

**HEMET UNIFIED SCHOOL DISTRICT
2010-2011 SINGLE PLAN FOR STUDENT ACHIEVEMENT**

for West Valley High School 2010- 2011

33-67082-3330537
CDS Code

Date of this revision: August, 2010

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. It aligns with the district Local Education Agency (LEA) Plan. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Alex Ballard
Position: Principal
Telephone Number: (951) 765-1600
Address: 3401 Mustang Way
Hemet, CA 92545
E-mail Address: aballard@hemetusd.k12.ca.us
School District: Hemet Unified School District

Schoolwide Program (SWP)

Targeted Assistance Program

School Based Coordinated Program (SBCP)

The District Governing Board approved this revision of the School Plan on:

TABLE OF CONTENTS

SECTION ONE: DISTRICT

DISTRICT MISSION

The mission of the Hemet Unified School District is to provide a high level, balanced, flexible educational delivery system that produces students who are connected to the next step in their life's journey and who are fully prepared academically and socially to be productive and contributing citizens.

In support of this Mission, we are committed to:

- Managing our resources in an ethical, responsible manner to provide stability and continuity in the delivery of our services.
- Making ourselves accountable to the communities we serve.
- Hiring, training and retaining the very best staff available.
- Organizing ourselves in a manner that clearly identifies responsibility and authority related to outcomes.
- Working cooperatively with our communities, other agencies, and local groups to make education a "team" effort in the HUSD area.
- Being flexible and creative in our approach to creating pathways to success for students.
- Being proactive in anticipating needs and advocating at the local, state, and federal levels for those needs.

DISTRICT CORE VALUES

1. Provide a data driven, standards based academic program in which students and staff can succeed.
2. All students will improve their achievement in each subject each year.
3. Recruit, train, and retain the very best staff for HUSD.
4. Effective initial instruction is the most powerful tool for achievement.
5. Provide viable alternative pathways for student success.
6. Nutritional and physical well-being supports academic achievement.
7. Non-academic endeavors and activities are necessary to provide a balanced educational experience.
8. The quality of our published works and the state of our facilities reflects how we view ourselves.
9. HUSD is responsible to respond positively and proactively to changes in our community.
10. Resource allocation should fully support Core Values.
11. Provide a safe and secure learning environment.
12. Resources will be used wisely and efficiently.

DISTRICT PROFILE

Hemet Unified School District covers one of the largest geographic areas of any District in California. HUSD covers over 700 square miles of very diverse topography; from valley flatlands, to foothills, to mountains. It serves a growing community with a current enrollment of 23,476 students. Preschool centers at seven school locations, twelve elementary schools (K-5), three elementary/middle schools (K-8), four middle schools (6-8), four comprehensive high schools (9-12), one continuation high school (9-12), one adult education center, an Independent Study Program, (Family Tree Learning Center [K-8], Helen Hunt Jackson [9-12]), Advance Path Academy and a HAAAT Charter High School offer a variety of learning opportunities for students of all ages.

Educational programs are designed to be flexible enough to provide a positive educational environment for all students, yet structured enough to ensure the development of the basic academic skills. Students also are encouraged to use whatever creative talents they possess. With the support of the community, school staffs have developed highly successful programs in music, agriculture, and athletics.

Special assistance is given to schools through state and federal funds for such programs as Title I, School Improvement, the Master Plan for Special Education, and English Language Development for Limited English Proficient students, and Gifted and Talented Education.

The District maintains a staff of approximately 1,250 certificated and 985 classified employees, not including substitutes. Salary schedules are competitive with other districts in the area of comparable size. A comprehensive fringe benefit program is offered to the employees of the District. Hemet Unified strives to maintain a 30:1 districtwide student/teacher ratio with K-3 class sizes at 20:1 supported by state and federal funding.

**HEMET UNIFIED SCHOOL DISTRICT
K-12 CORE TEXTBOOKS
2009-2010**

Quality and Currency of 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 outlines the adopted textbooks we use in our District.

Grade Levels	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	McMillan / McGraw-Hill California Science	McMillan	2008	June 2008
K-5	Social Studies	History-Social Science <i>for California</i>	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 2.0	LitConn, Inc.	2007	Dec. 2006
K-5	Health	Harcourt Health & Fitness	Harcourt, Inc.	2006	July 2005
6-8	Eng/Lang. Arts	Holt Literature & Lang Arts	Holt Rinehart Winston	2003	May 2002
6-8	Mathematics	McDougal Littell CA Math Course 1, Course 2, Algebra 1	McDougal, Littell, a division of Houghton Mifflin	2008	June 2008
8	Mathematics	California Algebra Readiness	McDougal, Littell and Company	2008	June 2008
6 7 8	Science	Glencoe Science "Focus On" Series: Earth Science Life Science Physical Science	Glencoe/McGraw-Hill	2008	March 2001
6	Social Studies	History Alive! The Ancient World	Teachers' Curriculum Institute	2005	June 2007
7	Social Studies	History Alive! The Medieval World	Teachers' Curriculum Institute	2005	June 2007
8	Social Studies	History Alive! The United States Through Industrialism	Teachers' Curriculum Institute	2005	June 2007
6-8	Foreign Language	Dime! Uno	McDougal Littell	1997	
6-12	ELD	English Now, V 2.0 High Point	LitConn, Inc. National Geographic	2007 2001	Dec. 2006 June 2005
6-8	Social Studies / Health	Decisions for Health	Holt, Rinehart & Winston	2005	July 2005
9-12	Eng/Lang. Arts	Holt Literature & Language Arts	Holt, Rinehart & Winston	2003	May 2003
9-12	Mathematics	Algebra 1	McDougal, Littell	2008	June 2008
9-12	Mathematics	Geometry, Concepts and Skills	McDougal Littell	2005	June 2008
8-12	Mathematics	California Geometry	McDougal Littell	2007	June 2008
9-12	Mathematics	Algebra 2	McDougal Littell	2007	June 2008
9-12	Mathematics	Integrated Mathematics I & II	McDougal Littell Inc.	2002	May 2004
9-12	Mathematics	PreCalculus with Limits, 5 th Edition	McDougal Littell	2008	June 2008

Grade Levels	Course/ Content Area	Title	Publisher	Edition	Year Adopted
12	Mathematics	Calculus of a Single Variable – 8 th Edition	Addison Wesley	2006	June 1999
12	Mathematics	Trigonometry, 6 th Edition	Turner, Brooks, Cole	2008	June 2008
9	Science	California Earth Science	Prentice Hall	2006	June 2008
10-12	Science	California Biology	Prentice Hall	2007	June 2008
11-12	Science	Holt Modern Chemistry	Holt	2009	June 2008
10-12	Science	Hole's Human Anatomy & Physiology	Glencoe McGraw Hill	2009	June 2008
10-12	Science	Holt Physics California Edition	Holt	2007	June 2008
11-12	Science	Astronomy – Journey to The Cosmic Frontier, 5 th Edition	Glenco McGraw Hill	2008	June 2008
11-12	Science	Integrated Principles of Zoology	McGraw Hill	2006	January 2006
9	Social Science	World Geography	McDougal Littell	2006	June 2007
9	Social Science	Prentice Hall Health Behavioral Health Science	Prentice Hall	2010	Nov. 2009
10	Social Science	World History, The Modern World	Prentice Hall	2007	June 2007
11	Social Science	US History, Modern America	Prentice Hall	2008	June 2007
12	Social Science	Magruder's American Government American Govt. 10 th E. (AP)	Prentice Hall Houghton Mifflin	1992/1994/ 2000, 2006 2006	June 2007 Dec. 2006
12	Social Science	Economics, Principles in Action Economics, 7 th Ed.	Prentice Hall South-Western	2001, 2007 2005	June 2007 Dec. 2006
12	Social Science	Western Civilization	Thomson Learning, Inc.	2006	January 2006
9-12	Foreign Language	Deutsch Aktuell, 1, 2 & 3 Bienvenue, French 1 A bord, French 2 En voyage, French 3 & 4 En español! 1 & 2 Abriendo Puertas – Antologia de Literatura en Español, Tomo 1 & Tomo II (AP) Abiendo Puertas (AP)	Paradigm Publ Glencoe McDougal Littell McDougal Littell	1998 1998 2000 2003	July 2001 July 2000 June 1999 June 2007
9-12	Visual & Performing Arts	Music Appreciation Stage Makeup Simply 3D	McGraw Hill Watson-Guptill Micrografx	2000 1999 1998	Dec. 2001 Dec. 2001 April 2000

