



Tahquitz High School - THS

4425 Titan Trail • Hemet, CA 92545 • 1 (951) 765-6300 • Grades 9-12

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



Hemet Unified School District

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District Governing Board

Mrs. Marilyn Forst

Mrs. Megan Haley

Dr. Lisa DeForest

Mr. Jim Smith

Mr. Ross Valenzuela

Mr. Joe Wojcik

Mr. Vic Scavarda

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), 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

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

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 1 (951) 765-6300.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	460
Gr. 10	468
Gr. 11	343
Gr. 12	336
Total	1,607

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	11.6
American Indian or Alaska Native	0.7
Asian	2.0
Filipino	1.7
Hispanic or Latino	56.8
Native Hawaiian/Pacific Islander	0.5
White	23.0
Two or More Races	3.7
Socioeconomically Disadvantaged	84.0
English Learners	9.2
Students with Disabilities	13.8

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	12-13	13-14	14-15
Fully Credentialed	61	64	69
Without Full Credential	0	2	0
Teaching Outside Subject Area of Competence	7	6	4
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			
Tahquitz High School - THS	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	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

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	97.77	2.23
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, including English Learners, 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 nd edition	Vista Higher Learning	C (2012)	3/12
AP Government				
13	American Government, 10 th Edition	Houghton Mifflin	C (2006)	12/06
AP Statistics				
10-12	The Practice of Statistics, 2 nd Edition	Holtzbrinck Publishers	C (2003)	2/09
AP Music Theory				
10-12	Music in Theory & Practice, Vol. I & II, 8 th Edition	McGraw Hill Publishing	C (2009)	12/10

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: 11/13/2014

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		119 Band: Office - ceiling tile. Admin Office: 2 lights out, ceiling tiles have spots. Principals office has ceiling spots. Attendance and counselors: rm 240 has ceiling tile spots & 1 light out. Counselors office has a hole in the wall (back of door) Library: 3 stained ceiling tiles. Nurse Office: 2 stained ceiling tiles. Rm 1101: Dirty floor. Rm 117: Wallpaper torn. Rm 118: Wallpaper torn. Rm 404: Stained ceiling tile. Rm 409: Ceiling spots. Data covers Rm 410: Hole in wall behind door. Rm 412: Ceiling spots. Rm 424: Ceiling spots. Rm 428: Hole in wall above door, ceiling spots Rm 529: Sink leaks around the faucet(3), Sink very loose (1), ceiling tiles have spots. Rm 604: Wallpaper is torn. Rm 609: Missing data covers, ceiling has spots, wallpaper is torn. Rm 610: Wallpaper is torn and stapled. Rm 618: Wall stained from posters. Rm 628: Walls stained and dirty. Rm 709: Small ceiling tile stains, stains on walls. Rm 710: Extinguisher missing cover, ceiling spots. Rm 726: Ceiling tiles stained. Room 234: Wallpaper Room 243: Hole in wall by door. Stadium Restroom Boys North: Wallpaper Stadium Restroom Girls North: Wallpaper Stadium Restroom Girls South: Wallpaper
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/13/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical		X		304 Dance: 5 lights. 317 Pod: 2 lights, faucets have low pressure 324 Pod: 3 lights Admin Office: 2 lights out, ceiling tiles have spots. Principals office has ceiling spots. Make-up room Womans: 3 lights. Rm 311: 2 lights. Rm 315: 2 lights. Rm 329: 3 lights Rm 409: Ceiling spots. Data covers Rm 423: 1 light. Rm 609: Missing data covers, ceiling has spots, wallpaper is torn. Rm 611: Broken data cover Rm 612: Broken data cover Rm 614: Broken data cover Rm 619: Small breaks on data covers. Rm 624: 15 lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		317 Pod: 2 lights, faucets have low pressure 400 Area Pod: 1st faucet has no water. 500 Girls restroom: 1 faucet 504: 2 broken faucets 524: Loose faucets, water is off. 600 Pod: Faucet has no water. Boys Restroom: Stall without lock. Commons: North faucets have low pressure. Lounge: Faucet has low pressure. Outside Drinking Fountains & showers near pool: Showers out of order. Pod 400: Faucet has no water. Rm 505: No water in stations. Rm 506: 4 stations without water. Rm 507: Water off in stations, faucets broken. Rm 508: 5 faucets. Rm 520: 1 broken faucet. Rm 525: Some sink faucets are loose, fire extinguisher missing cover, water is off, stations have broken faucets. Rm 527: 3 faucets broken. Rm 528: Water is off in two work stations. Rm 529: Sink leaks around the faucet(3), Sink very loose (1), ceiling tiles have spots.
Safety: Fire Safety, Hazardous Materials	X			Rm 602: Paper covering the emergency ceiling lamp. Rm 616: Paper covering the emergency ceiling lamp. Rm 706: No cover on fire exit sign.
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 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	45	34	34	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	39	37	40	48	50	48	54	56	55
Math	17	15	14	42	42	41	49	50	50
HSS	34	42	41	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	3	3	3
Similar Schools	9	8	5

