



Tahquitz High School

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

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<http://www.tahquitzhs.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

THS is a comprehensive high school offering a full compliment of course offerings including specialized programs such as Advancement Via Individual Determination (AVID), Advanced Placement (AP), Project Lead the Way Pre-Engineering (PLTW), Career and Technical Education (CTE: Construction, Business, Digital), Strategies for Success (SFS), Junior Marine Corp ROTC, and school wide Title I support. The Tahquitz High School campus reflects the diversity of our community and embraces the positive contributions that our school community offers to our safe & academic oriented environment. The THS campus encompasses a variety of buildings where English and English Language Development, Math, Science, Social Studies, Physical Education, Specialized Instruction, and Career Technical Education departments reside. All classrooms have built-in LCD projectors, Inter-write pads, and computers supporting standards-based instruction. THS has a highly qualified faculty and staff serving the needs of all students in a premier facility.

Tahquitz High School Mission Statement

Titan P.R.I.D.E.

We will be successful in preparing students to reach their current and post-graduation goals.

We will encourage and celebrate all academic and extracurricular successes.

We will provide professional structure, a positive climate, and a safe environment for all students and staff.

Tahquitz High School Vision Statement

Titan P.R.I.D.E.

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

Tahquitz High School Belief Statements

Titan P.R.I.D.E.

We Believe...

1. That all students are capable of learning.
2. That all students and staff are entitled to a safe school environment in which to thrive.
3. That character traits such as integrity, dedication, and excellence are worthy of pursuit and focus both in and out of the classroom.
4. That all stake holders have a voice and should provide input into the organizational structures and pursuits of the school collaboration. As such, the entire organization can take PRIDE in our accomplishments.
5. That school spirit and excellence must be modeled by all stakeholders, at all times, in all places.
6. In accountability: Students and staff should be accountable for their actions and professionalism.
7. That all students and staff represent many different perspectives and cultures. As such all positive traits are desirable and embraced.
8. That education is evolving to meet global needs. As such, it is incumbent upon us to change professional practice in order to meet said needs.

9. That students, properly supported and motivated, will graduate and subsequently be empowered to achieve their post-graduation goals.

10. That parents are an integral part of successful students.

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

Titan PRIDE:

Passion for Learning

Students will demonstrate the development of a life-long pursuit of knowledge.

Students will demonstrate the ability to think critically and to solve problems both independently and collaboratively.

Respect for Yourself, for your Community, and for the Environment

Students will demonstrate pride in themselves.

Students will demonstrate care for their communities and their environment.

Integrity in All Things

Students will demonstrate ethical decision making.

Students will demonstrate personal accountability.

Dedication to Growth

Students will demonstrate technological proficiency and adaptability.

Students will demonstrate an appreciation of artistic endeavors and a commitment to healthful living.

Excellence in Everything

Students will demonstrate achievement of high academic standards.

Students will demonstrate the setting, attainment, and celebration of goals.

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 Group	
Group	Percent of Total Enrollment
Black or African American	12
American Indian or Alaska Native	0.7
Asian	1.1
Filipino	1.1
Hispanic or Latino	62.1
Native Hawaiian or Pacific Islander	0.4
White	19.7
Two or More Races	2.8
Socioeconomically Disadvantaged	81.5
English Learners	9.5
Students with Disabilities	15.1
Foster Youth	1.1

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	422
Grade 10	439
Grade 11	432
Grade 12	341
Total Enrollment	1,634

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			
Tahquitz High School	15-16	16-17	17-18
With Full Credential	69	73	71
Without Full Credential	0	0	3
Teaching Outside Subject Area of Competence	2	8	13
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			
Tahquitz 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	1	0

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

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: 11/24/2017

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			Rm 709: stained carpet

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/24/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Outside Campus: Courtyard area by room 718 three liked out. Lights are marked with blue tape. Rm 606: Carpet stain
Electrical: Electrical	X			1500 Boys Restroom: one hand dryer not working 1600 Boys Restroom: one hand dryer not working Boys Lockerroom: one hand dryer out, one faucet out Rm 1101:
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			4 Work Rooms: missing faucet top cap (near room 601), Work room drinking fountain off/loose push button cap (near room 707) Boys Lockerroom: one hand dryer out, one faucet out
Safety: Fire Safety, Hazardous Materials	X			Admin Office: 10-fire alarm in trouble
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	45	48	37	36	48	48
Math	19	14	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
Science	28	30	45	43	56	54