Interventions Programs for Reading/Language Arts

Grade Levels	Course/ Content Area	Title	Publisher	Edition	Year Adopted
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

ADVANCED PLACEMENT TEXTBOOKS

Grade Levels	Course/ Content Area	Title	Publisher	Edition	Year Adopted
12	AP Literature & Composition	Perrine's Literature: Structure, Sound & Sense	Wadsworth Cengage Learning	10 th Edition C – 2009	June 2009
11 - 12	AP Calculus	Calculus of a Single Variable	Houghton Mifflin Company	8 th Edition C - 2006	June 2009
11 - 12	AP Computer Science & Computer Programming	Java Software Solutions	Pearson Education, Inc.	2 nd Edition C - 2007	June 2009
9 - 12	AP Spanish Language	Abriendo Puertas: Lenguaje	McDougal Littell, Inc.	1 st Edition C - 2007	June 2009
11 - 12	AP Spanish Literature	Abriendo Puertas: Tomo I	McDougal Littell, Inc.	C - 2003	June 2009
11 - 12	AP Spanish Literature	Abriendo Puertas: Tomo II	McDougal Littell, Inc.	C – 2003	June 2009
10 - 12	AP U.S. History	Out of Many, A History of the American People	Pearson Publisher	5 th Edition C - 2007	June 2009
10 - 12	AP European History	The Western Heritage	Pearson Education Ltd Prentice Hall Publisher	9 th Edition C - 2007	June 2009
10 - 12	AP Art History	Stokstad Art History	Prentice Hall Publisher	3 rd Edition C – 2008	June 2009
11 - 12	AP Biology	Biology	Addison Wesley	8 th Edition C – 2008	June 2009
9 - 12	AP & General Environmental Science	Environment: The Science Behind the Stories	Pearson/Prentice Hall	C – 2008	June 2009

Instructional Materials

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/6/2009 that each pupil in the district, in kindergarten through grade twelve, has been provided with 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%

11/3/2009

J:\Sharon Callahan\My Documents\SARCS\textbook matrix 09-10.doc

2009-10 Accountability Progress Reporting (APR)



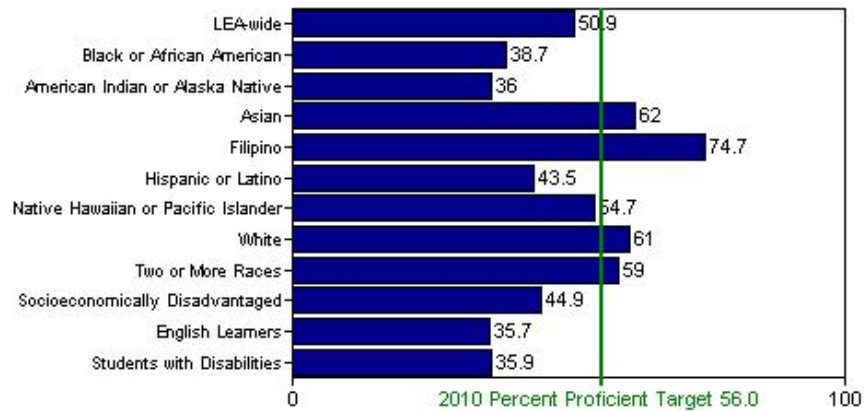
Local Educational Agency (LEA) Chart
2009 Adequate Yearly Progress (AYP) Chart

California Department of Education
Policy and Evaluation Division
9/13/2009

LEA: Hemet USD
LEA Type: Unified
County: Riverside
CD Code: 33-67082

Made AYP:	No	
Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
API - Additional Indicator for AYP	Yes	
Graduation Rate	Pending	

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



LOCAL EDUCATION AGENCY PLAN (LEAP) GOALS

- Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014
- Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics
- Goal 3: By 2006-07 all students will be taught by highly qualified teachers
- Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning
- Goal 5: All students will graduate from high school

PROGRAM IMPROVEMENT DISTRICT LEAP ADDENDUM GOALS

- Goal 1: Hemet Unified School District's specific academic student achievement goals align with California's Academic Yearly Progress (AYP), Annual Measurable Objectives (AMO), and Annual Measurable Academic Objectives (AMAO) targets
- Goal 2: Hemet Unified School District provides scientifically based research strategies that strengthen the core academic program in schools served by the district
- Goal 3: Hemet Unified School District has identified actions that have the greatest likelihood of improving the student achievement in meeting state standards
- Goal 4: Hemet Unified School District has implemented a systematic professional development plan based on student data and instructional staff needs
- Goal 5: Specific academic achievement and English language proficiency goals and targets for English learner students is consistent with Hemet Unified School District's Title III Plan
- Goal 6: Hemet Unified School District provides activities before/after/Saturday and summer school opportunities for students
- Goal 7: Hemet Unified School District implements strategies to promote effective parental involvement in the school

The following Single Plan for Student Achievement (SPSA) aligns and supports the Local Education Agency (LEA) Plan.

It is the intent of the district that all newly hired teachers meet No Child Left Behind (NCLB) requirements when teaching in core subject areas. In addition, a plan has been developed by Human Resources to ensure that all current teachers are NCLB compliant. Currently, all paraprofessionals in the district meet NCLB requirements.

It is important to note that individual student academic assessment results are mailed to parents/guardians annually. The mailing includes a district letter describing what is included in the mailing, who to contact if they should have any questions, the child's academic performance on California's Standardized Testing and Reporting (STAR) program, and an information sheet explaining the California Academic Standards. The information is provided in a language the parents understand (English/Spanish) and includes an interpretation of each individual child's academic assessment results.

SECTION TWO: SCHOOL

West Valley High School 2010- 2011's Vision and Mission Statements

Vision

West Valley High School is a comprehensive, standards-based school where clearly defined expectations lead to high achievement. Our vision is that all students and staff will share respect and experience success, and that all areas of education - academics, activities and athletics will provide a firm foundation for life-long success.

Mission

West Valley High School's mission is to prepare its diverse student body with the academic, vocational, and social skills necessary to succeed in life.

In so far, West Valley Program Improvement Year 5 School is using alternative governing structures which have allowed us to use our categorical funds to support the reorganization effort.

2008-09 West Valley High School 2010- 2011's Demographic Profile

Racial/Ethnic Category	% of Total Enrollment
African American	11.00%
American Indian or Alaska Native	0.82%
Asian	2.27%
Filipino	2.32%
Hispanic or Latino	43.32%
Pacific Islander	0.95%
White (Not Hispanic)	38.95%
Multiple or No Response	0.36%
Socioeconomically Disadvantaged	61.00%
English Learners	15.00%
Students with Disabilities	12.00%

SECTION THREE: STUDENT ACADEMIC ACHIEVEMENT

School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	1568	1302	1253	623	501	431	151	131	131	36	34	24
Growth API	711	725	728	745	762	782	680	683	703			
Base API	681	711	728	723	745	766	640	680	685			
Target	6	5	5	5	5	5	8	6	6			
Growth	30	14	0	22	17	16	40	3	18			
Met Target	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes			

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	698	579	597	385	308	287	1068	856	918	164	152	163
Growth API	675	691	684	642	672	645	688	701	703	487	507	514
Base API	643	675	694	618	642	675	650	688	704	425	487	515
Target	8	6	5	9	8	6	8	6	5	19	16	14
Growth	32	16	-10	24	30	-30	38	13	-1	62	20	-1
Met Target	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No

