



# Hemet High School

41701 Stetson Ave. • Hemet, CA 92544 • (951) 765-5150 • Grades 9-12

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<http://www.hemethigh.com>

## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Hemet Unified School District

1791 West Acacia Ave.  
Hemet, CA 92545-3632  
(951) 765-5100  
[www.hemetUSD.org](http://www.hemetUSD.org)

#### District Governing Board

Mrs. Marilyn Forst

Mrs. Megan Haley

Dr. Lisa DeForest

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**

### Mission Statement

Hemet High School provides all students with a quality comprehensive education that incorporates a standards-based curriculum through a variety of learning experiences that prepare students to be productive caring citizens in a changing world.

### School Goals

- Reading, Writing, and Communication Skills
- Ethical, Honest, and Healthy Behavior
- Applied Knowledge and Reasoning Skills
- Lifelong Learners

### School Profile

Hemet High is a premier high school in Riverside County. Academic programs and extracurricular activities are comprehensive, meeting the needs of a variety of students. Enriched coursework includes honors, advanced placement courses, articulated junior college courses, an outstanding freshman transition program and dedicated staff. Our extracurricular programs are showcased by a strong Academic Decathlon Program, which placed first or second in Riverside County for the last 14 years, Mock Trial, sports programs and school supported clubs. The vocal, instrumental, dance and cheer programs at Hemet High are nationally known and form a Performing Arts program open by audition. Hemet is proud to have a strong Vocational Education Program that provides courses on our campus, these include: automotive repair, retail sales, and Construction Technology, GIS and a large agriculture program. Hemet High has a very active agriculture program and a distinguished AFJROTC unit. Our auto shop is AYES and NATEF certified and has many auto dealers as partners. All freshman participate in a federal innovation grant: BARR, Building Assets Reducing Risks centered around developing assets in students which supports freshman as they transition into high school. The BARR program has received a Golden Bell award this year. Hemet High School was also awarded the CIF Commissioner's Cup identifying the Girl's Athletic Program the number one ranked Girl's Athletic program in CIF Southern Section.

The staff at Hemet High is unsurpassed in its experience and dedication. They are community members who take great pride in the achievements of their students, offering each one of them tremendous support. Hemet High is committed to providing its students the tools they need to be successful citizens in the 21st Century. With a strong sense of past and a forward outlook, it is an outstanding school.

## 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

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. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (951) 765-5150.

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.0
American Indian or Alaska Native	0.8
Asian	2.0
Filipino	0.5
Hispanic or Latino	41.8
Native Hawaiian/Pacific Islander	0.5
White	46.9
Two or More Races	2.4
Socioeconomically Disadvantaged	70.3
English Learners	4.5
Students with Disabilities	15.3

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	600
Gr. 10	606
Gr. 11	569
Gr. 12	607
<b>Total</b>	<b>2,382</b>

## 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			
Hemet High School	12-13	13-14	14-15
Fully Credentialed	89		80
Without Full Credential	2		4
Teaching Outside Subject Area of Competence	14		8
Hemet Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	928
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Hemet High School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	2	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

2013-14 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	94.23	5.77
Districtwide		
All Schools	94.79	5.21
High-Poverty Schools	94.85	5.15
Low-Poverty Schools	91.67	8.33

\* 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 2014-15)

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 09/02/14 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	Magruder's 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	2001/2007	2005 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 - Antología de Literatura en Español, Tomo I (AP)	McDougal Littell	2003	6/27
9-12	Abriendo Puertas - Antología de Literatura en Español, Tomo II (AP)	McDougal Littell	2003	6/27
9-12	Abriendo 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-Guption	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," 2 <sup>nd</sup> edition	Vista Higher Learning	C (2012)	3/12
AP Government				
13	American Government, 10 <sup>th</sup> Edition	Houghton Mifflin	C (2006)	12/06
AP Statistics				
10-12	The Practice of Statistics, 2 <sup>nd</sup> Edition	Holtzbrinck Publishers	C (2003)	2/09
AP Music Theory				
10-12	Music in Theory & Practice, Vol. I & II, 8 <sup>th</sup> Edition	McGraw Hill Publishing	C (2009)	12/10

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Hemet High School opened its doors in 1972 and additions were made in 1987. Modernization was initially done in 2003. In 2008, a state of the art athletic facility with pool, weight room, stadium with synthetic turf was added to the existing site. Newly added and redesigned counseling and administrative offices were opened in June 2010. The 2013 school year began with the opening of a Performing Arts Complex, a two-story classroom building with 5 state of the art science labs and 7 classrooms, a two-story classroom with 34 classrooms including Special Education Suites. Additional structures include food kiosks, Student Store and lunch structures. The agriculture area, gymnasium, welding and automotive rooms were remodeled recently. Hemet High School facility promotes teaching and learning. Every classroom has adequate space and all the materials needed to ensure student success.

