



# Hemet High School

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

Dr. Emily Shaw, Principal

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<http://www.hemethigh.com/>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Hemet Unified School District

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

#### District Governing Board

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. Darrin Watters  
**Deputy Superintendent**  
**Business Services**  
  
Mr. Darel Hansen  
**Assistant Superintendent**  
**Human Resources**  
  
Mrs. Tracy Chambers  
**Assistant Superintendent**  
**Educational Services**  
  
Dr. Karen Valdes  
**Assistant Superintendent**  
**Student Services**

### School Description

Hemet High School's Vision is to be a physically and emotionally safe environment where every student will with the necessary skills and knowledge to attend college, a technical/ professional program, or other training in pursuit of their career of choice; where cultural diversity, democracy, technology and the arts are valued; and where Respect, Responsibility, and Accountability are encouraged.

Hemet High School DAWGS are:

#### Determined

- Self-advocates to meet goals
- Seeks guidance/assistance as needed
- Graduates from high school, overcoming any obstacles

#### Accountable, Respectful & Responsible

- Attends class, on time, every day
- Treats fellow students, staff, and school property with respect
- Completes assignments/projects in a timely manner

#### Well-Prepared

- Completes A-G requirements
- Completes CTE pathway(s)
- Obtains at least a Level 3 "standard met" on CAASPP
- Takes/Passes 1+ AP/Dual Enrollment Course(s)

#### Goal-Oriented

- Meets goals set by self and others
- Completes credit/course requirements in timely manner
- Uses available school resources to meet educational goals

#### Successful

- Involved in school activities (sports, art, clubs, FFA, ROTC)
- Makes wise/mature choices
- Pursues post-secondary path of choice (college, military, or career)

## School Profile

Hemet High is a premier high school in Riverside County. Academic programs and extracurricular activities are comprehensive, meeting the needs of a variety of students. Enriched coursework includes honors, advanced placement courses, articulated junior college courses, an outstanding freshman transition program and dedicated staff. Our extracurricular programs are showcased by a strong Academic Decathlon Program, which placed first or second in Riverside County for the last 19 years, Mock Trial, sports programs and school supported clubs. The vocal, instrumental, dance and cheer programs at Hemet High are nationally known and form a Performing Arts program open by audition. Hemet is proud to have a strong Vocational Education Program that provides courses on our campus, these include: Automotive Technology, Retail Sales and Merchandising, Multi-Media, Engineering Administration of Justice, Culinary Arts and Sports Medicine/Athletic Training. Hemet High has a very active agriculture program and a distinguished AFJROTC unit. Our auto shop is AYES and NATEF certified and has many auto dealers as partners. We have created a Cyber-Security program through Project Lead the Way and are currently working on industry partnerships for students to engage in cyber-security work. All freshman participate in our BARR program, Building Assets Reducing Risks. The program is centered around developing assets in students. The goal is to support freshman as they transition into high school. We are recognized as a California Gold Ribbon School and National Demonstration school for the BARR program. Hemet High School has been has received numerous CIF awards including the CIF Commissioner's Cup identifying the Girl's Athletic Program the number one ranked Girl's Athletic program in CIF Southern Section, CIF Champions of Character and 7 CIF Championships. Our school is a California Gold Ribbon School and California High Achieving Title One School.

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

## 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	645
Grade 10	628
Grade 11	556
Grade 12	567
<b>Total Enrollment</b>	<b>2,396</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.0
American Indian or Alaska Native	1.3
Asian	0.9
Filipino	1.0
Hispanic or Latino	50.8
Native Hawaiian or Pacific Islander	0.3
White	36.6
Socioeconomically Disadvantaged	71.2
English Learners	7.0
Students with Disabilities	16.0
Foster Youth	0.5

## 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			
Hemet High School	16-17	17-18	18-19
With Full Credential	99	96	94
Without Full Credential	3	3	7
Teaching Outside Subject Area of Competence	10	16	11
Hemet Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1098
Without Full Credential	♦	♦	40
Teaching Outside Subject Area of Competence	♦	♦	118

Teacher Misassignments and Vacant Teacher Positions at this School			
Hemet High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	1

\* Note: "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 2018-19)

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. Sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12.

