technical Education Programs

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

DataQuest

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

Internet Access

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