School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2007-08	2008-09	2009-10
Number of Annual Testers	2,744	2,933	2,927
Percent with Prior Year Data	100	100	100
Number in Cohort	2,744	2,933	2,926
Number Met	1,527	1,785	1,579
Percent Met	55.6	60.9	54
NCLB Target	50.1	51.6	56
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency			
	2007-08	2008-09	2009-10	
	All Students	All Students	Yearsof EL instruction	
			Less Than 5	More Than 5
Number in Cohort	1,377	1,527	1,773	1,644
Number Met	405	565	336	750
Percent Met	29.4	37	19	45.6
NCLB Target	28.9	30.6	17.4	41.3
Met Target	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2007-08	2008-09	2009-10
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	99	97	98	100	97	98	99	96	93	100	100	100
Number At or Above Proficient	246	250	230	107	112	104	15	21	18	8	8	--
Percent At or Above Proficient	51.3	50.7	49.7	57.5	62.2	61.9	35.7	36.2	46.2	72.7	66.7	--
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	Yes	Yes	No	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	98	99	100	97	97	99	96	98	97	89	93
Number At or Above Proficient	96	91	89	37	43	37	149	149	143	9	11	10
Percent At or Above Proficient	44.9	42.3	39.9	32.7	37.7	34.6	45.3	45.6	44.5	18.0	22.0	18.9
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	Yes	No	No	Yes	No	No	Yes	Yes	No	--	--	--

* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46.0%), (2010=56.8%)

** = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%), (2010=55.6%)

School and Student Performance Data (continued)**Table 4: Mathematics Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	98	98	100	99	99	100	98	95	100	100	100
Number At or Above Proficient	232	224	240	105	95	102	16	20	17	8	9	--
Percent At or Above Proficient	48.2	44.8	51.8	56.1	51.9	59.6	37.2	33.9	43.6	72.7	75.0	--
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	98	97	100	98	97	100	98	97	99	94	94
Number At or Above Proficient	86	84	97	35	47	37	144	135	150	6	9	13
Percent At or Above Proficient	40.2	38.5	44.1	31.0	40.5	34.6	43.5	40.3	47.0	12.0	17.0	24.1
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	Yes	No	No	Yes	No	No	Yes	No	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37.0%), (2009=47.5%), (2010=58.0%)

** = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%), (2010=54.8%)

School and Student Performance Data (continued)**Table 5: California English Language Development (CELDT) Data**

Grade	California English Language Development Test (CELDT) Results for 2009-10											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K												
1												
2												
3												
4												
5												
6												
7												
8												
9	5	8	21	34	23	37	8	13	5	8		62
10	13	16	30	38	26	32	6	7	5	6		80
11	7	16	22	49	10	22	5	11	1	2		45
12	8	22	12	33	11	31	4	11	1	3		36
Total	33	15	85	38	70	31	23	10	12	5		223



HEMET UNIFIED SCHOOL DISTRICT
Fall 2007 ~ Secondary Level Data Summary

Lifetime and Current ATOD Use

During your life did you ever...

- (PI) smoke a whole cigarette?
- chew tobacco or snuff?
- drink alcohol (whole glass)?
- use inhalants?
- (PI) smoke marijuana?

7th Grade						
HUSD					Co.	State
1999	2001	2003	2004	2007	2005	2005
21	14	10	6	8	6	8
5	5	6	2	5	3	3
58	40	29	24	26	23	18
17	13	13	10	13	13	8
17	16	10	9	10	7	8

During the past 30 days, did you...

- (PI) smoke a cigarette?
- chew tobacco or snuff?
- (PI) drink alcohol (glass)?
- use inhalants?
- (PI) smoke marijuana?
- (PI) smoke marijuana on school property?

1999	2001	2003	2004	2007	2005	2005
16	9	6	3	6	4	5
3	2	3	1	3	2	2
31	22	19	14	14	15	12
13	4	6	4	7	6	5
12	8	6	3	6	4	5
N/A	N/A	N/A	N/A	4	2	3

Level of Involvement (High Risk Patterns)

During your life have you ever...

- been very drunk or sick after drinking?
- been high from using drugs?

During the past 30 days, did you...

- drink 5 drinks in a couple of hours?

Have you ever driven after drinking?

(by respondent or friend) ~

1999	2001	2003	2004	2007	2005	2005
21	15	13	9	11	10	8
18	14	10	6	10	7	7
13	9	19	6	9	5	5
52	51	46	49	54	43	N/A

ATOD Use at School

During your life, have you ever been...

- drunk/high on school property?

During the past 30 days, did you

- smoke cigarettes on school property?

Have you been offered illegal drugs on school property at least once in the past year?

1999	2001	2003	2004	2007	2005	2005
12	6	6	3	7	3	5
2	3	5	2	3	2	5
20	19	16	13	15	12	N/A



**HEMET UNIFIED SCHOOL DISTRICT
Fall 2007 ~ Secondary Level Data Summary**

Perceived difficulty of obtaining

alcohol (*very or fairly easy*)
marijuana (*very or fairly easy*)

7th Grade						
HUSD					Co.	State
1999	2001	2003	2004	2007	2005	2005
N/A	N/A	38	31	38	29	N/A
N/A	N/A	24	16	24	16	N/A

Developmental Assets

Percentage of students scoring high in asset in school environment:

- (PI) Caring relationships w/adults @ school
- (PI) High expectations from adults @school
- (PI) Meaningful participation in school
- (PI) Total school assets
- (PI) School Connectedness (Add Health)

1999	2001	2003	2004	2007	2005	2005
N/A	N/A	35	31	30	32	30
N/A	N/A	51	47	54	48	44
N/A	N/A	21	19	13	16	14
N/A	N/A	39	33	31	33	29
N/A	N/A	N/A	N/A	39	41	38

During the past 12 months at school have you...

- been harrassed because of race, gender, ethnicity, sexual orientation, or disability?
- been in a physical fight?
- (PI) afraid of being beaten up?
- did you carry a gun?
- did you carry any other weapon?
- (PI) feels very safe at school
- consider yourself a gang member?

1999	2001	2003	2004	2007	2005	2005
17	28	31	34	39	30	28
39	30	29	29	28	30	32
N/A	N/A	33	33	33	27	28
N/A	N/A	N/A	N/A	7	5	6
N/A	N/A	N/A	N/A	15	11	12
14	20	16	17	20	20	23
11	10	11	12	11	10	10

General Health

- Frequency of sad and hopeless feelings
- Acceptable weight
- Ate breakfast today
- Moved at least once in past year
- Exercised aerobically at least 3 times in the past week
- Ate 5 serving of fruits and vegetables the previous day

1999	2001	2003	2004	2007	2005	2005
30	28	25	28	32	27	N/A
N/A	N/A	67	68	N/A	60	N/A
N/A	68	68	68	69	63	N/A
45	43	41	46	N/A	N/A	N/A
82	78	75	74	N/A	77	73
30	32	58	56	N/A	57	59

~ = 7th graders are asked about being a passenger in a car driven by someone who has been drinking
 (PI) = Performance Indicator required by CDE for Local Education Agency Plans (LEAP)
 N/A = Data not available or question no longer matches previous format

Note: HUSD data has been compared to most currently available aggregate CHKS date for County and State levels.

California Healthy Kids Survey

Summary Findings, Grade 7

PROGRESS

- Tobacco use has declined
- Students report increased levels of talking with adults about substance use and more awareness of non-use messages in the environment at large
- More students are eating breakfast
- Media is being used to promote positive messages

CONCERNS

- Violence/bullying indicators have increased/decline feelings of being safe at school
- Need to connect students to school due to high levels of transience
- Students report higher rates of accessibility to substances than their county and state peers
- Substance use rates in general have not declined
- Mental health issues related to sadness and depression are of concern
- Gang involvement reported by 11% of 7th graders
- 54% of 7th graders reported riding in a car with someone who had been drinking
- Lower levels of empathy reported by HUSD 7th graders than their county and state peers

RECOMMENDATIONS FOR PROGRAM PLANNING

- Character building/empathy-development/Unity Forums needed
- Anti-bullying programs needed
- Secure funding for drug, alcohol, tobacco and violence prevention needed
- Continue with anger management/drug and alcohol support groups
- Both prevention and intervention programs required



**HEMET UNIFIED SCHOOL DISTRICT
Fall 2007 ~ Secondary Level Data Summary**

Lifetime and Current ATOD Use

During your life did you ever...

