



School Accountability Report Card

A Profile for the Community

West Valley High School

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2006-07 School Year

HEMET UNIFIED SCHOOL DISTRICT
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Introduction

This "School Accountability Report Card" is an effort to communicate to you, our community, the educational status and accomplishments of your neighborhood school. Under the provisions of Proposition 98, we have developed the necessary elements or categories within which each school in the Hemet Unified School District will be reporting its progress. Most data presented in this report were collected from the 2005-06 school year or from the two preceding years (2003-04 and 2004-05). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2004-05.

Principal's Message

West Valley High School is an accredited state-of-the-art, comprehensive high school. West Valley High School serves approximately 3,200 students, grades 9-12, representing a broad cross-section of cultural and socio-economic backgrounds. Its emphasis on Standards Based Education, integrated curriculum, and technology, West Valley High School represents a new direction for Riverside County Schools. The typical fixed-class structure of teacher as lecturer and students as observer gives way to a flexible, student-centered environment where students are actively involved in the teaching/learning process. An integrated curriculum enables students to understand and apply concepts from different disciplines and appreciate their common relationships. Merging technology with the traditional academic disciplines empowers students to become critical thinkers, capable of anticipating and adapting to change. WVHS has implemented many academic interventions to assist student's achievement. There is a conscious and consistent effort to increase the level of student progress and to promote lifelong success.

Belief Statements

West Valley High School believes that:

- At West Valley High School we believe that:
- Each student is unique and important.
 - Each student can learn and is entitled to a quality education.
 - Each student is responsible and accountable for his/her actions.
 - Each stakeholder—student, parent, faculty, staff, and community member—contributes to the success of the school.

West Valley High School's Mission Statement

The mission of West Valley High School is to prepare its diverse student body with the skills, confidence and flexibility to participate in, and contribute to, an ever changing world community.

Expected Schoolwide Learning Results (ESLRs):

West Valley High School's High-Five:

- **Core Learning** — mastering a standards-based curriculum
- **Critical Thinking** — developing higher level thinking and problem-solving skills
- **Communication** — applying written, verbal, and technological skills
- **Collaboration** — effectively working with others
- **Community** — becoming productive, positive citizens

School Profile

West Valley High School (WVHS) is a beautiful state-of-the art campus. Today, WVHS is at an all-time high with student enrollment at 3,200 students in 2006-07. WVHS will decrease in size next year as our district opens Tahquitz High School. However, the projections are that that the school will grow not only in size, but also in the scope of programs offered.

District Profile

The Hemet Unified School District serves a growing community with a current enrollment of 22,300+ students. The District is one of the geographically largest in the state, covering 700+ topographically diverse square miles. Hemet Unified School District consists of 26 elementary, secondary and alternative schools, offering a variety of learning opportunities for students of all ages.

Opportunities for Parent Involvement

West Valley High School addresses the six areas of parent involvement through their comprehensive school plan. For more information, contact the site Principal, Ms. Mark LeNoir at (951) 765-1600.



School Enrollment by Grade Level

This table displays the number of students enrolled in each grade level as reported by the California Basic Educational Data Systems (CBEDS) in 2005-06:

Grade Level	Enrollment
Grade 9	903
Grade 10	857
Grade 11	728
Grade 12	515
Total	3,003

Demographic Information

This table displays the percent of students enrolled at the school who are identified as being in a particular group:

Racial/Ethnic Category	% of Total Enrollment
African American	9.0%
American Indian or Alaska Native	1.2%
Asian	1.6%
Filipino	2.0%
Hispanic or Latino	39.9%
Pacific Islander	0.4%
White (Not Hispanic)	42.8%
Multiple or No Response	3.2%
Socioeconomically Disadvantaged	50.7%
English Learners	18.0%
Students with Disabilities	10.0%

School Climate:

School Safety

SB187 Safety Plan

Date the plan was last updated: August 17, 2006

Date the plan was last reviewed: August 25, 2006

The Comprehensive Safe School Plan is fully incorporated in the Single Plan for Student Achievement, Goal 4, and includes data regarding California Healthy Kids Survey, crime, safe school procedures and

compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the Single Plan for Student Achievement is available for inspection by the public at each school.