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 9/4/18 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:

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: September 4, 2018</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	English Now! V 2.0 - LitConn, Inc. Dec. 2006 English 3D - Houghton Mifflin Harcourt June 2014 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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Algebra 1 - Houghton Mifflin Harcourt May 2018 Geometry - Houghton Mifflin Harcourt May 2018 Algebra 2 - Houghton Mifflin Harcourt May 2018 PreCalculus w/limits - Cengage Learning July 2018 Trigonometry, Larson - Cengage Learning July 2018 Compass Learning - Odyssey June 2011 MIND ST Math Program - MIND Research Institute October 2011  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: September 4, 2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	<p>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                      Environment: The Science - Person/Prentice Hall June 2017                      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 2017                      Human Geography, 1st Edition - McGraw-Hill Publishing Dec 2014                      Stokstad Art History - Prentice Hall Publisher June 2009                      American Government - Houghton Mifflin Dec. 2006                      Economics, 7th Ed. - Thompson Dec. 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Foreign Language</b>	<p>Deutsch Aktuell, 1, 2 &amp; 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 &amp; 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                      T'es Branche 1, 2, 3, 4 - EMC Publishing May 2018</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Health</b>	<p><b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Visual and Performing Arts</b>	<p>Music Appreciation - McGraw Hill Jan. 2006                      Stage Makeup - Watson-Guptill Dec. 2001                      Simply 3D - Micrografx April 2000                      Music in Theory &amp; Practice, Vol. I &amp; II, 8th Edition - McGraw-Hill Publishing Dec. 2010</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Science Laboratory Equipment</b>	<p>N/A</p> <p><b>The textbooks listed are from most recent adoption:</b> N/A  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

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

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

Hemet High School opened its doors in 1972 and additions were made in 1987. Modernization was initially done in 2003. In 2008, a state of the art athletic facility with pool, weight room, stadium with synthetic turf was added to the existing site. Newly added and redesigned counseling and administrative offices were opened in June 2010. The 2013 school year began with the opening of a Performing Arts Complex, a two-story classroom building with 5 state of the art science labs and 7 classrooms, a two-story classroom with 34 classrooms including Special Education Suites. In 2014 the gymnasium was remodeled. Additional structures include food kiosks, Student Store and lunch structures. The agriculture area, gymnasium, welding and automotive rooms were remodeled recently. Hemet High School facility promotes teaching and learning. Every classroom has adequate space and all the materials needed to ensure student success.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 9/14/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	277: stain carpet 278: stain carpet 281: stain carpet and gum in carpet. 284: stain carpet 287: stain carpet 508: 1 Stained Ceiling Tile 855: Wall outside of hall needs to be fixed 870: 3 Srained ceiling tiles LIBRARY/Office: 32 Lights out, 4 light covers missing, 1 light cover has holes Rm 874: Stain on concrete ceiling (3 sections) Rm 960: Stain ceiling tile, missing lamp cover TRAINING ROOM: Wall is peeling off from moisture Weight room/Swim room: Wall paint is peeling off
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	100 Bldng Hallway: Missing clock 460: 3 Lamps out 800: 3 Lamps out 820: 4 Lamps out 830: 3 Lamps out 835: 2 lamps out 840: Missing cover (next to switches) 891: 1 lamp out, 1 missing lamp cover 898: Missing clock and speakers 960: Defective light switch, 1 lamp out, 4 missing lamp covers Band Room: 14 lamps out LOCKER ROOM BOYS: 7 lamp covers missing, 2 lamps out, 1 hand dryer not working PORTABLE RESTROOM BOYS: 2 lamps out, exhaust fan not working also missing cover Rm 960: Stain ceiling tile, missing lamp cover

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 9/14/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	184: 3 faucets not working, 1 faucet loose. 185: leaky faucet 464 RESTROOM STAFF: 2 sinks not working AGRICULTURE OFFICE & Restroom: Broken toilet seat BOYS RESTROOM SOUTH SIDE LIBRARY: south side door for stall will not open GIRLS RESTROOM SOUTH SIDE LIBRARY: 1 faucet is missing top.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	55.0	58.0	36.0	36.0	48.0	50.0
Math	19.0	21.0	23.0	22.0	37.0	38.0

Note: 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.

Note: ELA and 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	23.2	23.9	24.8

\* 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.