**School Facility Good Repair Status (Most Recent Year)**  
 Year and month in which data were collected: 12/1/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	165: 1 MISSING CEILING TILE. 167: 1 STAINED CEILING TILE. 175: 2 BROKEN CEILING TILES. 284: 1 STAINED CEILING TILE. 287: DOOR CLOSES VERY SLOWLY. 340: HOLE IN WALL. 830: STAINED CEILING TILE, 1 LIGHTS OUT. 845: 2 STAINED CEILING TILES, 2 CRACKED TILES. 984: 1 LIGHT OUT. AGRICULTURE OFFICE: STAINED CEILING TILE, 2 LIGHTS OUT, TORN WALLPAPER, RESTROOM IS A DISASTER.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	511: ROOM DIRTY. COMMONS RESTROOM BOYS: SINK NEEDS TOP NOB, FAUCET DOES NOT WORK BY KITCHEN ENTRANCE. COMMONS RESTROOM GIRLS: SINK DOES NOT WORK. DRINKING FOUNTAIN OUTSIDE GIRLS LOCKER ROOM: VERY DIRTY DRINKING FOUNTAIN OUTSIDE GIRLS LOCKER ROOM.
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	171: 2 BAD BALLAST. 256: 2 MISSING DIFFUSERS. 265: 1 CRACKED DIFFUSER. 276: 2 MISSING DIFFUSERS. 277: 1 MISSING DIFFUSER. 282: 1 MISSING DIFFUSER 294: 1 MISSING DIFFUSER. 800: 1 LIGHT OUT. 830: STAINED CEILING TILE, 1 LIGHTS OUT. 835: 1 LIGHT OUT. 898: 1 LIGHT OUT. 901: 2 LIGHTS OUT. 902: LIGHT SWITCH BROKEN. AGRICULTURE OFFICE: STAINED CEILING TILE, 2 LIGHTS OUT, TORN WALLPAPER, RESTROOM IS A DISASTER. BOYS RESTROOM SOUTH SIDE LIBRARY: 1 HAND DRYER AND ONE SINK DEFECTIVE. WOMENS STAFF RESTROOM: 1 LIGHT FLICKER.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 12/1/2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	183: 1 DEFECTIVE SINK. 184: 1 DEFECTIVE SINK. 185: 1 DEFECTIVE SINK. 186: 1 DEFECTIVE SINK. AGRICULTURE OFFICE: STAINED CEILING TILE, 2 LIGHTS OUT, TORN WALLPAPER, RESTROOM IS A DISASTER. BOYS RESTROOM 400 BLDG: 1 DEFECTIVE SINK. BOYS RESTROOM SOUTH SIDE LIBRARY: 1 HAND DRYER AND ONE SINK DEFECTIVE. COMMONS RESTROOM BOYS: SINK NEEDS TOP NOB, FAUCET DOES NOT WORK BY KITCHEN ENTRANCE. COMMONS RESTROOM GIRLS: SINK DOES NOT WORK. DRINKING FOUNTAIN OUTSIDE GIRLS LOCKER ROOM: VERY DIRTY DRINKING FOUNTAIN OUTSIDE GIRLS LOCKER ROOM. DRINKING FOUNTAIN ROOM: DRINKING FOUNTAIN HAS LOW PRESSURE. LOCKER ROOM BOYS: SHOWERS VERY DIRTY FLOOR.
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	CENTER 41: DOOR NEEDS TO BE FIXED.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

#### 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	49	50	51	49	48	49	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

#### STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	55	55	57	48	50	48	54	56	55
Math	30	29	27	42	42	41	49	50	50
HSS	47	45	46	39	38	41	48	49	49

\* STAR Program was last administered in 2012-13. 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.

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	6	5	5
Similar Schools	9	8	8

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### 2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	21.7	21.5	33.6

\* 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.

#### 2013-14 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	49
All Student at the School	51
Male	54
Female	47
Black or African American	44
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	35
Native Hawaiian/Pacific Islander	
White	65
Two or More Races	57
Socioeconomically Disadvantaged	42
English Learners	16
Students with Disabilities	32
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	15	-5	2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	23	-4	-8
Native Hawaiian/Pacific Islander			
White	11	-10	12
Two or More Races			
Socioeconomically Disadvantaged	20	-3	3
English Learners	44	-13	-3
Students with Disabilities	-26	27	39

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## 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

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. Hemet high school has a bilingual parent liaison who is available everyday for questions and sets up parent nights during the year.

The site addresses the six areas of parent involvement through their comprehensive school plan. Parents may also be involved in: School Site Council; English Learner Advisory Council; Performing Arts Parent Club; Athletic Parent Clubs; and Grad Nite (Parents). We also seek parents to chaperone our many events and field trips. For more information, contact the site Principal, Dr. Emily Shaw at (951) 765-5150.

### 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

School Site Council 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 conducted at the school site: two evacuation/fire drills per school year; two drop, cover, and hold on (earthquake) drills per year; one lockdown drill per school year; one shelter-in-place drill per school year; and one radio drill per month. Staff is trained in emergency procedures, including evacuation routes and safety checks. Supervision is assigned with the maximum coverage before and after school and at lunches. Walkie talkies provide communication on campus with administrators. The Riverside Sheriff and Hemet Fire Departments respond quickly to calls for assistance. 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.