Climate for Learning

West Valley High School provides a structured, stimulating learning climate for students. Programs promoting a positive learning environment and informing parents of classroom goals, homework policy, and the discipline plan are in place.

These include:

- Recognizing scholastic achievement with an honor roll program.
- Acknowledging student achievement in each department at an end of the year ceremony.
- Conferencing with parents twice a year and any time upon request, as well as daily or weekly progress reports sent home as needed to inform parents if their students are not meeting expected achievement or behavior goals.
- Providing field trips to colleges, universities, museums and other places of interest.
- Rewarding students who display outstanding citizenship with staff-sponsored, school-wide recognition.
- Encouraging all interested students to participate in the many athletic and academic programs which are offered.
- Seeking and showing appreciation of praiseworthy performance in every student.
- Developing outlets for personal, social and academic growth.
- Proving opportunities to participate in community, extracurricular and intramural activities.
- Modeling language of mutual support by the staff with students.
- Providing students the opportunity to voice concerns through an active student body organization.
- Building pride, sense of community and school spirit through positive school climate.
- Providing a full range of high school sports.
- Providing after school tutorial, 1 hour/day—4 days/week and on occasion Saturday intervention classes.

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	28.4	17	37	31	33.0	8	18	57	31.6	11	29	54
Mathematics	29.9	13	26	35	34.0	4	20	51	32.8	5	23	57
Science	32.9	9	5	38	35.3	3	7	41	36.0	1	7	45
Social Science	33.7	3	14	37	33.9	5	12	41	34.7	3	10	50

School Discipline Practices

Our goal is to create a productive learning environment for our students. To do this we must have clear expectations and fair consequences. Behavior which is disruptive or which hurts others will not be tolerated. Students who violate school rules may be suspended or expelled if necessary. The following table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period:

	School			District		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	20%	25%	27%	19%	18%	18%
Expulsions	1%	2%	2%	.7%	.6%	.5%

School Facilities:

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Regular and corrective maintenance is handled on a priority basis and emergencies are handled immediately.

Deferred Maintenance Fund

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2006-07 school year, the district has budgeted \$775,519 for the deferred maintenance program. This represents .5% percent of the district's general fund budget.

School Facility Conditions Good Repair Status

As part of the school accountability report card, school districts and the county office of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. The certification that a school inspection system has been established to ensure that each of its facilities is maintained in good repair is required in order to participate in the School Facility Program and the Deferred Maintenance Program. On August 15, 2006 the Williams Act facilities validation site visit was conducted at West Valley High School. Based on the field observations the following was found and the district has taken the appropriate action.

Items Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems		X	Various rooms air conditioning needs repair—work order issued
Windows/Doors/Gates (interior and exterior)		X	Various rooms adjust door closers—work order issued
Walls, Floors, and Ceilings (Interior surfaces)		X	Various rooms stained ceiling tiles—work order issued Various rooms carpet repair—work order issued to outside vendor Various rooms repair wall paper & cove base—work order issued
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)		X	Various rooms replace missing outlet covers—work order issued Site custodian to replace burnt out bulbs
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)		X	Various rooms repair loose or broken faucets—work order issued
Restrooms	X		Restrooms are re-supplied as needed All restrooms are monitored through out the school day
Sewer	X		
Playground/School/Grounds	X		All hard courts slurry sealed in Summer 2006

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office.

School Facility Conditions and Improvements

West Valley High School (WVHS) has completed its eleventh year at its beautiful site. WVHS is located in the southwest corner of Hemet between the Domenigoni Reservoir and Ryan Airport. The campus covers more than 60 acres, has over 100 classrooms and specialty classrooms like computer labs, wood shop, drafting, choir, band, pottery and foods and nutrition classrooms. Presently, all computers are networked, allowing access to the student information database. Every classroom has adequate space and all the materials needed to ensure student success.

