



Tahquitz High School

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

Eric Dahlstrom, Principal
edahlstr@hemetUSD.org
<http://www.tahquitzhs.org/>

**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

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

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), Dual Enrollment (DE) through Mt. San Jacinto College, Project Lead the Way Bio-Medical (PLTW), Career and Technical Education (CTE), 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, computers, and every classroom is also equipped with a class set of chromebooks supporting standards-based instruction. THS has a highly qualified faculty and staff serving the needs of all students in a premier facility.

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	433
Grade 10	397
Grade 11	387
Grade 12	394
Total Enrollment	1,611

Tahquitz Vision:

We are committed to educating all students to achieve their fullest potential.

Tahquitz Mission:

We will empower all students to be college and career ready when they graduate from Tahquitz by creating pathways for their success through quality instruction in a safe learning environment.

Tahquitz Student Learning Outcomes:

Tahquitz graduates will be college and career ready with the abilities to: communicate effectively, think critically, problem solve, work collaboratively, create, innovate, and to demonstrate positive citizenship.

Focus on Learning:

*We believe that every student can learn.

*We will choose common essential standards and provide evidence of standard based learning.

Collaborative Culture:

*We will be positive contributing members of a collaborative team and use team norms and protocols to guide us in working together

*We will use the 4 PLC questions to guide our PLC meetings.

Results Oriented:

*We will have guaranteed recovery system.

*We will use frequent team created formative assessments to guide and modify instruction and provide fair, accurate, specific, timely feedback.

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	10.4
American Indian or Alaska Native	0.8
Asian	1.0
Filipino	1.4
Hispanic or Latino	66.0
Native Hawaiian or Pacific Islander	0.2
White	17.8
Socioeconomically Disadvantaged	81.6
English Learners	9.1
Students with Disabilities	15.9
Foster Youth	1.0

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	16-17	17-18	18-19
With Full Credential	73	71	71
Without Full Credential	0	3	2
Teaching Outside Subject Area of Competence	8	13	14
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			
Tahquitz High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

* 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.

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:

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
Reading/Language Arts	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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	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 The textbooks listed are from most recent adoption: Yes 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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
History-Social Science	<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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>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 Aprenons 2nd Edition - Wayside Publishing May 2014 T'es Branche 1, 2, 3, 4 - EMC Publishing May 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	<p>Music Appreciation - McGraw Hill Jan. 2006 Stage Makeup - Watson-Guptill Dec. 2001 Simply 3D - Micrografx April 2000 Music in Theory & Practice, Vol. I & II, 8th Edition - McGraw-Hill Publishing Dec. 2010</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science Laboratory Equipment	<p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0%</p>

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: 10/25/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	322 Ceramics: Site to change out ceiling tiles with clay thrown on them ASB Room: 2 Stain ceiling tiles ASB Student Store: 3 Stain ceiling tiles Rm 423: 1 Stained ceiling tile Rm 618: Stained ceiling tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	300 Boys R/R: 1 hand dryer not working 300 Girls R/R: Hand dryer not working, 1 toilet not working 524: 3 lamps out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	300 Girls R/R: Hand dryer not working, 1 toilet not working 411 Pod: Drinking fountain not working Commons 213: Low water pressure Rm 610: Low water pressure
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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	48.0	43.0	36.0	36.0	48.0	50.0
Math	14.0	14.0	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	22.7	21.3	23.4

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

School Year 2017-18 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	370	362	97.84	43.09
Male	189	182	96.30	33.52
Female	181	180	99.45	52.78
Black or African American	33	32	96.97	21.88
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	255	248	97.25	42.34
Native Hawaiian or Pacific Islander	--	--	--	--
White	68	68	100.00	54.41
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	295	289	97.97	41.18
English Learners	58	53	91.38	20.75
Students with Disabilities	47	47	100.00	4.26
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 2017-18 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	371	369	99.46	13.82
Male	190	188	98.95	14.89
Female	181	181	100	12.71
Black or African American	33	33	100	6.06
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	255	254	99.61	11.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	69	68	98.55	22.06
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	295	294	99.66	12.24
English Learners	58	58	100	3.45
Students with Disabilities	48	47	97.92	0
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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, English Learner Advisory Council, 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), Local Control and Accountability Plan, Parent Engagement Leadership Institute (PELI a.k.a TPEC), PIQE, and a district-wide PTA/ELAC community event, named, "Family Festival," 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; African American 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 (11/29/18) and was submitted to the District for approval pursuant to subdivision (a) of Section 32288 on (3/2/16).

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	10.0	8.4	7.0
Expulsions Rate	0.7	0.8	1.4
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	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 (non-teaching)	.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+		
	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	21.0	21.0	22.0	34	34	29	34	30	35	15	16	12
Mathematics	21.0	18.0	24.0	25	15	21	19	4	33	10		11
Science	27.0	26.0	23.0	12	12	22	22	31	20	17	7	14
Social Science	23.0	23.0	24.0	23	20	20	25	17	13	15	18	20

* 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/.

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 -- \$2,427,367
 Site Supplemental -- \$80,809
 AVID - LCAP --\$61,361
 Site Lottery -- \$41,685
 Title I -- \$246,762
 CTE/Ag/Voc Ed - \$395,314
 ASSETS After Schl Prgms -- \$243,910

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7,842	1,377	6,466	77,284
District	◆	◆	6,311	\$80,837
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			2.4	-4.5
Percent Difference: School Site/ State			-9.7	-4.4

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Tahquitz High School	2014-15	2015-16	2016-17
Dropout Rate	6.5	2.4	4.6
Graduation Rate	88.6	94.9	92.6
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	640
% of pupils completing a CTE program and earning a high school diploma	60.9%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	27%

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	96.2
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	47.2

* 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	0	♦
English	5	♦
Fine and Performing Arts	3	♦
Foreign Language	1	♦
Mathematics	6	♦
Science	2	♦
Social Science	10	♦
All courses	27	20.5

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	89.4	80.9	88.7
Black or African American	88.9	72.8	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	75.0	76.9	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	91.0	81.2	86.5
Native Hawaiian/Pacific Islander	25.0	50.0	88.6
White	90.7	82.3	92.1
Two or More Races	78.6	84.1	91.2
Socioeconomically Disadvantaged	89.8	79.5	88.6
English Learners	56.0	37.7	56.7
Students with Disabilities	53.9	48.5	67.1
Foster Youth	66.7	64.7	74.1

Career Technical Education Programs

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

- Sports Medicine
- Advanced Sports Medicine
- Sports Medicine Lab
- Business Computers
- Technology and Industrial Automation
- Cyber Security
- Entrepreneurship
- Entrepreneurial Traits and Trends
- Advanced Retail Operations
- Student Store
- Digital Photography
- Creative Digital Media
- Digital Film
- Digital Film 2
- Construction Tech 1
- CTE Construction Tech 2

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.