**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	540	531	98.33	58.38
<b>Male</b>	264	261	98.86	52.11
<b>Female</b>	276	270	97.83	64.44
<b>Black or African American</b>	20	20	100.00	35.00
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	285	279	97.89	50.54
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	196	193	98.47	71.50
<b>Two or More Races</b>	19	19	100.00	47.37
<b>Socioeconomically Disadvantaged</b>	403	398	98.76	52.51
<b>English Learners</b>	62	59	95.16	15.25
<b>Students with Disabilities</b>	81	79	97.53	13.92
<b>Foster Youth</b>	--	--	--	--

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 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	540	528	97.78	21.21
<b>Male</b>	264	260	98.48	19.23
<b>Female</b>	276	268	97.1	23.13
<b>Black or African American</b>	20	20	100	5
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	285	278	97.54	15.83
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	196	192	97.96	28.13
<b>Two or More Races</b>	19	18	94.74	16.67
<b>Socioeconomically Disadvantaged</b>	403	396	98.26	15.66
<b>English Learners</b>	62	60	96.77	1.67
<b>Students with Disabilities</b>	81	79	97.53	3.8
<b>Foster Youth</b>	--	--	--	--

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 school site

#### **Opportunities for Parental Involvement (School Year 2018-19)**

Hemet High School is proud to provide a Parent Resource Center staffed with a full-time Bilingual Parent Liaison to assist parents in accessing school resources. Hemet high school has a bilingual parent liaison who is available everyday for questions and sets up parent nights during the year. Throughout the school year we provide parent training on a wide variety of topics from suicide prevention and awareness, internet safety to college planning and financial aid. Parents may also visit the Parent Resource Center to check our Chrome Books for home use. We are also proud to offer PIQE, Parent Institute for Quality Education for the past two years. Since 2017 we have graduated more than 90 PIQE parents. PIQE will be offered in 2019 through our GEAR UP Grant.

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.

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

**State Priority: School Climate**

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

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

**School Safety Plan**

HEMET HIGH SCHOOL has established procedures in the following areas: Suspension and expulsion procedures, inventory system, and computer data to back up crime reporting information.

HEMET HIGH SCHOOL suspension statistics reflect a total of 213 incidents and 38 expulsions during the 2017-2018 school year. Confidential records are kept and made available to our teachers. 2017-2018

Keeping reportable crimes at a minimum requires constant vigilance. The following strategies will be utilized in achieving this goal: Mandated Anger Management and Drug and Alcohol counseling through Hemet High School, Peer Mediation, Identify areas of high crime activity, restrict pupil access to high crime activity areas, provide effective school supervision, identify and provide preventative programs and activities, and provide effective school supervision.

HEMET HIGH SCHOOL maintains a copy of the district’s sexual harassment policy in the main office/principal’s office and the policy is available on the website and by request. Additionally, a notice summarizing this sexual harassment policy appears in the Parent and Student Handbook which is also available on the website and by request. You may find the full Sexual Harassment Policy in Appendix B of our Comprehensive Schools Safety Plan, which contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils.

Our Comprehensive Schools Safety Plan has detail information indicating safe entrance and exit areas for pupils, parents and school employees. To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session. District employees not assigned to HEMET HIGH SCHOOL shall wear appropriate identification badges while on campus conducting business.

Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school’s discipline plan begins at the classroom level. Teachers shall use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil’s misbehavior.

Pupil conduct standards and consequences for HEMET HIGH SCHOOL are specifically described in this Comprehensive Schools Safety Plan including: (a) the adopted school discipline rules and procedures (see Appendix D – District Disciplinary Guidelines and Appendix E – School site Rules and Procedures, (b) the adopted school-wide dress code (see Appendix F - Dress Code) and (c) District Board Policy and Administrative Regulations (see appendix G – Policies and Regulations). Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of HEMET HIGH SCHOOL (See Appendix H – Grounds for Suspension and Expulsion of a Pupil and Appendix I – Mandatory Expulsion Recommendations).

HEMET HIGH SCHOOL takes a zero tolerance approach to bullying and cyber-bullying and the policy is outlined in out student handbook, which each student receives at the beginning of the school year. Students and parents may report bullying through Sprigeo, which is an online reporting system.

All staff will be, or have been trained in the ALICE protocol in the event of an active shooter. ALICE stands for ALERT, LOCKDOWN, INFORM, COUNTER and EVACUATE. The training consists of an online certification and an hands-on component.

(M) The comprehensive school safety plan, written and updated by the School Site Council or school safety planning committee on (5/18) and was submitted to the District for approval pursuant to subdivision (a) of Section 32288 on (5/18).