West Valley High School is a school campus adjacent to a developing city park. The school facilities are first rate. Students are supervised on campus by nine campus supervisors, five administrators, and six counselors, with maximum coverage during passing periods and lunch. West Valley High School employs 2 full time school resource officers (SROs) providing on-site supervision, counseling, and referral services.

Pursuant to state and District guidelines, West Valley High has a disaster preparedness plan and students participate in regular fire and earthquake drills. Classrooms have posted evacuation charts, and are equipped with disaster packets and fire extinguishers. The School Safety Committee conducts monthly, campus-wide, safety inspections and twice yearly, the county fire marshal inspects.

New School Construction Projects

New construction is underway for Tahquitz High School, due to open in the fall of 2007; and Rancho Viejo Middle School, due to open in the fall of 2007. State and local bond funds will be used. Growth in student population also increased the need for a new stadium at Hemet High School, a new pool at West Valley High School, and new classrooms at Hamilton School.

Teachers:

Professional Qualifications of Teachers

Teachers must have a valid California teaching credential with authorization to teach specific subject required. Bilingual/Spanish is desirable.

Teacher Evaluation Process

Teachers at Hemet Unified School District are evaluated on a regular basis by the principal who has been identified as qualified per the No Child Left Behind legislation. The evaluation process is based on the progress of students toward the District's standards and on the California Professional Standards for Teachers: Engaging and Supporting all Students in Learning, Creating and Maintaining Effective Environments for Student Learning, Understanding and Organizing Subject Matter for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, Assessing Student Learning, and Developing as a Professional Educator. Tenured teachers are evaluated at least once every two years and probationary (new) teachers are evaluated annually. The evaluations are sent to the Personnel Department. The criteria for the evaluation process is outlined in the Bargaining Unit Contract.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq/cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	85	95	97	954
Without Full Credential	22	13	19	72
Teaching Outside Subject Area of Competence	0	0	8	103

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	2

Core Academic Courses Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	80.2	19.8
All Schools in District	72.4	27.6
High-Poverty Schools in District	41.0	59.0
Low-Poverty Schools in District	32.0	68.0

Substitute Teacher Availability

All substitute teachers hold the appropriate California credential as required by the Commission on Teacher Credentialing. They are required to have a Bachelors Degree and pass the California Basic Skills Test (CBEST). Due to the shortage of substitute teachers; Hemet Unified School District must constantly recruit qualified substitutes. In the 2005-06 school year there were more than 450 substitute teachers available district-wide. When there are an insufficient number of substitute's available, site administrators and certificated staff members are asked to cover the classes. We were able to supply subs whenever requested with zero impact on the Educational Program during the 2005-06 school year.

School Staff

The WVHS faculty consists of 120 credentialed teachers, five administrators, a full-time activities director, 2 athletic directors, seven counselors, two school psychologists, twenty special education teachers, and part-time speech/language and adaptive physical education specialists.

In addition, through the Riverside County Office of Education (RCOE), a classroom program is offered in retail sales. Eleven secretaries, twelve custodians, 10 food service assistants, 18 class instructional aides, eleven campus supervisors, a librarian, three library technicians, and 1.5 health technicians support student instruction.

Student Services:

Student Support Services

In 2006-07 our counseling office staffs seven full-time credentialed school counselors, 2 registrars and 2 counseling secretaries. Our library is run by a full-time credentialed librarian. Our school is serviced by the following support staff

Academic Counselors and Other Support Staff

In 2005-06 our counseling office staffed five full-time credentialed school counselors, registrars and counseling secretaries. Our library was run by a full-time credentialed librarian. This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	7.0	433.29
Library Media Teacher (Librarian)	2.0	
Library Media Services (paraprofessional)	3.0	
Psychologist	1.0	
Health Tech.	1.0	
Speech/Language/Hearing Specialist	0.5	
Resource Specialist (non-teaching)	0.0	
Other	1.4	

