



**HEMET UNIFIED
SCHOOL DISTRICT**
1791 W. Acacia Avenue
Hemet, California 92545
(951) 765-5100

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Table of Contents

Enrollment	2
Average Class Size	2
School Climate	2
School Facilities	3
Teachers	4
Support Staff	5
Instructional Materials	5
Adopted Textbooks	5
School Finance	6
Student Performance	6
Accountability	7
Student Progress	8
Instructional Planning & Scheduling	8
District Map	9

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Jacob Wiens Elementary School

www.hemetusd.k12.ca.us



935 East Campus Way • Hemet, CA 92543 • (951) 929-3737 • Fax (951) 929-4425

Introduction

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

Data and Access

Data
DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

School Mission Statement

All students at Jacob Wiens Elementary School will achieve their individual objectives and be self-motivated learners. Students will become socially responsible and develop positive character values.

All students who have attended Jacob Wiens Elementary School for one full year will demonstrate mastery of the skills required by the Hemet Unified School District with at least 80% proficiency and will surpass our state API goal.

At Jacob Wiens Elementary School we will NOT accept failure! Teachers will serve as advocates for ALL students by utilizing all available resources, providing exemplary role models, implementing innovative strategies that promote learning as well as maintaining high academic and behavioral expectations.

Principal's Message

For the 2008-09 school year, I am looking forward to embracing the challenge of working very closely with each and everyone of you along with our school staff to promote a student centered, standards focused, and goal oriented school environment. I anticipate working very closely with all of our students, parents, and staff members in a collaborative manner to ensure that *no student gets left behind*. I am a firm believer that in order to enter student's minds, we must go through their hearts first. I look forward to working with the Parent/Teacher Organizations, School Site Council and community groups to enhance the educational environment of our school. As influential adults, we possess extreme powers that dictate the success or failure of students. Therefore, it is our mission to work as a team in order to assure that all students succeed.

Time is of the essence, and I firmly believe the hour is at hand to take the necessary steps in making a difference in the lives of the students at Jacob Wiens Elementary. I cordially invite you to join me in these great adventures for student success by preparing our students to be lifelong learners, productive citizens and caring individuals.

School Profile

Jacob Wiens is a Title-I School. Title I and SIP funds help to provide intervention programs for students who are not meeting their grade level standards. Title I funds have also been used to provide after-school intervention programs in reading, writing, math and English language development. The school has a P.T.A. to support the school's programs and students. A GATE Enrichment Program is offered to students who have been designated as "Gifted and Talented". An English Language Advisory Committee (ELAC) is a parental organization we have in place to provide a forum for the parents of English Language Learning students to voice their opinions and concerns regarding the educational needs of their children. During the school year a Latino Literacy Program is offered for Spanish speaking parents to learn English as well as become acclimated to the school's environment. The school's staff has also been trained in using GLAD teaching strategies that are designed to assist non English speaking students and struggling students.

Our faculty is committed to teamwork, teaching to the standards, working with parents as well as the local community. They aggressively pursue new educational methodologies to enhance their teaching expertise. All staff members are fully credentialed teachers. Through the school's staff and its patrons Jacob Wiens Elementary School strives to maintain a positive learning environment in which the successful efforts of its students are both cherished and celebrated.

Jacob Wiens Elementary School

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2005-06			Avg. Class Size	2006-07			Avg. Class Size	2007-08					
	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+
Kindergarten	20.3	5	1	19.7	6			19.0	7					
Grade 1	19.5	4		19.7	5	1		19.7	6					
Grade 2	20.9	7	1	19.3	6			19.8	5					
Grade 3	19.7	6		21.0	5	1		19.8	5					
Grade 4	33.0			32.0		2	1	30.7		3				
Grade 5	32.5		1	29.7		3		33.0		1	2			
K-3	19.0	1						19.5	2					
4-5	13.0	1		25.0		1		27.0		1				

District Profile

Hemet Unified School District encompasses one incorporated city and numerous unincorporated communities within its 700+ topographically diverse square miles. We have 29 elementary and secondary schools with an enrollment of over 23,000 students. Agriculture still provides an important economic influence, as do other light and service industries. The rural flavor of the community still survives despite the rapid growth which has taken place in the area.

Opportunities for Parent Involvement

The site addresses the six areas of parent involvement through their comprehensive school plan. For more information contact the Principal, Keith Moore at (951) 929-3734.