- (PI) smoke a whole cigarette?
- chew tobacco or snuff?
- drink alcohol (whole glass)?
- use inhalants?
- (PI) smoke marijuana?

9th Grade						
HUSD					Co.	State
1999	2001	2003	2004	2007	2005	2005
34	29	23	22	21	16	16
9	8	6	6	5	5	5
76	63	54	53	45	45	41
19	17	10	14	16	14	10
34	32	29	29	23	21	22

During the past 30 days, did you...

- (PI) smoke a cigarette?
- chew tobacco or snuff?
- (PI) drink alcohol (glass)?
- use inhalants?
- (PI) smoke marijuana?
- (PI) smoke marijuana on school property?

1999	2001	2003	2004	2007	2005	2005
16	11	11	11	9	9	10
6	2	4	2	3	3	3
42	35	32	32	27	28	24
8	4	4	4	5	5	5
19	16	14	16	13	10	13
N/A	N/A	N/A	N/A	6	5	6

Level of Involvement (High Risk Patterns)

During your life have you ever...

- been very drunk or sick after drinking?
- been high from using drugs?

During the past 30 days, did you...

- drink 5 drinks in a couple of hours?

Have you ever driven after drinking?

(by respondent or friend) ~

1999	2001	2003	2004	2007	2005	2005
40	34	28	31	27	25	21
38	31	26	26	22	19	20
25	20	16	17	15	14	12
35	29	26	28	20	24	N/A

ATOD Use at School

During your life, have you ever been...

- drunk/high on school property?

During the past 30 days, did you

- smoke cigarettes on school property?

Have you been offered illegal drugs on school property at least once in the past year?

1999	2001	2003	2004	2007	2005	2005
22	15	14	16	14	11	13
8	4	4	5	3	4	5
42	39	35	34	30	28	N/A



**HEMET UNIFIED SCHOOL DISTRICT
Fall 2007 ~ Secondary Level Data Summary**

Perceived difficulty of obtaining

- alcohol (*very or fairly easy*)
- marijuana (*very or fairly easy*)

9th Grade						
HUSD					Co.	State
1999	2001	2003	2004	2007	2005	2005
76	70	64	64	66	58	N/A
68	61	57	57	55	48	N/A

Developmental Assets

Percentage of students scoring high in asset in school environment:

- (PI) Caring relationships w/adults @ school
- (PI) High expectations from adults @school
- (PI) Meaningful participation in school
- (PI) Total school assets
- (PI) School Connectedness (Add Health)

1999	2001	2003	2004	2007	2005	2005
N/A	N/A	29	22	27	25	24
N/A	N/A	34	39	46	37	34
N/A	N/A	11	13	14	13	12
N/A	N/A	22	27	28	25	23
N/A	N/A	N/A	N/A	41	33	31

During the past 12 months at school have you...

- been harrassed because of race, gender, ethnicity, sexual orientation, or disability?
- been in a physical fight?
- (PI) afraid of being beaten up?
- did you carry a gun?
- did you carry any other weapon?
- (PI) feels very safe at school
- consider yourself a gang member?

1999	2001	2003	2004	2007	2005	2005
28	30	32	34	34	28	25
26	24	27	25	23	28	25
N/A	N/A	27	29	26	23	19
N/A	N/A	N/A	N/A	5	6	5
N/A	N/A	N/A	N/A	11	14	14
9	19	10	10	12	15	16
10	10	11	14	8	9	10

General Health

- Frequency of sad and hopeless feelings
- Acceptable weight
- Ate breakfast today
- Moved at least once in past year
- Exercised aerobically at least 3 times in the past week
- Ate 5 serving of fruits and vegetables the previous day

1999	2001	2003	2004	2007	2005	2005
31	35	32	35	34	33	N/A
N/A	N/A	73	68	N/A	66	N/A
N/A	61	58	59	60	54	N/A
36	38	37	40	N/A	N/A	N/A
81	76	78	75	N/A	75	72
22	27	47	43	N/A	48	50

(PI) = Performance Indicator required by CDE for Local Education Agency Plans (LEAP)
 N/A = Data not available or question no longer matches previous format

Note: HUSD data has been compared to most currently available aggregate CHKS date for County and State levels.



HEMET UNIFIED SCHOOL DISTRICT
Fall 2007 ~ Secondary Level Data Summary

Lifetime and Current ATOD Use

During your life did you ever...

- (PI) smoke a whole cigarette?
- chew tobacco or snuff?
- drink alcohol (whole glass)?
- use inhalants?
- (PI) smoke marijuana?

11th Grade						
HUSD					Co.	State
1999	2001	2003	2004	2007	2005	2005
43	42	33	29	34	26	28
14	15	12	10	12	8	8
83	75	72	70	72	62	62
18	22	13	12	18	12	10
47	45	47	43	43	33	38

During the past 30 days, did you...

- (PI) smoke a cigarette?
- chew tobacco or snuff?
- (PI) drink alcohol (glass)?
- use inhalants?
- (PI) smoke marijuana?
- (PI) smoke marijuana on school property?

1999	2001	2003	2004	2007	2005	2005
20	18	14	12	17	14	15
4	6	4	4	6	3	3
46	45	45	38	44	38	36
6	4	3	2	5	3	4
24	24	21	18	22	14	19
N/A	N/A	N/A	N/A	7	5	6

Level of Involvement (High Risk Patterns)

During your life have you ever...

- been very drunk or sick after drinking?
- been high from using drugs?

During the past 30 days, did you...

- drink 5 drinks in a couple of hours?

Have you ever driven after drinking?

(by respondent or friend) ~

1999	2001	2003	2004	2007	2005	2005
51	53	48	44	51	39	40
46	45	44	38	40	29	36
33	32	32	25	29	21	21
45	41	38	33	24	31	N/A

ATOD Use at School

During your life, have you ever been...

- drunk/high on school property?

During the past 30 days, did you

- smoke cigarettes on school property?

Have you been offered illegal drugs on school property at least once in the past year?

1999	2001	2003	2004	2007	2005	2005
27	27	26	23	27	18	23
8	7	5	4	4	4	6
47	44	45	40	42	35	N/A



**HEMET UNIFIED SCHOOL DISTRICT
Fall 2007 ~ Secondary Level Data Summary**

Perceived difficulty of obtaining

- alcohol (*very or fairly easy*)
- marijuana (*very or fairly easy*)

11th Grade						
HUSD					Co.	State
1999	2001	2003	2004	2007	2005	2005
86	82	79	81	74	75	N/A
81	77	76	76	70	69	N/A

Developmental Assets

Percentage of students scoring high in asset in school environment:

- (PI) Caring relationships w/adults @ school
- (PI) High expectations from adults @school
- (PI) Meaningful participation in school
- (PI) Total school assets
- (PI) School Connectedness (Add Health)

1999	2001	2003	2004	2007	2005	2005
N/A	N/A	34	37	33	33	33
N/A	N/A	42	45	46	40	40
N/A	N/A	17	16	14	16	13
N/A	N/A	32	33	30	30	29
N/A	N/A	N/A	N/A	44	34	31

During the past 12 months at school have you...

- been harrassed because of race, gender, ethnicity, sexual orientation, or disability?
- been in a physical fight?
- (PI) afraid of being beaten up?
- did you carry a gun?
- did you carry any other weapon?
- (PI) feels very safe at school
- consider yourself a gang member?

1999	2001	2003	2004	2007	2005	2005
22	29	29	28	29	26	25
16	17	19	20	21	20	20
N/A	N/A	18	17	17	15	14
N/A	N/A	N/A	N/A	4	4	4
N/A	N/A	N/A	N/A	10	11	12
15	25	14	10	12	14	13
10	8	11	10	9	8	9

General Health

- Frequency of sad and hopeless feelings
- Acceptable weight
- Ate breakfast today
- Moved at least once in past year
- Exercised aerobically at least 3 times in the past week
- Ate 5 serving of fruits and vegetables the previous day

1999	2001	2003	2004	2007	2005	2005
32	36	35	37	36	36	N/A
N/A	N/A	71	73	N/A	69	N/A
N/A	52	52	52	54	52	N/A
31	23	31	31	N/A		N/A
65	61	64	61	N/A	62	59
24	27	43	38	N/A	43	47

(PI) = Performance Indicator required by CDE for Local Education Agency Plans (LEAP)
 N/A = Data not available or question no longer matches previous format

Note: HUSD data has been compared to most currently available aggregate CHKS date for County and State levels.