School Finance:

Pupil Expenditures and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,496	\$970	\$3,527	\$58,410
District			\$4,503	\$57,178
Percent Difference-School Site and District			(22%)	2.2%
State			\$4,743	\$57,560
Percent Difference-School Site and State			(26%)	1.5%

Other Programs

To help ensure a quality education for all students, state and federal funding is provided to West Valley High School for the following special programs to supplement the core instructional program provided by the school District:

- Gifted and Talented Education (GATE)
- Drug, Alcohol and Tobacco Education
- Bilingual Education
- Staff Development
- Tenth Grade Counseling

- Vocational Education
- Job Training Partnership (JTPA)
- Ninth and Tenth Grade English Class Size Reduction



Teacher & Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$39,151	\$37,172
Mid-Range Teacher Salary	63,779	58,436
Highest Teacher Salary	82,139	73,583
Average Principal Salary (Elem)	102,031	93,347
Average Principal Salary (MS)	101,848	97,873
Average Principal Salary (HS)	109,286	105,556
Superintendent Salary	147,900	159,227
% of Budget for Teacher Salaries	45.6	42.1
% of Budget for Administrative Salaries	5.1	5.3

Adopted Textbooks

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, kindergarten through grade twelve, 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. The chart below outlines the adopted textbooks we use in our District.

ADOPTED TEXTBOOKS 9-12

Grade Level	Course/Content Area	Title	Publisher	Edition	Year Adopted
9-12	Eng/Lang. Arts	Holt Literature & Language Arts	Holt, Rinehart & Winston	2003	May 2003
9-12	Mathematics	Algebra 1	Prentice Hall	2001	July 2004
		Algebra 1	Glencoe	1999	Dec. 1999
9-12	Mathematics	Geometry	Prentice Hall	2004	July 2004
			Glencoe	1998	June 1999
9-12	Mathematics	Algebra 2	Glencoe/McGraw Hill	1998	June 1998
9-12	Mathematics	Integrated Mathematics I & II	McDougal Littell Inc.	2002	May 2004
9-11	Mathematics	Pre-calculus with Limits	Houghton Mifflin	1997	June 1999
12	Mathematics	Calculus	Addison Wesley	1999	June 1999
10-12	Science	Modern Biology	Holt, Rinehart & Winston	2000	July 2001
9-10	Science	Life Science	Merrill	1993-1995	April 1993
9-10	Science	Physical Science	Merrill	1993	April 1993
9	Science	Modern Earth Science	Holt, Rinehart & Winston	2002	July 2001
11-12	Science	Fundamentals of Chemistry, 4 th Ed.	Prentice Hall	2003	July 2004
10-12	Science	Holes Essentials of Human Anatomy & Physiology, 9 th Edition	McGraw Hill Companies	2006	January 2006
10-12	Science	Physics	Prentice Hall	2000	April 2000
11-12	Science	Integrated Principles of Zoology	McGraw Hill	2006	January 2006
9	Social Science	World Geography	Prentice Hall	2000	July 2000
	Social Science	Health Skills & Wellness	Prentice Hall	1994	June 2000
9		Behavioral Health Science		2001	
10	Social Science	Modern World History	McDougal Littell	1999	July 2000
11	Social Science	The Americans, United States History	McDougal Littell	1999	July 2000
				2000	

Adopted Textbooks (Continued)