School gates are closed right after the morning bell rings and opened when school lets out. All visitors and volunteers are required to sign in at the office, 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 at the office 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	11-12	12-13	13-14
Suspensions Rate	10.5	8.1	7.1
Expulsions Rate	0.4	0.5	0.1
District	11-12	12-13	13-14
Suspensions Rate	8.5	6.9	7.3
Expulsions Rate	0.3	0.3	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

#### 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	Yes	
Met API Criteria	Yes	
Met Graduation Rate (if applicable)	No	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	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	

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	29.4	27	23	23	30	47	11	12	15	49	49	43
Math	30.5	30	25	15	17	33	17	12	17	36	41	36
Science	32	30	28	8	12	13	6	8	10	29	28	26
SS	36.6	30	30	6	19	21	6	8	9	43	44	44

\* 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
Library Media Services Staff (Paraprofessional)	2
Psychologist	1.5
Social Worker	2
Nurse	0.33
Speech/Language/Hearing Specialist	1
Resource Specialist	.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	588

\* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,721	\$41,318
Mid-Range Teacher Salary	\$64,296	\$65,615
Highest Teacher Salary	\$84,995	\$84,981
Average Principal Salary (ES)	\$110,982	\$107,624
Average Principal Salary (MS)	\$115,197	\$112,817
Average Principal Salary (HS)	\$122,416	\$121,455
Superintendent Salary	\$205,000	\$206,292
Percent of District Budget		
Teacher Salaries	36	40
Administrative Salaries	6	5

\* For detailed information on salaries, see the CDE Certified Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,339	\$1,226	\$4,114	\$68,026
District	♦	♦	\$4,324	\$68,761
State	♦	♦	\$4,690	\$69,324
<b>Percent Difference: School Site/District</b>			-4.9	-1.1
<b>Percent Difference: School Site/ State</b>			-12.3	-1.9

**Types of Services Funded at Hemet High School**

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

- Site Lottery -- \$52,025
- Title 1 -- \$366,827
- Spec Ed Local Asst -- \$369,620
- Voc Ed -- \$18,323
- BARR (Building Assets, Reducing Risks)- \$374,449
- Special Education -- \$1,965,056
- Ag incentive- \$7,769
- EIA-SCE -- \$74,500
- EIA-SEP -- \$6,865
- Common Core State Standards -- \$194,000

**Professional Development provided for Teachers at Hemet High School**

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 (2011-2015), over 650 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. Thirteen 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 Center for Teacher Innovation (CTI) 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.

**2013-14 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	55	26	20	49	37	15
All Students at the School	48	29	23	44	41	15
Male	55	25	20	43	42	15
Female	42	32	26	45	41	14
Black or African American	62	31	7	60	27	13
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	60	25	15	54	41	5
Native Hawaiian/Pacific Islander						
White	36	32	32	34	43	23
Two or More Races				45	55	
Socioeconomically Disadvantaged	56	28	16	50	42	8
English Learners	100			96	4	
Students with Disabilities	97	3		90	10	
Students Receiving Migrant Education Services						

\* 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**

Hemet High School	2011-12	2012-13	2013-14
English-Language Arts	52	50	52
Mathematics	52	48	56
Hemet Unified School District	2011-12	2012-13	2013-14
English-Language Arts	48	46	35
Mathematics	47	46	39
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

\* 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.

**Completion of High School Graduation Requirements**

Group	Graduating Class of 2013		
	School	District	State
All Students	87.76	80.29	84.56
Black or African American	80.00	63.03	75.90
American Indian or Alaska Native	60.00	86.67	77.82
Asian	88.89	95.65	92.94
Filipino	80.00	90.00	92.20
Hispanic or Latino	90.04	80.33	80.83
Native Hawaiian/Pacific Islander	100.00	80.00	84.06
White	87.59	83.96	90.15
Two or More Races	71.43	70.27	89.03
Socioeconomically Disadvantaged	85.21	78.04	82.58
English Learners	48.28	53.89	53.68
Students with Disabilities	42.98	48.03	60.31

Dropout Rate and Graduation Rate			
Hemet High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	4.0	6.7	4.2
Graduation Rate	91.95	91.13	92.44
Hemet Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	11.8	12.8	12.8
Graduation Rate	80.77	79.64	79.00
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	♦
English	7	♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	4	♦
Science	1	♦
Social Science	11	♦
All courses	26	0.8

\* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	62.02
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	26.49

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1080
% of pupils completing a CTE program and earning a high school diploma	99%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	15%

### Career Technical Education Programs

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

- Acting
- Advanced Computer Skills (AP)
- Agriculture Mechanics
- Agriculture Science I, II
- Automotive Technology
- Business Math
- Cabinet Making/Construction
- Computer Keyboarding
- Computer Science
- Culinary Arts
- Digital Photography/Digital Imaging
- Floriculture
- Foods/Nutrition
- Geographic Information Systems
- Maintenance Mechanics
- Medical Assistant
- Medical Terminology
- Multi-Media
- Children's Theater
- Retail Sales/Marketing
- Small Engines
- Theater Makeup/Costumes
- Theater Technology
- Theater Workshop
- Turf & Ag Power
- Veterinary Science
- Work Experience
- Yearbook/Journalism
- Child Development
- Construction Technology