California Healthy Kids Survey
Summary Findings, Grade 9 and 11

PROGRESS

- Understanding of dangers of alcohol, tobacco and other drugs has increased
- Knowledge about physical bullying has increased
- Increase in eating breakfast, fruits and vegetables and general health behaviors
- Percentages of students reporting being offered drugs at school has decreased
- District has an effective tobacco use prevention education program; rates of smoking on campus have decreased

CONCERNS

- Use of substances in general exceed county and state peers; concerns include non-prescribed use of prescription drugs, alcohol use rates, psychedelics, driving under the influence
- More need to listen to student concerns both at school and in the community
- Depression among students
- Variation in developmental assets levels by ethnicity
- Rates of students who do not feel safe on campus
- Refusal skills seem lacking
- Occupational skill training needed
- Lack of motivation to succeed at school among some students results in disengagement, and dropping out of school.
- Need more information about cyber-bullying

RECOMMENDATIONS FOR PROGRAM PLANNING

- Social skills/coping skills needed throughout high school grade levels
- Involve students in program planning to impact areas of concern
- Wide variety of alternative educational options (including vocational education and “school within a school”) options needed for at-risk students
- Continue prevention education into upper high school grade levels; students in grades 10-12 are in need of substance abuse prevention education (currently ends after grade 9). Substance use rates accelerated among 11th graders.
- Focus of substance abuse education should be on most commonly abused substances: tobacco, alcohol, marijuana, over-the-counter medicines and prescription drug abuse.
- Parent education to involve families in prevention education
- Collaboration with community needed to reduce access to substances and lower relative age of onset of first use.
- Activities and programs that promote mutual respect on campus and enhance school safety.

LOCAL MEASURES OF STUDENT PERFORMANCE

District Benchmarks Summary

Our latest district benchmark showed that our students increased above the district average in both English language arts and mathematics. More work needs to be done to align our curriculum to the essential standards and our district assessments. These assessments will give us more feedback to allow our students to receive feedback that will help them and their instructors to prepare for the California High School Exit Exam and the California Standards Test. Each department (ELA/MATH) will work together with an administrator to streamline the pacing of their course by focusing the pacing on essential standards. The results of this work will allow teachers to track the progress of individual students per standard; giving them multiple opportunities to focus on mastery of each essential standard. All math and English teachers have access to Data Director so that they can interpret their students' results. Teachers will be using their PLC time to analyze the data of these results and create an action plan for improving low areas and determining focus students with which they can set goals with for improvement. Special Education student data will be reviewed by administration and SPED students will be placed in the least restrictive environment to further their success. Special Education teachers will work with general education teachers so they can plan their pacing and lesson in an aligned manner.

The following is a summary of our benchmark performance on the end of Semester 1 benchmark in relation to essential standards:

English 9: Strengths were seen in standards RL 3.3.8 and WS 1.1.2
Areas to focus on: W 1.1.5 and RL 3.3.2

English 10: Strengths were seen in standards RL 3.3.4 and WS 1.1.1
Areas to focus on are: RL 3.3.4 and RL 3.3.5

English 11: Strengths were seen in standards RL 3.3.1 and RC 2.2.3
Areas to focus on are RL 3.3.2 and RL 3.3.5b

Algebra 1: Strengths were seen in standard 2.0 and 15.0
Areas to focus on are 9.0

Geometry: Strengths were seen in standard 3.0 and 4.0
Areas to focus on are standards 18.0 and 19.0

Algebra 2: Strengths were seen in standards 2.0, and 5.0
Areas to focus on are standards 9.0 and 12.0

School Formative Assessments Summary

Formative assessments are taking place more frequently in our classrooms. Teachers have learned some of the direct instruction strategies that will allow them to survey their students daily. During the 2009-2010 school year, there was a focus on teaching the English department these strategies. These strategies will be reinforced and introduced to our science and social science departments for the 2010-2011 school year.

Formative assessments are occurring throughout the campus. This year's PLC time was devoted to the departments collaborating on creating formative assessments and then reviewing the results of those assessments to create an action plan for weaker areas. The focus for our 2010-2011 school year is to have teachers trained in data analysis so that as they work together to plan "next steps" they will have the necessary skills to dissect the information in the most useful way.

A focus on the monthly direct instruction strategies will continue for 2010-2011 school year. Teachers will continue to see administration reinforce the direct interactive instruction strategies as they do their informal walk throughs by offering feedback data/suggestions in relation to efforts of implementation of the direct instruction strategies.

ACADEMIC PROGRAM SURVEY (APS) RESULTS

School and Student Performance Data Summary

Conclusions Indicated by the Data:

All district schools met their required test participation rate. Our district met 38 of 42 of the federal accountability AYP criteria. In the area of English/language arts, the proficiency criteria for Students with Disabilities and Graduation Rate were not met. Subgroups not meeting targets include English Learners and Students with Disabilities in the areas of ELA & Math.

- What does the data say about your school?

Strengths:

The results of West Valley High School's API results from the 2008-2009 school year show that the school took an overall jump of 17 points. Our CAHSEE results had an increase in initial 10 grade pass rate in the area of English Language Arts from 78% - 82% during the February 2010 assessment of our tenth grade population. Our CAHSEE math results showed an increase from 73% to 80% at this same time. Despite the sharp increases in test scores our English Language Learners, African American, and special education subgroups are still behind their white counterparts. Our special education students increased their subgroup score significantly.

Needs:

Our students are still in need of assistance in the area of writing with the CAHSEE. Across all subgroups, the scores are lowest in the area of writing strategies. Additional time and focus needs to be dedicated to this item. Teachers will need to become more familiar with the content of the CAHSEE and students need to be given regular exercises and feedback in these areas. The school administration must ensure that these items are regularly being covered in the classrooms and that students are being tracked in relation to their progress in these areas. Our elective teachers need to be formally trained in the Step to Writing curriculum.

Time should be spent in the beginning of the year covering the CAHSEE and Algebra 1 standards in common. Students in all subgroups performed worst with the algebra 1 standards on the CAHSEE. The second area of concern to be addressed is measurement and geometry. All of the measurement and geometry standards are review from grade 6 and grade 7 content. This can be addressed with short reviews in the class and for homework.

Student graduation rate is a constant concern. We had more students pass the CAHSEE this year than ever before which will mean more students will be eligible for graduation in 2012. The counseling staff must put regular systems in place to avoid students from slipping through the cracks. Communication from the school to home needs to increase so that parents are more aware of the opportunities and items that they should be addressing at home. Student schedules should be reviewed by the school administration so that students particularly those that are "at-risk" are receiving the courses that they should in order to better prepare them for their CAHSEE.

Interventions during the day will take on more of an increased emphasis due to the non-renewal of the school's 21st century grant. Flexible scheduling should be explored so that students are receiving the assistance they need.

Our student body would like to attend more recognition assemblies throughout the year. This will assist with the motivation levels of students when they encounter the CST test in the Spring. It will also recognize students who are in advanced placement and academic decathlon.

There needs to be a continue push to have more of our "at-risk" subgroup members to take more rigorous coursework that is in alignment with the UC A-G entrance requirements.

- Our schoolwide and/or subgroups which did not make their AMO/AMAO were:
Hispanic and English Learners in both English and math
Socio economically disadvantaged in math
- Our school subgroup "watch list" includes:
English Learners
Special Education (RSP, SDC students)
African Americans
- Conclusions from Parent, Teacher and Student Surveys:

Strengths:

Parents have offered positive feedback in all areas.