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
9	21.7	20.9	24.3

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

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
All Students	465	440	94.6	30.5
Male	258	238	92.3	32.8
Female	207	202	97.6	27.7
Black or African American	50	46	92.0	19.6
Hispanic or Latino	291	284	97.6	26.4
White	94	85	90.4	47.1
Two or More Races	15	12	80.0	16.7
Socioeconomically Disadvantaged	259	245	94.6	28.6
English Learners	45	42	93.3	4.8
Students with Disabilities	56	53	94.6	28.3

* 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	400	386	96.5	48.45
Male	206	196	95.15	40.82
Female	194	190	97.94	56.32
Black or African American	41	41	100	36.59
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	254	245	96.46	44.9
White	77	75	97.4	57.33
Two or More Races	14	12	85.71	58.33
Socioeconomically Disadvantaged	319	309	96.87	45.95
English Learners	58	54	93.1	22.22
Students with Disabilities	64	61	95.31	8.2
Foster Youth	--	--	--	--

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	400	394	98.5	14.47
Male	206	201	97.57	12.94
Female	194	193	99.48	16.06
Black or African American	41	41	100	7.32
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	254	251	98.82	12.75
White	77	75	97.4	17.33
Two or More Races	14	13	92.86	0
Socioeconomically Disadvantaged	319	315	98.75	13.65
English Learners	58	58	100	5.17
Students with Disabilities	64	61	95.31	1.64
Foster Youth	--	--	--	--

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)

THS has hired a full time Parent Liaison to help facilitate Parent Involvement opportunities. Our Parent Liaison works collaboratively with the following groups: PTSA, School Site Council, African American Advisory Team, Administration, Counseling Department and the District Parent Engagement Personnel.

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. Eric Dahlstrom at (951) 765-6300.

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 (2/11/16) 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	7.7	10.0	8.4
Expulsions Rate	0.7	0.7	0.8
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	2010-2011	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	20	
Percent of Schools Currently in Program Improvement	80	

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	1.5
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.

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	20	21	21	35	34	34	40	34	30	8	15	16
Mathematics	20	21	18	32	25	15	32	19	4	2	10	
Science	25	27	26	12	12	12	33	22	31	7	17	7
Social Science	22	23	23	20	23	20	21	25	17	11	15	18

* 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

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 five (4) 20+ desktop computer labs, two (2) 30-laptop mobile carts, and forty-one (41) Chrome-carts, we are currently in progress to add an additional ten (10) Chromecarts to classrooms. 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, 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:

- LCAP Supplemental Initiatives/Supplemental/Concentration -- \$115,710
- AVID - LCAP --\$53,884
- Site Lottery -- \$44,439
- Title I -- \$221,692
- Special Ed Federal Local Asst. -- \$215,165
- Voc Ed -- \$722,520
- ASSETS Grant -- \$250,000

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7,189	1,295	5,894	74,969
District	♦	♦	5,834	77,020
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			1.0	-2.7
Percent Difference: School Site/ State			-10.9	-5.5

* Cells with ♦ do not require data.

Direct Access grant - \$25,000
 Special Ed. State/Local -- \$1,372,548

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Tahquitz High School	2013-14	2014-15	2015-16
Dropout Rate	7.3	6.5	2.4
Graduation Rate	88.05	88.58	94.86
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	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	76%

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	96
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	43.87

* 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	2	♦
Fine and Performing Arts	2	♦
Foreign Language	1	♦
Mathematics	3	♦
Science	3	♦
Social Science	6	♦
All courses	17	24

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	89.31	80.48	87.11
Black or African American	82.05	72.25	79.19
American Indian or Alaska Native	100	100	80.17
Asian	88.89	87.88	94.42
Filipino	100	100	93.76
Hispanic or Latino	92.95	81.63	84.58
Native Hawaiian/Pacific Islander	75	73.33	86.57
White	79.76	80.36	90.99
Two or More Races	100	69.23	90.59
Socioeconomically Disadvantaged	88.75	77.96	85.45
English Learners	68	45.6	55.44
Students with Disabilities	46.15	50.46	63.9
Foster Youth	100	60	68.19

Career Technical Education Programs

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

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

- Theater Technology
- Theater Workshop
- Work Experience
- Yearbook/Journalism
- Construction Technology

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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.