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	7.1	6.5	7.2
Expulsions Rate	0.6	1.5	0.4
District	2015-16	2016-17	2017-18
Suspensions Rate	6.3	7.0	6.4
Expulsions Rate	0.3	0.6	0.3
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	2
Psychologist	1.5
Social Worker	2
Nurse	0.33
Speech/Language/Hearing Specialist	1.33
Resource Specialist (non-teaching)	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	480

\* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	22.0	25.0	25.0	48	32	35	19	26	33	40	39	34
Mathematics	24.0	20.0	26.0	25	11	20	16	8	32	23	2	32
Science	25.0	23.0	25.0	15	15	13	6	15	7	21	9	13
Social Science	26.0	25.0	28.0	22	19	17	19	33	11	31	20	40

\* 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 primary focus of the Professional Development Academy is supporting instruction of California State Standards and the new curriculum adoptions that have taken place during the past few years. The district's Educational Services 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.

The PDA also supports new teachers through our Center for Teacher Innovation (CTI) Induction Program, which provides intensive coaching and support in the inquiry process. Additionally, the TOSAs now support the ten site-based Instructional Coaches, located at designated elementary and middle schools across the district. A new teacher academy is offered for all new the HUSD teachers during the summer, and all elementary classroom teachers participated in training in the new ELA adoption (Benchmark Advanced), and our secondary Math teachers also participated in training for the newly adopted secondary math curriculum.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,620	\$47,903
Mid-Range Teacher Salary	\$76,184	\$74,481
Highest Teacher Salary	\$102,723	\$98,269
Average Principal Salary (ES)	\$125,540	\$123,495
Average Principal Salary (MS)	\$133,205	\$129,482
Average Principal Salary (HS)	\$142,286	\$142,414
Superintendent Salary	\$223,000	\$271,429
Percent of District Budget		
Teacher Salaries	35.0	35.0
Administrative Salaries	5.0	5.0

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

### Types of Services Funded

Other programs being funded are: BARR, Project Lead the Way, Marriage and Family Therapist (MFT), Athletic Programs, Music Programs, AVID

LCAP Supplemental Initiatives -- \$2,630,599

Site Supplemental -- \$177,471

AVID - LCAP--\$53,361

Site Lottery -- \$71,764

Title 1 -- \$338,836

After Schl Prgms -- \$243,910

CTE/Ag/Voc Ed -- 483,739

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Hemet High School	2014-15	2015-16	2016-17
Dropout Rate	4.8	1.2	2.4
Graduation Rate	93.1	94.2	94.0
Hemet Unified School District	2014-15	2015-16	2016-17
Dropout Rate	11.9	5.7	7.0
Graduation Rate	81.4	87.4	82.8
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1260
% of pupils completing a CTE program and earning a high school diploma	96%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	15%

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7,503	1,696	5,807	78,079
District	◆	◆	6,311	\$80,837
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-8.3	-3.5
Percent Difference: School Site/ State			-20.4	-3.4

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	96.4
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	48.0

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	◆
English	7	◆
Fine and Performing Arts	2	◆
Foreign Language	2	◆
Mathematics	4	◆
Science	3	◆
Social Science	20	◆
All courses	40	24.9

**Completion of High School Graduation Requirements**

Group	Graduating Class of 2017		
	School	District	State
<b>All Students</b>	88.8	80.9	88.7
<b>Black or African American</b>	100.0	72.8	82.2
<b>American Indian or Alaska Native</b>	0.0	100.0	82.8
<b>Asian</b>	75.0	76.9	94.9
<b>Filipino</b>	100.0	100.0	93.5
<b>Hispanic or Latino</b>	86.0	81.2	86.5
<b>Native Hawaiian/Pacific Islander</b>	50.0	50.0	88.6
<b>White</b>	91.3	82.3	92.1
<b>Two or More Races</b>	92.9	84.1	91.2
<b>Socioeconomically Disadvantaged</b>	86.5	79.5	88.6
<b>English Learners</b>	26.5	37.7	56.7
<b>Students with Disabilities</b>	46.0	48.5	67.1
<b>Foster Youth</b>	100.0	64.7	74.1

**Career Technical Education Programs**

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

- Acting
- Advanced Computer Skills (AP)
- Agriculture Mechanics
- Agriculture Science I, II
- Automotive Technology
- Computer Keyboarding
- Digital Photography/Digital Imaging
- Broadcasting Journalism
- Sports Medicine
- Administration of Justice/Forensics
- Virtual Enterprise
- Floriculture
- Foods/Nutrition
- Maintenance Mechanics
- Medical Assistant
- Medical Terminology
- Multi-Media
- Children's Theater
- Retail Sales/Marketing
- Small Engines
- Theater Technology
- Theater Workshop
- Turf & Ag Power
- Veterinary Science
- Yearbook/Journalism
- Child Development
- Construction Technology
- Engineering
- Project Lead the Way, Cyber-security

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.