- 1. Course offering at WVHS are varied and relevant to my student's future.*
- 2. My student's teachers provide assignments that are relevant and challenging.*
- 3. I feel comfortable and at ease when visiting the school campus or attending school activities.*
- 4. The school administration is visible at school activities.*

Needs:

From looking at the school wide parent survey which is given out during registration and from combining this data with the Healthy Kids data we have come to the following conclusions:

- 1. We need to get our students more involved in activities that will allow them to be involved in the school's decision making.*
- 2. We need to be able to get more information out to parents regarding our program's strengths and opportunities available to them and their students.*
- 3. Our counselors need to become more data focused and that they are communicating their actions.*
- 4. We need to formally track our students better.*
- 5. The school needs to have a formal response to intervention that is multilayered involving all members of the learning community.*

**SECTION FOUR: SUPPORT FOR ENGLISH LANGUAGE LEARNERS & STUDENTS
WITH DISABILITIES**

Support for English Language Learners

Program Options

Option 1: Structured English Immersion

English Learners will have equal access to the core curriculum using State and District adopted standards-based materials and differentiated instructional techniques. Intensive English Language Development (ELD) for 30 minutes per day is strongly emphasized. Students receive access to core content areas through Specially Designed Academic Instruction in English (SDAIE). Instruction must be provided overwhelmingly in English. Primary language support may be used based on the student's linguistic needs. Students placed in this program are scoring at levels 1-3 on the CELDT and are considered to have "less than reasonable fluency in English".

- **Elementary K-5**

ELD services are provided for a minimum of 30 minutes per day by an authorized teacher in the classroom. Students receive instruction in all of the core academic areas overwhelmingly in English. Primary language assistance may be provided for the core curriculum based on students' needs. Students in grades four and five will also have core content delivered through Specially Designed Academic Instruction in English (SDAIE).

- **Secondary 6-12**

ELD Services are provided by an authorized teacher during one period in the student's daily schedule. English Learners receive instruction in the core content areas through Specially Designed Academic Instruction in English (SDAIE). Primary Language support may be provided based on student's linguistic needs.

Option 2: English Language Mainstream

English Learners will have equal access to the core curriculum using State and District adopted standards-based instructional materials and differentiated instructional techniques. Instruction is entirely in English. English Language Development will be provided for 30 minutes per day. Students placed in this program are scoring at levels 4-5 on the CELDT and are considered to have "reasonable fluency in English".

- **Elementary K-5**

ELD services are provided for a minimum of 30 minutes per day by an authorized teacher in the classroom. Students receive instruction in English in core content areas. Appropriate instructional strategies are provided to work toward attaining redesignation as Fluent English Proficient.

- **Secondary 6-12**

At both the middle and high schools, the students will be placed in core academic classes and will receive instruction in English. ELD services will be provided for one period in the student's daily schedule. Appropriate instruction is provided to work toward attaining redesignation as Fluent English Proficient.

Support for Students with Disabilities

Collaborative Service Delivery Model

According to Section 52860 of the Education Code, a school may coordinate special education services and regular education services provided the coordination of such services are detailed in the Single Plan for Student Achievement. If a school is utilizing a collaborative model then the responsibilities of the personnel involved must include the following:

The School Site Council at West Valley High School 2010- 2011 with input from parents, teachers, and students (if secondary) have approved utilizing a collaborative service delivery model which includes all students

- **Content and Performance Standards**
 - Instruction within the collaborative service delivery model will reflect content and performance standards and will ensure access to the core curriculum for all students.
- **Assessment Strategies**
 - Students will be assessed utilizing formative assessments selected from the core curriculum and summative STAR assessments as identified in the student's IEP. Students will be grouped for instructional purpose according to their assessed performance.
 - Core/intervention curriculum embedded assessments along with district benchmarks will be utilized to monitor student progress toward meeting content and performance standards and IEP goals.
- **Instructional Strategies**
 - Following assessment, students will receive reading/mathematics instruction at their level. A variety of service delivery models will include whole and small group instruction, learning center assistance, and a variety of instructional strategies (Direct Instruction, Cooperative Learning, Peer Tutoring, Guided and Buddy Reading, etc.).
 - If a regular education teacher is working with identified students they must be knowledgeable of the students IEP.
 - A special education teacher may work with both unidentified students and students with exceptional needs, who have an IEP, as long as the unidentified students do not exceed fifty percent of the students in the group or classroom.
 - Collaborative teamwork and planning time occurs at the regularly scheduled grade/department level Professional Learning Communities (PLC) meetings held at each site. Included in these meetings is written documentation of student support and on-going monitoring of student progress.
- **Instructional Materials**
 - All specific instruction materials as identified in the student's IEP will be accessible in the Collaborative Services Delivery Model.
- **Progress Reports/Grading**
 - A student's case carrier will complete special education progress reports in collaboration with the student's general education teachers.
 - Collaborating special education and general education teachers will confer regarding district progress and grade reports.

SECTION FIVE: SCHOOL SITE GOALS AND ACTION STEPS

GOALS

By 2013-2014, 100% of the students at West Valley High School 2010- 2011 will perform at the proficient or advanced level as measured by the California Standards Test in both English/language arts and mathematics.

ANNUAL MEASURABLE OBJECTIVES:

Year	ES/MS - E/LA	ES/MS - Math	HS - E/LA	HS - Math
2007-2008	35.2%	37%	33.4%	32.2%
2008-2009	46%	47.5%	44.5%	43.5%
2009-2010	56.8%	58%	55.6%	54.8%
2010-2011	67.6%	68.5%	66.7%	66.1%
2012-2013	89.2%	89.5%	88.9%	88.7%
2013-2014	100%	100%	100%	100%

English/Language Arts

Current % Proficient or Advanced:	% Needed to Meet Next Goal:	Equates to Number of Students Needed to Meet Next Goal:	Evaluation: 2009-10 % Proficient/Advanced GOALS MET?
49.7% Schoolwide	56%		No
46.2% African American	%		--
--% Asian	%		--
39.9% Hispanic	%		No
61.9% White	%		Yes
44.5% Socioeconomically Disadvantaged	%		No
34.6% English Learners	%		No
18.9% Students with Disabilities	%		--

Mathematics

Current % Proficient or Advanced:	% Needed to Meet Next Goal:	Equates to Number of Students Needed to Meet Next Goal:	Evaluation: 2009-10 % Proficient/Advanced GOALS MET?
51.8% Schoolwide	%		Yes
43.6% African American	%		--
--% Asian	%		--
44.1% Hispanic	%		No
59.6% White	%		Yes
47.0% Socioeconomically Disadvantaged	%		Yes
34.6% English Learners	%		No
24.1% Students with Disabilities	%		--

- The School Site Council and leadership team will identify individual students and develop intervention strategies for the school based on student need.
- **EVALUATION:**
Each fall, the School Site Council and leadership team will evaluate progress toward meeting the goals and make adjustments to the Single Plan for Student Achievement as needed to ensure goals are met.

Each October, this information page is to be forwarded to the Director of State and Federal Programs along with SSC minutes indicating discussion and, if needed, a plan to remedy.

PROGRAM IMPROVEMENT SCHOOLS

(Insert Plan If Applicable)

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the California English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, students with disabilities, and homeless. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal #1 for Improving Student Achievement in Language Arts:

All students will meet or exceed the current AMOs for English/Language Arts as measured by the CST in E/LA

Student groups and grade levels participating in this goal:

All students K-12th grade including English learners, gifted and talented education, homeless, and students with disabilities

Performance gains expected for these students:

- All students scoring below the proficient level on the CST in E/LA will improve by at least one performance level and all proficient/advanced students will continue to achieve at high levels of performance
- All English learners will improve at least one CELDT level

Means of evaluating progress toward this goal:

District benchmarks and site curriculum-embedded assessments

Group data needed to measure academic gains:

California Standards Test in English/Language Arts, CAHSEE, CELDT, CMA, and CAPA (as determined by IEP)