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 2007-08:

Grade Level	Enrollment
Kindergarten	106
Grade 1	145
Grade 2	112
Grade 3	118
Grade 4	114
Grade 5	120
Total Enrollment	715

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	9.37
American Indian or Alaska Native	0.98
Asian	0.56
Filipino	0.56
Hispanic or Latino	61.4
Pacific Islander	0.42
White (Not Hispanic)	21.26
Multiple or No Response	5.45
Socioeconomically Disadvantaged	90.0
English Learners	26.0
Students with Disabilities	12.0

School Climate:

School Safety

SB187 Safety Plan

Date the plan was last updated: October 5, 2008

Date the plan was last reviewed with staff: October 5, 2008

The Comprehensive Safe School Plan includes data regarding school 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 plan is available for inspection by the public at each school.

There is a functioning Safety Committee that continually monitors the school's safety plan and preparedness. The campus is completely

School Accountability Report Card

enclosed with fencing and there is a security guard that monitors the campus during evening hours to ensure the safety of the school's patrons and staff. In conjunction with the guard we utilize a "dark campus" as a means of reducing vandalism and other illegal activities during the times school is not in session. Jacob Wiens' students are well supervised by teachers, supervision aides, our assistant principal, and the principal upon their arrival at school and throughout the school day. School Administration assists with traffic control during the arrival and departure times of the school day.

Monthly fire and/or disaster drills are held to ensure that students and staff are prepared should there be a disaster during the school day.

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		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	7.4	8.2	1.4	17.1	15.4	14.8
Expulsions	0.0	0.0	0.1	0.1	0.5	0.6

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.

School Facility Good Repair Status (2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. On October 1, 2008 facilities validation site visit was conducted at Jacob Wiens Elementary School. Based on the field observations the following was found and the district has taken the appropriate action.

Items Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			One classroom HVAC not operational.
Windows/Doors/Gates (interior and exterior)	X			One portable classroom adjust safety screen to latch properly.
Interior Surfaces (walls, floors, and ceilings)	X			Three classrooms carpets stained.
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School/Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			



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 2008-09 school year, the district has budgeted \$932,691 for the deferred maintenance program. This represents .5% percent of the district's general fund budget.

Facility Conditions and Planned Improvements

Jacob Wiens Elementary School provides a safe, clean environment for learning. Our site has large administrative offices, a library, a multi-purpose room, and a disaster shed containing disaster supplies along with a large playground and playing field. Every classroom has adequate space and all the materials needed to ensure student success.

All of the Jacob Wiens' classrooms have a minimum of one computer per room that is connected to the Internet. There are also banks of computers along both sides of the each of the three major classroom wings of the classrooms. These computers assist teachers in ensuring that our students are computer literate as well as facilitate the implementation of the Accelerated Reader Program and Success Maker.

There are also several computer terminals in the library for use with our computerized card catalog, student book check out, as well as providing further terminals for our Accelerated Reader Program.

New School Construction & Modernization Projects

Rancho Viejo Middle School opened in August 2008 with 1,400 students. Tahquitz High School Phase 2 Classrooms and Phase 3 Stadium are completed. Hemet High School Phase 1 Swimming Pool is under construction. Administration Remodel and Addition is in DSA and is scheduled to start construction in December 2008. The Hemet HS Weightroom is in DSA and scheduled for construction in April 2009. Acacia Middle School will undergo major classroom modernization using local funding. The project is in design and will start construction June 2009. Cottonwood Library projected is scheduled for January 2009 construction.

Cleaning Process and Schedule

The site administrators, custodian and district personnel conduct routine physical inspections for safety and maintenance. Classrooms and restrooms are cleaned daily. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Students are encouraged to have pride in their school and to do their part to keep the school clean.

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.

Teachers:

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 DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	32	35	36	1058
Without Full Credential	3	0	0	45
Teaching Outside Subject Area of Competence	1	1	1	

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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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	97.1	2.9
All Schools in District	91.1	8.9
High-Poverty Schools in District	92.9	7.1
Low-Poverty Schools in District	78.3	21.7

Curriculum and Instructional Materials:

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 K-5					
Grade Level	Course/Content Area	Title	Publisher	Edition	Year Adopted
K-5	Eng/Lang. Arts	Open Court Reading	SRA/McGraw Hill	2002	May 2002
Kind. 1-5	Mathematics	Scott Foresman – Addison Wesley enVisionMath - California	Pearson Scott Foresman	2009	June 2008
K-5	Science	Harcourt Science California Edition	Harcourt Brace	2001	March 2001
K-5	Social Studies	History—Social Science for California	Pearson, Scott-Foresman	2006	June, 2007
K-5	Social Studies	Health and Fitness	Harcourt School Pub	2006	July 2005
K-5	ELD	English Now, V 1.3 English Now! V C L 4,5,6 Write Time L 6. 7—1st Ed.	LitConn, Inc. LitConn, Inc. Teacher Created Mtls.	2003 2005 2004	Dec. 2006 June 2007 June 2007
K-5	Health	Harcourt Health & Fitness	Harcourt, Inc.	2006	July 2005
Intervention Programs for Reading/Language Arts					
4-12	Reading/Language Arts	SRA/Reach High Point EI Scholastic Read 180	SRA/McGraw Hill Hampton-Brown Co. Scholastic, Inc.	2002 2001 2002	July 2005
4-7	Mathematics	California Math Triumphs	Glencoe/McGraw-Hill	2008	June 2008

