



Alessandro High School

831 E. Devonshire Ave. • Hemet, CA 92543 • (951) 765-5182 • Grades 9-12
Tara O'Malley, Principal
tomalley@hemetUSD.org
www.alessandrohighschool.org

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Hemet Unified School District

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

District Governing Board

Ms. Stacey Bailey
Mr. Rob Davis
Mrs. Megan Haley
Mr. Gene Hikel
Mr. Vic Scavarda
Mr. Patrick Searl
Mr. Ross Valenzuela

District Administration

Ms. Christi Barrett
Superintendent
Mr. Darel Hansen
**Assistant Superintendent
Human Resources**
Mr. Vince Christakos
**Assistant Superintendent
Business Services**
Mrs. Tracy Chambers
**Assistant Superintendent
Educational Services**

School Description

Alessandro High School's Mission Statement:

Alessandro High School provides a variety of alternative educational experiences, helping at risk students achieve high academic and social success while preparing for college and career goals.

Alessandro High School's Vision Statement:

Alessandro High School is committed to building personal connections with students while providing the academic means and career pathways to become lifelong learners and productive citizens.

Schoolwide Learner Outcomes "D.R.E.A.M."

- DO IT! Students will complete state and local graduation requirements.
- RESPONSIBLE BEHAVIOR Students will learn responsible behavior.
- ESTEEM Students will enhance self esteem and self understanding.
- ACADEMIC PLAN Students will learn standards based academic skills.
- MULTICULTURAL AWARENESS Students will develop cultural awareness and understanding.

School Profile

Located on the Santa Fe Education Center, Alessandro High School is the Hemet Unified School District's only continuation school with an enrollment at any given time of 400 students. Alessandro High School provides teacher-directed instruction and computer-based learning in a blended learning program for a high school diploma and a preparation program for the high school equivalency. This school services students age 16 and older who are in eleventh or twelfth grade and are still subject to compulsory education to complete the requirements necessary for graduation. Enrollment is open entry, open exit for both programs; meaning that new students start every other week and other students may move to more appropriate programs, or upon completion of requirements, graduate. Alessandro graduates still say the staff's caring attitude and one-on-one attention are traits they value most about their high school.

Alessandro High School has been fully accredited by the Western Association of Schools and Colleges since 1985 and was named by the State of California as a "California Model Continuation School" in 2007 and again in 2017. The staff at Alessandro High School consists of 1.8 clerical, one custodian, eighteen teachers, one aide, 2.5 campus supervisors; one health tech and one library technician, one counselor, one assistant principal, and one principal.

Principal's Message

I am honored to serve as a principal of Alessandro High School. Students attending this programs will quickly come to know that they have options and hope for their education. Our dedicated staff strives to provide a quality education to each individual student which will prepare them for further educational or career goals. It is our mission in the Twenty-first Century, to provide the necessary education which will transition into successful career opportunities for every student.

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 and 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 principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 11	110
Grade 12	279
Total Enrollment	389

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	17
American Indian or Alaska Native	1
Asian	0
Filipino	0
Hispanic or Latino	58.6
Native Hawaiian or Pacific Islander	0.5
White	18.8
Two or More Races	4.1
Socioeconomically Disadvantaged	87.4
English Learners	13.9
Students with Disabilities	6.4
Foster Youth	2.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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			
Alessandro High School	15-16	16-17	17-18
With Full Credential	17	17	18
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	9	10	9
Hemet Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	1095
Without Full Credential	♦	♦	43
Teaching Outside Subject Area of Competence	♦	♦	120

Teacher Misassignments and Vacant Teacher Positions at this School			
Alessandro High School	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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, including English learners, 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 9/5/17 that each pupil in the district, including English learners, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below:

Textbooks and Instructional Materials	
Year and month in which data were collected: September 5, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English Now! V 2.0 - LitConn, Inc. Dec. 2006 Holt Literature & Lang Arts - Holt, Rinehart & Winston May 2003 Compass Learning - Odyssey June 2011 Perrine's Literature: Structure, Sound & Sense - Wadsworth Cengage Learning June 2009 Percent of students lacking their own assigned textbook: 0%
Mathematics	California Geometry - McDougal Littell June 2008 Algebra 1 - McDougal, Littell June 2008 Geometry, Concepts and Skills - McDougal Littell June 2008 Algebra 2 - McDougal Littell June 2008 Integrated Mathematics I & II - McDougal Littell Inc. May 2004 PreCalculus with Limits, 5th Edition - McDougal Littell June 2008 Math with Business Applications - Glencoe June 2008 Calculus of a Single Variable - McDougal Littell June 2008 Trigonometry, 6th Edition - Turner, Brooks, Cole 6th Edition June 2008 Compass Learning - Odyssey June 2011 MIND ST Math Program - MIND Research Institute October 2011 Percent of students lacking their own assigned textbook: 0%
Science	California Earth Science - Prentice Hall June 2008 California Earth Science - Holt June 2003 California Life Science - Holt June 2003 California Biology - Prentice Hall June 2008 Holt Modern Chemistry - Holt June 2008 Hole's Human Anatomy & Physiology - Glencoe McGraw Hill June 2008 Holt Physics California Edition - Holt June 2008 Astronomy – Journey to The Cosmic Frontier, 5th Edition - Glencoe McGraw Hill 5th Edition June 2008 Integrated Principles of Zoology - McGraw Hill January 2006 Invitation to Computer Science - Pearson Education, Inc. Feb 2015 Biology - Addison Wesley June 2009 Chemistry 9th Edition, AP Zumdahl & Zumdahl - Cengage Learning Nov 2013 College Physics: A Strategic Approach - Pearson Education Feb 2015 Environment: The Science Behind the Stories - Pearson/Prentice Hall Mar 2011 Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials
Year and month in which data were collected: September 5, 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	World Geography - McDougal Littell June 2007 Prentice Hall Health Behavioral Health Science - Prentice Hall Nov. 2009 World History, The Modern World - Prentice Hall June 2007 US History, Modern America - Prentice Hall 2 June 2007 Magruder's American Government - Prentice Hall June 2007 Economics, Principles in Action - Prentice Hall June 2007 Western Civilization - Thomson Learning, Inc. January 2006 Out of Many, A History of the American People - Pearson Publisher June 2009 The Western Heritage - Pearson Education Ltd Prentice Hall Publisher June 2009 Stokstad Art History - Prentice Hall Publisher June 2009 American Government - Houghton Mifflin Dec. 2006 Economics, 7th Ed. - Thompson Dec. 2006 Percent of students lacking their own assigned textbook: 0%
Foreign Language	Deutsch Aktuell, 1, 2 & 3 - Paradigm Publ July 2001 Bon Voyage, French 1-3 - Glencoe McGraw Hill May 2013 Descubre, 2nd Ed. Level 1-3 - Vista Higher Learning November 2014 El Español para Nosotros 1 & 2 - Glencoe/McGraw Hill November 2014 Temas - Vista Higher Learning Nov 2014 Abriendo Puertas: Tomo I - McDougal Littell, Inc. June 2009 Abriendo Puertas: Tomo II - McDougal Littell, Inc. June 2009 AP Imaginez "Le Francais Sans Frontieres" - Vista Higher Learning Mar 2012 Aprenonos 2nd Edition - Wayside Publishing May 2014 Percent of students lacking their own assigned textbook: 0%
Health	Decisions for Health - Holt, Rinehart & Winston July 2005 Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Music Appreciation - McGraw Hill Jan. 2006 Stage Makeup - Watson-Guptill Dec. 2001 Simply 3D - Micrografx April 2000 Human Geography, 1st Edition - McGraw-Hill Publishing Dec 2014 Music in Theory & Practice, Vol. I & II, 8th Edition - McGraw-Hill Publishing Dec. 2010 Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

The Santa Fe Education Center was created in 2011. Facilities designed for Alessandro include 10 permanent classrooms, six relocatable classrooms, a permanent administration building, a permanent food services building with adjacent multi-purpose room that seats 250. Currently, the Adult Education program share the same facilities as Alessandro. The Accelerated Core Education (ACE) programs utilize three permanent classrooms and share the other larger facilities. A gymnasium and outdoor facilities are available for use by the Physical Education classes.