ADOPTED TEXTBOOKS 9-12

Grade Level	Course/Content Area	Title	Publisher	Edition	Year Adopted
12	Social Science	Magruder's American Govt.	Prentice Hall	1992 1994 - 2000	1992
12	Social Science	Economics, Principles in Action	Prentice Hall	2001	July 2000
12	Social Science	Western Civilization	Thomson Learning, Inc.	2006	January 2006
9-12	Foreign Language	Deutsch Aktuell, 1, 2 & 3	Paradigm Publ	1998	July 2001
		Bienvneue, French 1	Glencoe	1998	July 2000
		A bord, French 2			
9-12	Visual & Performing Arts	En voyage, French 3 & 4	McDougal Littell	2000	June 1999
		En español!			
		Music Appreciation	McGraw Hill	2000	Dec. 2001
		Stage Makeup	Watson-Guptill	1999	Dec. 2001
		Simply 3D	Micrografx	1998	April 2000
Interventions Programs for Reading/Language Arts					
4-12	Reading/Language Arts	SRA/Reach High Point El Scholastic Read 180	SRA/McGraw Hill Hampton-Brown Co. Scholastic, Inc.	2002 2001 2002	July 2005

Instructional Materials

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/17/2006 that each pupil in the district, in kindergarten through grade twelve, has been provided with a standards-aligned textbooks or basic instructional materials in each of the areas listed below.

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/ Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (Grades 9-12)	0%

Technology in the Classroom

The following chart outlines the number of computers available to the students at West Valley High School in 2005-06.

	Numbers
Computers	463
Students per Computer	6.95
Students Per Internet Connected Computer	7.92
Source: California Department of Education, Educational Demographics Office (CBEDS) 2005-06	
Computer Locations	% of Computers
Classroom	37.27
Lab	49.31
Library	2.31
Other	11.11

Student Performance:

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)
9	26.4%

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: *To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for all Students Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	32	34	35	32	35	39	36	40	42
Mathematics	11	10	12	27	29	34	34	38	40
Science	18	18	26	21	20	28	25	27	35
History/Social Science	33	37	33	26	30	28	29	32	33

CST Results by Student Group-Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced Level			
	English-Language Arts	Mathematics	Science	History/Social Science
African American	28	10	20	31
American Indian or Alaska Native	46	8	*	18
Asian	51	29	47	43
Filipino	54	20	44	45
Hispanic or Latino	25	8	18	25
White (Non Hispanic)	45	15	36	41
Male	30	14	30	40
Female	39	9	22	27
Socioeconomically Disadvantaged	28	9	21	27
English Learners	13	4	12	16
Students with Disabilities	3	1	4	5

Accountability:

Academic Performance Index

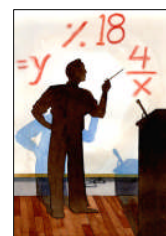
The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	1	5	5
Similar Schools	1	10	9

API Ranks Three Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100



API Changes by Student Group Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past two years, and the most recent API score.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students	-2	6	6	680
African American	11	15	-8	655
Hispanic or Latino	0	13	7	636
White (not Hispanic)	4	4	2	720
Socioeconomically Disadvantaged	4	6	6	640
English Learners	-	-	31	601
Students with Disabilities	-	-	29	442

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP All Criteria -- Schoolwide

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate—English-Language Arts	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percent Proficient—English-Language Arts	Yes	No
Percent Proficient—Mathematics	No	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of PI Implementation	2004-05	2004-05
Year in Program Improvement	Year 2	Year 2
Number of Schools Currently in PI		11
Percent of Schools Currently in PI		42.3

School Completion and Postsecondary Preparation:

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	School		District		County		State	
	Math	ELA	Math	ELA	Math	ELA	Math	ELA
All Students	51%	58%	51%	58%	55%	58%	59%	61%
African American	45%	55%	40%	47%	43%	52%	40%	50%
American Indian or Alaska	46%	33%	41%	50%	57%	64%	56%	63%
Asian	73%	54%	70%	60%	78%	68%	83%	70%
Filipino	61%	67%	63%	67%	77%	79%	76%	78%
Hispanic or Latino	46%	51%	45%	49%	47%	48%	49%	50%
White (Not Hispanic)	57%	68%	57%	68%	71%	77%	77%	81%
Socioeconomically	46%	51%	45%	49%	45%	45%	48%	48%
English Learners	40%	36%	37%	34%	31%	26%	35%	28%
Students with Disabilities	13%	17%	16%	18%	18%	19%	21%	23%