Availability of Textbooks and Instructional Materials

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/7/2008 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%
Visual and Performing Arts	0%

Support Staff:

Student Services

This table displays, in units of full-time equivalents (FTE), the number of support staff who are assigned to the school. 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
Library Media Services (paraprofessional)	1.0
Psychologist	0.5
Health Tech.	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0

School Finance:

Pupil Expenditures and School Site Teacher Salaries (Fiscal Year 2006-07)

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 Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <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	\$5,194	\$808	\$4,386	\$55,196
District			\$5,080	\$62,751
Percent Difference-School Site and District			(14%)	(12%)
State			\$5,300	\$65,008
Percent Difference-School Site and State			(17%)	(15%)

Teacher & Administrative Salaries (Fiscal Year 2006-07)

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 Certificated Salaries and Benefits Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$38,778	\$40,721
Mid-Range Teacher Salary	\$64,198	\$65,190
Highest Teacher Salary	\$84,864	\$84,151
Average Principal Salary (Elem)	\$102,266	\$104,476
Average Principal Salary (MS)	\$106,564	\$108,527
Average Principal Salary (HS)	\$113,768	\$119,210
Superintendent Salary	\$203,730	\$210,769
% of Budget for Teacher Salaries	41.4%	39.9%
% of Budget for Administrative Salaries	6.3%	5.5%

Other Programs

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

Program	Amount
Title I	\$92,816
School & Library Improvement Block Grant	\$22,619
EIA/LEP	\$66,860
ELAP	\$17,800
Total	\$200,095

Student Performance:

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, and 9 through 11; and history-social science in grades 8 and 10 through 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 on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

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		
	06	07	08	06	07	08	06	07	08
ELA	29	31	27	39	39	43	42	43	46
Math	41	38	42	34	34	37	40	40	43
Science	11	27	21	28	32	39	35	38	46

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.



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		
	ELA	Math	Science
African American	16	27	0
Hispanic or Latino	25	42	29
White (not Hispanic)	33	45	21
Male	22	39	25
Female	28	43	15
Economically Disadvantaged	24	39	19
English Learners	11	30	14
Students with Disabilities	4	36	*

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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 Physical Fitness Testing Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)
5	51.3

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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 API Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

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 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	2005	2006	2007
Statewide	3	3	4
Similar Schools	9	6	7

API Changes by Student Group

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

Group	Actual API Change			API Score
	2005-06	2006-07	2007-08	
All Students	10	9	-34	697
Hispanic or Latino	2	4	-35	690
White (not Hispanic)	14	11	-17	731
Socioeconomically Disadvantaged	5	13	-33	689
English Learners	-23	-5	-38	646
Students with Disabilities	-4			620

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 AYP Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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—ELA	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percent Proficient—ELA	No	No
Percent Proficient—Mathematics	No	No
API	Yes	Yes

Instructional Planning and Scheduling:

Professional Development

The school district provides all staff members 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 SB472 Language Arts and Mathematics, 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, five academic coaches in language arts and mathematics, and five 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 an eight-hour clerk to coordinate district professional development. The District has a professional development calendar on the website for the 2008-09 school year.

Curriculum development at Jacob Wiens continues to emphasize reading (literature based and phonics supported), language arts, mathematics, student learning styles, multiple intelligences authentic assessment measures, thematic teaching, cooperative learning, parent involvement, and specific instructional strategies.