Description of Specific "Scientifically Research Based" Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
<p>EPC 1.0 - Instructional Program:</p> <p>1.1: K-12 SBE adopted core English/language arts program for every student used daily and appropriately</p> <p>1.2: K-12 SBE adopted English/language arts intervention program for every participating student used daily and appropriate</p> <ul style="list-style-type: none"> Core materials... Core materials... Holt Materials, Step Up to Writing, and instructional supplies for vocabulary, reading comprehension and writing skills. 	core mat 8/2010-6/2011	Administration English Dept. Leader	\$0	District
* Ensure Implementation of Core Curriculum	8/2010-6/2011	Administration	\$0	Administration
* Ensure all teachers are trained in Direct Interactive Instruction for Science, English, Math and Social Sciences.	8/2010-6/2011	Administration Teachers	\$900 - \$900 - \$1,700 -	EIA LEP EIA SCE Title I/Title I ARRA
* Ensure all CORE & Fine Arts teachers are trained in Step Up to Writing.	8/2010-6/2011	Administration Teachers	\$1,000 - \$300 - \$500 - \$0	EIA SCE EIA LEP Title I/Title I ARRA District
* Ensure all ELD teachers are trained in English Now	8/2010-6/2011	Administration District	\$0	District Coaches
* Classroom Management Training	8/2010-6/2011	Administration	\$1,000 - \$300 - \$500 - \$0	EIA SCE EIA LEP Title I/Title I ARRA Administration
* Data Analysis Training	8/2010-6/2011	Administration	\$600 -	EIA SCE
* SDAIE Training - 10 Teachers	8/2010-6/2011	Administration	\$300 - \$300 - \$7,000 - \$7,000- \$0	EIA LEP Title I/Title I ARRA EIA SCE EIA LEP District textbook fund
* AVID	8/2010-6/2011	Administration AVID Coordinator Site administration Teachers Librarian	\$0	
<ul style="list-style-type: none"> Intervention materials... All English classes will have the Holt Curriculum, Holt Plus curriculum, High point Curriculum, Step-Up to Writing, Strategies for Success Curriculum, A+ Curriculum and Measuring Up Curriculum needed to meet individual student needs. 	8/2010-6/2011			
<ul style="list-style-type: none"> English Language Development materials... English Language Development materials... 	8/2010-6/2011	Administration Counseling	\$0	District

<p>English Now ! textbook and materials.</p> <ul style="list-style-type: none"> • High Point instructional materials • Monitoring schedule...• Students with IEPs will be provided with a full continuum of services addressing grade level standards to include SDC, RSP pull-out, collaboration with regular education staff with SPED students in reg. classes. Under school based collaborative program, unidentified students may receive support as determine by the SST. • CELDT testing will determine student placement. • GATE students will be identified and placed in appropriate Honors classes where they will receive instruction with an enrichment of content standards. 	<p>7/2010-6/2011</p>	<p>Administration Counseling Teachers</p>	<p>\$0</p>	<p>District</p>
<p>EPC 2.0 – Instructional Time K-8: Student Access to Standards Aligned Core: 9-12: 2.1: <i>Daily, uninterrupted instructional time for English/language arts K 60 mins, 1-3 2.5 hrs, 4-6 2 hrs, 7-8 1.2 hrs</i> 2.1: <i>(9-12) Master schedule and pacing guides reflect effective ELA instructional time for intensive and strategic learners with extended periods</i> 2.2: <i>K-8 Daily additional instructional time for English/language arts provided for students taking intervention E/LA programs K 60 mins, 1-6 30-45 mins, 7-8 2-3 hrs</i></p> <ul style="list-style-type: none"> • Class/master schedule...• Class/master schedule...Offer CAHSEE prep classes for 10th. grade students who are in need of additional help in order to master English grade 9 standards. These classes will be held on Saturdays and during the school day on a pull-out basis. <p>* Students with IEPs will be provided with a full continuum of services addressing grade level standards to include SDC, RSP pull-out, collaboration with regular education staff for SPED students in reg. classes. * Under school based collaborative program, unidentified students may receive support as determine by the SST * CELDT, CST scores, and previous grades in student's English or ELD class will be utilized to determine whether EL students are placed in ELD classrooms or mainstreamed within the general school population for English. * GATE students will be identified and placed in appropriate Honors classes where they will receive instruction with an enrichment of content standards. * Implementation of a color coded pacing system.</p> <ul style="list-style-type: none"> • Additional intervention time...Credit recovery, CAHSEE prep classes, and tutoring during school will continue to take place in the Fall and Winter. • English Language Development time... English Language Development classes will be offered during the regular school day to English Learner students who are in need of these courses. These ELD courses will be offered to the students based on their CELDT and CST ELA scores. The English Now and High Point Curriculums will be utilized for these classes. 	<p>7/2010-6/2011</p> <p>7/2010-6/2011</p> <p>7/2010-6/2011</p> <p>7/2010-6/2011</p> <p>7/2010-6/2011</p> <p>Administration 7/2010-6/2011</p> <p>7/2010-1/2011</p> <p>8/2010-6/2011</p>	<p>School administration Counseling Bilingual Coordinator EL Team SPED Dept. Chair Instructional Materials</p> <p>Administration SPED Dept. Chair Inclusion Teachers</p> <p>Administration Counselors</p> <p>Administration Bilingual Coord</p> <p>Administration Counselors AP/Honor Teachers</p> <p>Administration Teachers Substitute Teachers</p> <p>Administration Teachers</p>	<p>\$1,000 - \$4,000 - \$3,000 - \$1,200 -(copies) \$2,000-</p> <p>\$0</p> <p>\$0</p> <p>\$0</p> <p>\$0</p> <p>\$0</p> <p>\$0</p> <p>\$0</p>	<p>EIA SCE Title I/Title I ARRA EIA LEP Title I/Title I ARRA EIA SCE</p> <p>Administration</p> <p>District FTE</p>

<ul style="list-style-type: none"> Monitoring schedule...All English Learner Schedules will be monitored by the site administration, site bilingual coordinator, and English Learner counselor 	7/2010-6/2011	Administration Counseling Bilingual Coordinator	\$0	District
<p>Improvement of Instructional Strategies: <i>Continue to support EPC by focusing on the following strategies:</i></p> <ul style="list-style-type: none"> Direct instruction...• Direct instruction... <ul style="list-style-type: none"> Provide a district coach to assist teachers with implementation of Direct Instruction Strategies. Provide Professional Development to train teachers in Direct Instruction strategies. Provide substitute teachers to enable teachers to train and implement Direct Instruction strategies. Provide instructional materials and copying supplies to implement strategies. Step Up to Writing...ELD teachers, special education and Fine Arts instructors will receive district training on the Step Up to Writing Program. <p>School administrators will provide feedback to teachers on walkthrough observations, PLC minutes, SMART Goals, student work, teacher data presentations to administration.</p> <ul style="list-style-type: none"> Library (SLIBG required)... <ul style="list-style-type: none"> Librarian Library Clerical Staff Differentiations (GATE, etc.)...AVID tutors provided for assistance with senior AVID sections. 	<p>8/2010-6/2011</p> <p>8/2010-6/2011</p> <p>8/2010-6/2011</p> <p>8/2010 - 6/2011 8/2010 -6/2011</p> <p>8/2010-6/2011</p>	<p>Administration - AP District Coach</p> <p>Administration ELD teachers SPED teachers Fine Arts teachers</p> <p>Administration</p> <p>Administration Administration</p> <p>AVID tutor Site Administration AVID Coordinator</p>	<p>See EPC #1</p> <p>See EPC #1</p> <p>\$0</p> <p>52,394.00 9,000.00</p> <p>2 AVID Tutors \$7,000 \$7,000</p>	<p>See EPC #1</p> <p>See EPC #1</p> <p>SFSF SFSF</p> <p>EIA SCE EIA LEP</p>
<p>Extended Learning Time: S.A.F.E. After-School Program Before/after, Saturday school intervention classes:</p> <ul style="list-style-type: none"> Saturday school programs will be run through our central office for students who need additional intervention time for CAHSEE tutoring. <p>6th period assignments for English/Language Arts</p> <ul style="list-style-type: none"> Extra Duty Teacher Salaries <p>* STRS - Certificated * Medicare - Certificated * Unemployment - Certificated * Worker's Comp - Certificated * Health & Welfare - Certificated * OPEB Allocated - Certificated * OPEB Active - Certificated</p>	<p>8/2010-5/2011</p> <p>8/2010 - 6/2011</p> <p>8/2010 - 6/2011 8/2010 - 6/2011 8/2010 -6/2010 8/2010 - 6/2011 8/2010 - 6/2011 8/2010 - 6/2011 8/2010 - 6/2011</p>	<p>Administration</p> <p>Administration Teachers Administration Administration Administration Administration Administration</p>	<p>Teacher coverage</p> <p>\$4,000.00</p> <p>\$6,543.00 \$764.00 \$379.00 \$801.00 \$9,100.00 \$81.00 \$189.00</p>	<p>District</p> <p>SFSF</p> <p>SFSF SFSF SFSF SFSF SFSF SFSF</p>
<p>EPC 3.0 & 4.0 - Professional Development: 3.1: District provided Principal Leadership Training for English Language Arts(List date completed or scheduled) 4.1: Fully credentialed teachers in English/Language Arts(per HR) 4.2: District provides teachers professional development in:</p> <ul style="list-style-type: none"> AB 430 (Administration)...All school administration will be trained in the AB 430 modules. Currently 3 out of the 4 administrators have the training <p>The English Language Arts department is currently trained on the SB 472 program. Special Education Teachers teaching Holt or McDougal-Littel will be trained on CORE curriculum.</p> <ul style="list-style-type: none"> SB472 (Teachers)...All English teachers will receive training in SB 472 by the central office. Substitutes will need to be provided. 	<p>Dates trained Administration 2009</p> <p>Dates trained Teachers 2009</p> <p>7/2010-6/2011</p> <p>8/2010 - 6/2011</p> <p>8/2010-6/2011</p>	<p>Administration Need training: 1</p> <p>Teachers Need training: 0</p> <p>Administration - Pinney</p> <p>Teachers</p> <p>Teachers</p> <p>English Teachers</p>	<p>\$0</p> <p>\$0</p> <p>\$0</p> <p>\$0</p>	<p>District</p> <p>District</p> <p>District - Professional Development</p> <p>District</p>
<p>EPC 5.0 - Student Achievement Monitoring System:</p>				