Dropout Rate and Graduation Rate (Fiscal Year 2004-05)

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Dropout Rate (1-Year)	2.2	1.7	0.6	6.0	2.3	1.2	3.2	3.3	3.1
Graduation Rate	88.7	89.8	94.4	85.1	84.0	86.1	86.7	85.3	84.9

Career Technical Education Programs

The career technical educational programs offered at West Valley High School include:

- Acting
- Agriculture Science 1 & 2
- Computer Applications
- Computer Keyboarding
- Foods/Nutrition
- Theater Technology
- Theater Workshop
- Theatre Make-Up
- Veterinary Science

Career Technical Education Participation

The following table displays information about participation in the school's CTE programs:

Measure	CTE Program Participation
Number of Pupils	907
Percent of pupils completing a CTE program and earning a high school diploma	n/a
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	1

Preparation for the Workplace

The school has five instructional programs that are designed as preparation to enter the work force. These are: The Business Education Program sponsored by the Carl Perkins Vocational Education Act (VEA); the Agriculture Program; (ROP) Regional Occupational Programs; and, (TPP) Transitional Partnership Program, and (WEE) Work Experience Education. These programs have in common the fact that the content of instruction is driven by real world work skills. In each area there are requirements to align the programs with appropriate related skills in business and industry. In each of the above areas, advisory councils, objective measurement strategies and school placement in jobs measure the success of the respective programs.



Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	69.1
Graduates Who Completed All Courses Required for UC/CSU Admission	35.9

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
English	1	2.4
Fine and Performing Arts	1	
Foreign Language	2	
Mathematics	1	
Science	2	
Social Science	3	
All Courses	10	

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/aj/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	26.6	28.7	29.3
Average Verbal Score	480	494	480
Average Math Score	487	502	475
Average Writing Score			470

Student Progress

Student performance is measured at the site level by triad assessments, every six weeks, given in all English and Math classes, Student Study Teams, annual STAR (Standardized Testing and Reporting) for students in grades 9-11, CAHSEE (California High School Exit Exam) for students in grades 10-12, CELDT (California English Language Development Test) and SABE (Spanish Assessment of Basic Education) for English language learners, Advanced Placement exams, and Physical Fitness tests for 9th grade students.

All students at West Valley High School are graded on a triad cycle. Students receive a progress report every six weeks, with each semester equaling eighteen weeks. Progress reports are mailed to each student's home. At the end of each semester, grades are considered final and become part of the student's official transcript. Students at West Valley High School are required to complete 230 credits in grades 9-12, with an overall grade point average of 2.0, and pass the California High School Exit Exam (CAHSEE) beginning with the class of 2006, in order to receive a high school diploma. Our graduation rate for 2004-05 was 89.8% of enrolled 12th grade students.

Parent conferences are held twice a year at West Valley High School, as well as at individual parent request, and parents are part of the membership of our School Site Council and ELAC (English Language Advisory Committee).

We publish information concerning student progress and achievement on our school website and send newsletters home to parents. Our local newspaper has also been very supportive of education in our community and publishes many news articles about West Valley High School and our students' achievements.

Instructional Planning and Scheduling:

Quality of Instructional Leadership

The leadership team at West Valley High School is comprised of the Principal, four Assistant Principals, six counselors, nine department leaders, the activities director and the athletic directors. The school principal has fifteen years of experience in a secondary school setting and is currently pursuing his final year in the doctoral program with the University of Southern California.

Valuable input is gained from the expanded learning community that includes the School Site Council, the English Language Learner Council, and other community members and parents. The leadership team meets at least once each month.

West Valley High School is a Standards-Based instructional school. That is to say that the core curriculum and instruction is designed for students to become proficient relative to the California Content Standards. The staff evaluates student work based upon their level of achievement of the content standards. After school and Saturday interventions such as tutorials and study sessions are offered to any student that is not proficient on any of the standards in the core areas of English, Math, Science, and Social Studies.