Alessandro High School is one of four educational option programs sharing the facilities at the Santa Fe Education Center.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/4/2016

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				3 Small Offices: STAINED CEILING TILE. Office Principal: CEILING TILE. Rm 106: STAINED CEILING TILE. Rm 204: STAINED CEILING TILE. FAUCET NOT WORKING. Rm 405: STAINED CEILING TILE. Rm 408: STAINED CEILING TILE.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				Library: 2 LIGHTS OUT Main Office: 1 LIGHT OUT. Office R/R Mens: 1 LIGHT OUT. Rm 103: DIFFUSER MISSING, 3 LIGHTS OUT. Rm 303: LIGHTS OUT. Rm 304: LIGHTS OUT. Rm 306: 3 LIGHTS OUT. Rm 307: MISSING DIFFUSERS, LIGHTS OUT. Rm 402: 2 LIGHT OUT. Rm 410: LIGHTS OUT. Rm 505: LIGHTS OUT. Work room Pod: 2 LIGHTS OUT. FAUCET NOT WORKING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				Library Storage: SINK OUT OF ORDER. Portable Girls R/R: REPLACE TOILET SEAT COVER Rm 201: SINK OUT OF ORDER. Rm 204: STAINED CEILING TILE. FAUCET NOT WORKING. Rm 206: FAUCET NOT WORKING. Rm 207: FAUCET NOT WORKING. Rm 208: FAUCET NOT WORKING. Work room Pod: 2 LIGHTS OUT. FAUCET NOT WORKING.
Safety: Fire Safety, Hazardous Materials	X				Office Main/Helen Hunt: OUTSIDE FAUCET NOT WORKING. Office work room: SINK OUT OF ORDER.
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	14	15	37	36	48	48
Math		1	24	23	36	37

* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	168	154	91.67	14.94
Male	105	101	96.19	16.83
Female	63	53	84.13	11.32
Black or African American	26	21	80.77	14.29
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	102	98	96.08	13.27
White	32	28	87.5	21.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	151	138	91.39	13.04
English Learners	28	27	96.43	7.41
Students with Disabilities	--	--	--	--
Foster Youth	11	10	90.91	0

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	168	154	91.67	0.65
Male	105	101	96.19	0.99
Female	63	53	84.13	0
Black or African American	26	21	80.77	0
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	102	98	96.08	0
White	32	28	87.5	3.57
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	151	138	91.39	0.72
English Learners	28	27	96.43	0
Students with Disabilities	--	--	--	--
Foster Youth	11	10	90.91	0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 (School Year 2017-18)

Name of Person to Contact: Tara O'Malley

Phone Number: (951) 765-5182

All parents of Alessandro students are required to attend an orientation meeting prior to their student's attendance at Alessandro High School. Parents are advised of the many opportunities they will have to become involved in their student's education. School-wide meetings are conducted every semester so parents can meet with their student's advisor, discuss their student's academic progress and review their most current graduation plan. In addition, parents/guardians of Alessandro students are encouraged to join the School Site Advisory Council. Through this council, parents/guardians will become involved in ongoing planning, review, and improvements at Alessandro. The Title I committee, a sub committee of the Advisory Committee, provide Title I parents with the opportunity to become involved in the operational decisions pertaining to their Title I students academic improvement. The English Language Advisory Committee, ELAC, provides parents/guardians of English Learning students the opportunity to be part of the decision-making committee to ensure students are making academic progress and will be prepared to be successful post graduation. The school's attendance staff and counselor consistently confer with parents about attendance issues and utilize parent conferences to inform parents of academic progress. The principal has an open door policy and invite parents to visit the school at their convenience.

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.

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

(1) Assessment of the current status of school crime committed on school campuses and at school-related functions.

(2) Includes strategies and programs that provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.).

(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

(F) The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

(H) A safe and orderly environment conducive to learning at the school.

(I) The rules and procedures on school discipline adopted pursuant to Sections 35291 and 35291.5.

(J) Schoolsite council or school safety planning committee, develops and updates the comprehensive school safety plan, shall, where practical, consult, cooperate, and coordinate with other schoolsite councils or school safety planning committees.

(K) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

(L) As comprehensive school safety plans are reviewed and updated and includes policies and procedures aimed at the prevention of bullying.