Student Progress

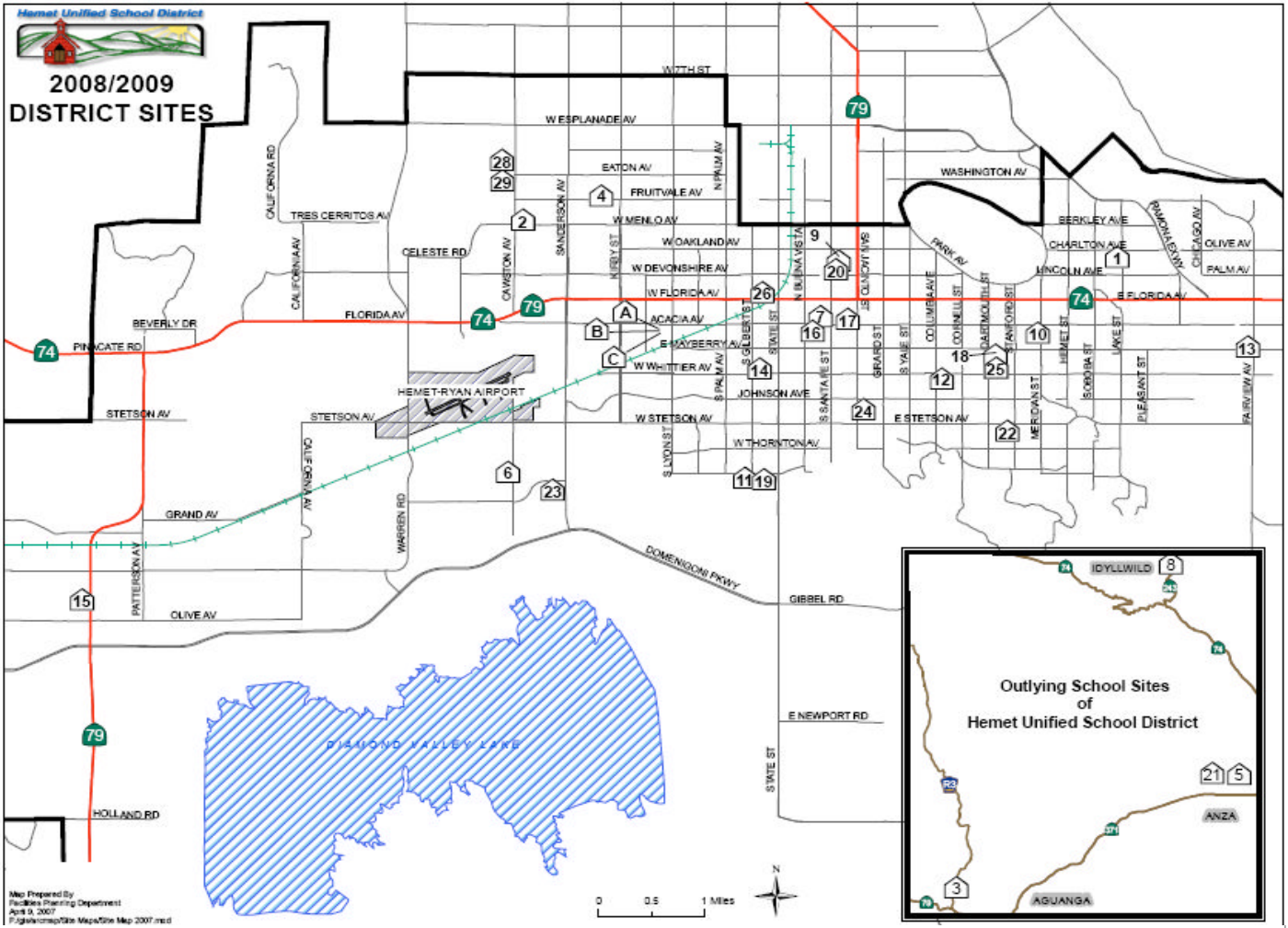
Daily classroom work is evaluated by teachers on an ongoing basis to assist them in guiding instruction. The district also provides teachers with a Pacing Guide to assist them in the delivery of lessons based on California State Standards for Elementary School Students. These Benchmarks are administered every 6 weeks after which teachers meet to review the data and identify areas that need to be reviewed and/or retaught.

Jacob Wiens utilizes district reporting tools to keep school patrons apprised of their students' academic progress and social growth. Parent Teacher conferences are held at the conclusion of the first and second trimesters. Progress reports are also sent home periodically as a means of keeping parents informed.

All students that take the CST test receive a formal report from the state that is sent to them concerning their test scores. The school staff analyzes test data to assist them in identifying areas that need to be addressed via classroom instruction.



Jacob Wiens Elementary 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
McSweeney	11
Ramona	12
Valle Vista	13

Site	Number
Whittier	14
Winchester	15
Preschools	16
Acacia MS	17
Dartmouth MS	18
Diamond Valley MS	19
HAAAT Charter School	20
Hamilton HS	21
Hemet HS	22
West Valley HS	23
Adult Education	24
Esperanza Teen Mother	24
Alessandro HS	24

Site	Number
The Family Tree Learning Center	25
21st Century Site	25
Helen Hunt Jackson	25
H.E.L.P. School	26
Tahquitz HS	28
Rancho Viejo MS	29
Nutrition Center	A
Professional Development Academy	B
Professional Development Center	C