The non-core curricular areas also offered at West Valley High School are aligned to the California State Frameworks for each of the learning disciplines. In short, West Valley has a school wide effort to improve student achievement in our relentless pursuit of excellence.

As a staff we have accomplished the following:

- Achieved a one-year extension to our 3 year accreditation through year 2007.
- Aligned all of our classes (English, Math, Science, and Social Studies) to the California Content Standards.
- Developed interim assessments in the core content areas aligned to the standards.
- Developed an after school and Saturday tutorial programs to assist with student achievement.
- Aligned the English Language Learner program to the core content standards and redesigned the delivery system of instruction at the

various ELL levels for additional language acquisition support.

- Implemented an extensive and comprehensive staff development program to build the capacity of our staff to better meet the diverse needs of our student body.
- Established a literacy class to assist our most needy students.
- Applied for and received several grants that allow additional funding for supporting our student population and expanded learning community.

Anticipating and addressing the special needs of its students, WVHS provides instrumental music, chorus, physical educational specialists, special education, speech, adaptive PE, and bilingual education. Students identified as learning handicapped are placed in special day classes and mainstreamed into appropriate general education classrooms.

Instructional Minutes and Minimum Days

The California Education Code establishes a required number of minutes per year for each grade. The accompanying chart displays the number of instructional minutes offered in this school year by grade level compared with the total number of instructional minutes required by law. Hemet Unified School District offers 180 instructional days per year. This meets or exceeds the state minimum requirements for instructional minutes. There are five scheduled minimum days during the year with 240 instructional minutes per day offered. Minimum days are scheduled during final exam week for each semester.