* 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	19.4	18.5	32.4

* 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	34
Male	40
Female	27
Black or African American	22
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	29
Native Hawaiian/Pacific Islander	
White	47
Two or More Races	33
Socioeconomically Disadvantaged	29
English Learners	4
Students with Disabilities	41
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	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	12

* "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

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: 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. 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	11-12	12-13	13-14
Suspensions Rate	13.5	11.5	10.0
Expulsions Rate	0.7	0.3	1.2
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	No	
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	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		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	28.2	26	25	13	22	22	22	11	18	19	30	26
Math	28.2	24	23	16	24	26	6	7	19	24	26	16
Science	34.1	31	33	5	13	8	3	1	3	30	30	31
SS	30	26	27	10	17	14	6	8	12	29	29	25

* 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.

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 Certificated Salaries & Benefits webpage at 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	\$5,627	\$1,120	\$4,507	\$64,172
District	♦	♦	\$4,324	\$68,761
State	♦	♦	\$4,690	\$69,324
Percent Difference: School Site/District			4.2	-6.7
Percent Difference: School Site/ State			-3.9	-7.4

Types of Services Funded at Tahquitz High School - THS

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, Equal 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:

- Site Lottery -- \$50,019
- Title I -- \$332,239
- Spec Ed Local Asst -- \$294,090
- Voc Ed -- \$63,508
- Special Education -- \$1,211,274
- EIA-SCE -- \$61,562
- EIA-LEP -- \$9,128
- Common Core State Standards -- \$127,120

Professional Development provided for Teachers at Tahquitz High School - THS

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	60	23	16	55	32	13
Male	60	24	16	53	31	16
Female	60	23	17	57	34	9
Black or African American	73	24	2	67	29	5
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	64	22	15	57	32	10
Native Hawaiian/Pacific Islander						
White	54	22	23	50	31	19
Two or More Races	50	36	14	50	36	14
Socioeconomically Disadvantaged	64	22	14	59	32	9
English Learners	97	3		82	18	
Students with Disabilities	98		2	91	7	2
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			
Tahquitz High School - THS	2011-12	2012-13	2013-14
English-Language Arts	48	40	40
Mathematics	41	41	45
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	89.32	80.29	84.56
Black or African American	71.88	63.03	75.90
American Indian or Alaska Native	100.00	86.67	77.82
Asian	100.00	95.65	92.94
Filipino	90.00	90.00	92.20
Hispanic or Latino	95.24	80.33	80.83
Native Hawaiian/Pacific Islander	100.00	80.00	84.06
White	83.53	83.96	90.15
Two or More Races	80.00	70.27	89.03
Socioeconomically Disadvantaged	92.08	78.04	82.58
English Learners	87.88	53.89	53.68
Students with Disabilities	56.10	48.03	60.31

Dropout Rate and Graduation Rate			
Tahquitz High School - THS	2010-11	2011-12	2012-13
Dropout Rate (1-year)	11.0	10.4	8.1
Graduation Rate	85.11	86.31	88.71
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		♦
English	4	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	3	♦
Science	1	♦
Social Science	5	♦
All courses	14	0.5

* 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	66.84
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	25.00

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%

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