(M) The comprehensive school safety plan, written and updated by the schoolsite council or school safety planning committee on (5/3/17) and was submitted to the District for approval pursuant to subdivision (a) of Section 32288 on (3/2/16).

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	8.8	7.8	8.8
Expulsions Rate	0.1	0.8	1.5
District	2014-15	2015-16	2016-17
Suspensions Rate	6.9	6.3	7.0
Expulsions Rate	0.3	0.3	0.6
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	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	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.813
Psychologist	0.20
Social Worker	0.60
Nurse	1
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	408

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	17	19	21	18	17	14	18	6	9			
Mathematics	21	22	26	13	9	1	5	6	13			
Science	26	24	22		1	5	8	7	3			
Social Science	17	23	23	18	7	10	13	8	9			

* 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.

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 by 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 Teachers On Special Assignment (TOSA) provide ongoing support and training in the skillful delivery of the adopted standards. Additionally, the TOSAs 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. Additionally, the TOSAs are now support the ten site-based Instructional Coaches that are located a various elementary and middle schools across the district.

During the 2016-2017 and 2017-2018 school year, HUSD has two non-student days that are for the purpose of professional development for all staff. A summer 3-day new teacher academy was offered in the 2017-2018 school year, for all new the HUSD teachers. Additionally, a new elementary math curriculum was adopted and teachers were provided two days of training during the summer.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,872	\$47,808
Mid-Range Teacher Salary	\$75,058	\$73,555
Highest Teacher Salary	\$101,205	\$95,850
Average Principal Salary (ES)	\$125,947	\$120,448
Average Principal Salary (MS)	\$131,097	\$125,592
Average Principal Salary (HS)	\$141,020	\$138,175
Superintendent Salary	\$246,921	\$264,457
Percent of District Budget		
Teacher Salaries	36%	35%
Administrative Salaries	6%	5%

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

Types of Services Funded

Title I

Provides additional support to students by providing additional credit recovery services, additional classroom supplies, tutoring programs both before and after school, achievement recognition, and positive climate activities.

EIA/LEP/ELAP

Provides smaller class sizes by providing funding for 6th period assignments. It also provides additional classroom supplies and programs.

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 -- \$13,810

Site Lottery -- \$18,255

Title I -- \$79,481

Spec Ed Federal Local Asst -- \$21,122

Special Education -- \$113,172

Special Education -- Workability -- \$77,024

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8,527	831	7,696	83,250
District	◆	◆	5,834	77,020
State	◆	◆	\$6,574	\$79,228
Percent Difference: School Site/District			27.5	7.8
Percent Difference: School Site/ State			15.7	5.0

* Cells with ◆ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Alessandro High School	2013-14	2014-15	2015-16
Dropout Rate	35.7	41	20.7
Graduation Rate	40.14	44.32	56.31
Hemet Unified School District	2013-14	2014-15	2015-16
Dropout Rate	11.6	11.9	5.7
Graduation Rate	81.46	81.37	87.42
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	40
% of pupils completing a CTE program and earning a high school diploma	35%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	82.86
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English		◆
Fine and Performing Arts		◆
Foreign Language		◆
Mathematics		◆
Science		◆
Social Science		◆
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	63.83	80.48	87.11
Black or African American	64.86	72.25	79.19
American Indian or Alaska Native	0	100	80.17
Asian	100	87.88	94.42
Filipino	100	100	93.76
Hispanic or Latino	60.66	81.63	84.58
Native Hawaiian/Pacific Islander	50	73.33	86.57
White	70.97	80.36	90.99
Two or More Races	50	69.23	90.59
Socioeconomically Disadvantaged	59.24	77.96	85.45
English Learners	37.14	45.6	55.44
Students with Disabilities	100	50.46	63.9
Foster Youth	40	60	68.19

Career Technical Education Programs

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

- Work Experience provides work permits and personal finance lessons.
- Video Production develops technical skills.

* CTE Emergency Medical Responder become First Aid and CPR certified.

* CTE Criminal Justice and Crime Scene Investigation class is a prerequisite for advanced degree.

*CTE Medical Billing & Coding class provides job-ready training.

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 and the county. 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.