Instructional Minutes		
Grades	Required	Actual
9-12	64,800	75,056

Professional Development, Training and Curriculum Improvement

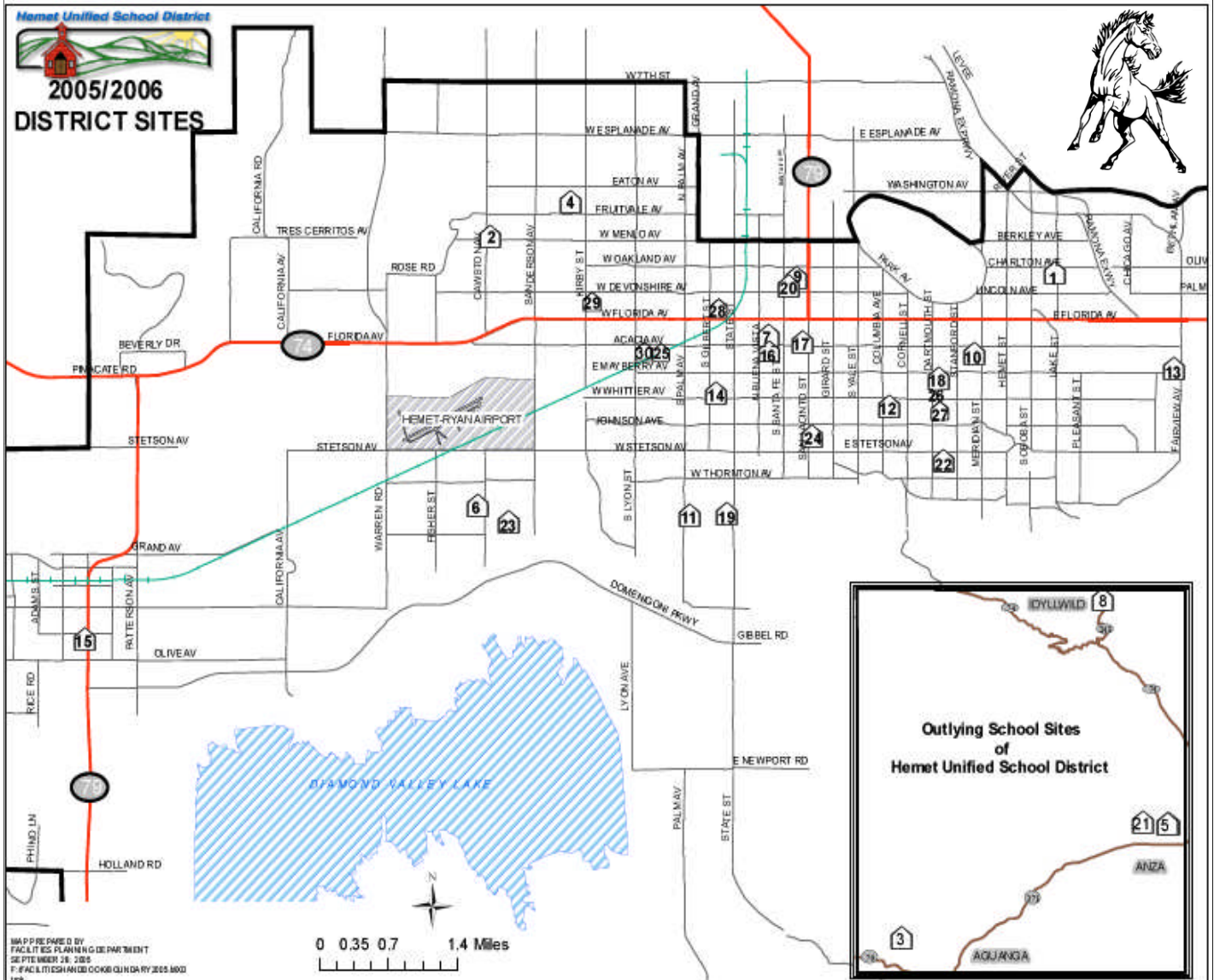
The school district provides all teachers with opportunities for professional growth and training in a variety of programs so that all teachers and paraprofessionals may become highly qualified under the No Child Left Behind law. The focus is on the delivery of a standards-based instructional program. District professional development priorities are outlined in the current LEA addendum as AB466/SB472 Language Arts and Mathematics, AB75/AB430 Administrative Training, AB 2913 English Learner Authorization, BTSAs Induction support for year one and year two teachers, and specific Special Education trainings. Peer Assistance Review (PAR) is available to veteran teachers who need unique structure and support. Achievement data is used to determine site support and priorities in professional development. Moreover, four BTSAs induction support providers, six academic coaches in language arts and mathematics, and four Reading First coaches provide ongoing support in day to day professional development needs for all instructional personnel. The District revised the Technology Plan in 2006 to include opportunities for staff to increase skills in technology application and instruction.

Categorical funds at the district and site level are designated for a Director of Professional Development, a secretary and a four-hour clerk to coordinate district professional development. The District has a professional development calendar on the website for the 2006-07 school year.

West Valley High School has a comprehensive staff development program plan supported by several state and grant programs. All staff development is targeted specifically for the improvement of student performance and curricular alignment to the California Content Standards in the areas of Language Arts, Math, Science, and Social Science. Staff development for the non-core areas is also supported in the program plan. Specific training for classified support staff is integrated into the program plan as well. New teachers receive additional support services through the BTSAs program (Beginning Teacher Support and Assessment).

West Valley High School's staff development program is augmented by the District office staff development team and consultant groups when appropriate.

West Valley High School



Site	Number
Bautista Creek	1
Cawston	2
Cottonwood	3
Fruitvale	4
Hamilton Elem	5
Harmony	6
Hemet Elem	7
Idyllwild	8
Jacob Wiens	9
Little Lake	10
McSweeny	11
Ramona	12

Site	Number
Valle Vista	13
Whittier	14
Winchester	15
Preschool Office	16
Acacia MS	17
Dartmouth MS	18
Diamond Valley MS	19
Santa Fe MS	20
Hamilton HS	21
Hemet HS	22
West Valley HS	23
Adult Education	24

Site	Number
Alessandro HS	24
Esperanza Teen Mother	25
Family Tree Center	26
Helen Hunt Jackson	27
H.E.L.P. School	28
District Office	29
Nutrition Center	30