<p>5.1: District electronic monitoring system</p> <ul style="list-style-type: none"> Data Director...All core teachers, counselors, and administrators will have access to data director. <p>Continue to implement curriculum embedded assessments and purchase scantrons for these formative assessments and paper.</p> <p>Design and implement a structure for RTI. The school will have an RTI system that supports students in the least restrictive way in their academic success. The structure will be fluid and flexible so that students can move within it as they meet with success.</p> <p>Edline Contract - this allows teachers to communicate with parents and students regarding assignments, attendance and grades.</p> <ul style="list-style-type: none"> Monitoring...All core teachers, counselors, and administrators will have access to Data Director in order to monitor student progress. 	<p>7/2010-6/2011</p> <p>7/2010-6/2011</p> <p>7/2010-6/2011</p> <p>8/2010-6/2011</p> <p>7/2010-6/2011</p>	<p>Administration Teachers Counselors</p> <p>Administration Teachers</p> <p>Administration Leadership Team</p> <p>Administration</p> <p>School administration Teachers Counselor</p>	<p>\$0</p> <p>\$2,000 - scantrons, \$250- scanner cartridges Copy Toner - \$2,000</p> <p>Scanner-\$500 \$700</p> <p>\$4,000 -</p> <p>\$0</p>	<p>District</p> <p>Discretionary</p> <p>EIA LEP</p> <p>EIA SCE</p> <p>Lottery Title I/Title I ARRA</p> <p>Discretionary</p> <p>Title I/Title I ARRA</p> <p>District</p>
<p>EPC 6.0 - Ongoing Instructional Assistance and Support</p> <p>6.1: Instructional assistance and support for English/language arts adoptions provided through District/school coaches/content experts</p> <ul style="list-style-type: none"> Coaches (as available)...District coaches and site administrators will assist with the implementation of Direct Instruction strategies and curriculum implementation of core materials. This training will be provided to core teachers as well as teachers who teach English Learners and special education students. <p>* Student Study Team</p> <p>* Funding for Xerox Machine</p> <p>* Extra Duty Pupil Support</p> <p>* PERS Contributions - Clsfd</p> <p>* PERS Employee Contributions - Clsfd</p> <p>* OASDI - Classified</p> <p>* Medicare - Classified</p> <p>* Unemployment - Classified</p> <p>* Workers Comp - Classified</p>	<p>8/2010-6/2011</p> <p>8/2010-6/2011</p> <p>8/2010-6/2011</p> <p>8/2010-6/2011</p> <p>8/2010 - 6/2011</p> <p>8/2010 - 6/2011</p> <p>8/2010 - 6/2011</p> <p>8/2010 - 6/2011</p> <p>8/2010 - 6/2011</p> <p>8/2010 - 6/2011</p>	<p>School administration Teachers District Coaches</p> <p>Administration Teacher Leaders Administration</p> <p>Administration Teachers</p> <p>Administration</p> <p>Administration</p> <p>Administration</p> <p>Administration</p> <p>Administration</p> <p>Administration</p>	<p>Sub costs - See EPC #1</p> <p>Sub costs</p> <p>\$6,000 - \$4,000 - \$305.00</p> <p>\$500.00</p> <p>\$500.00</p> <p>\$500.00</p> <p>\$175.00</p> <p>\$100.00</p> <p>\$175.00</p>	<p>District</p> <p>EIA SCE EIA LEP SFSF</p> <p>SFSF</p> <p>SFSF</p> <p>SFSF</p> <p>SFSF</p> <p>SFSF</p> <p>SFSF</p>
<p>EPC 7.0 - Monthly Collaboration by Grade Level/Department Teachers:</p> <p>7.1: District by HTA contract provides 2 hours per month for meetings (Describe site use of contracted meetings and other opportunities for collaboration including subs for during the school day)</p> <ul style="list-style-type: none"> Collaboration before/after school...16 collaboration days will be provided to teachers as allocated by the Hemet Unified School District. <p>* OPEB Allocated - Clsd</p> <p>* PERS Reduction - Classified</p> <ul style="list-style-type: none"> Collaboration during school...The master schedule will be created to try and align prep periods with common core teachers so that they can collaborate on student performance, lesson plan implementation tied to pacing guide and benchmark results. 	<p>9/2010-6/2011</p> <p>8/2010 - 6/2011</p> <p>8/2010 - 6/2011</p> <p>8/2010-6/2011</p>	<p>Teachers School administration</p> <p>Administration Administration</p> <p>Administration Teachers</p>	<p>\$0</p> <p>\$30.00</p> <p>\$300.00</p> <p>\$0</p>	<p>District</p> <p>SFSF</p> <p>SFSF</p> <p>District</p>
<p>EPC 8.0 - Lesson Pacing Schedule:</p> <p>8.1: District has provided pacing guides/schedules for each grade level in English/language arts programs to ensure what is taught and in what sequence</p> <p>8.1: (9-12) SBE adopted reading intervention programs for all intensive and universal access used with core for strategic students in ELA (Describe how your site implements and monitors the pacing guide/schedule)</p>				

<ul style="list-style-type: none"> Pacing guide implementation... * Lesson pacing schedule will be aligned to the district pacing guide and the state blue prints for the designated grade level. Essential standards will be emphasized by the school administration at the beginning of school year and will be tied to all teacher evaluations. School administration will provide teachers feedback on their lesson plans through informal walkthrough observations and through comments based on their PLC minutes and SMART goals submitted. <p>* During PLC release time teachers will collaborate on lesson planning, strategies, standard implementation and common assessments.</p> <p>* Pacing will be monitored in several ways. One, through school administration walkthroughs. Teachers will be given feedback on informal walkthroughs through google docs. Next, benchmark and diagnostic results as well as collaboration meeting notes. Finally, teachers will use collaboration time to analyze data from benchmarks, diagnostic and informal assessments as well as student progress.</p> <ul style="list-style-type: none"> Pacing guide monitoring... Pacing guide monitoring will take place in three ways: through school administration walk throughs, benchmark results, and teacher collaboration time. Teachers will be given feedback on informal walkthroughs by the school administration. Teachers will collaborate on information from benchmark results, student grades, and program implementation. 	<p>8/2010-6/2011</p> <p>9/2010-6/2011</p> <p>8/2010-6/2011</p> <p>8/2010-6/2011</p>	<p>Site Pacing Guide</p> <p>School administration</p> <p>Teachers</p> <p>Administration Teachers</p> <p>Administration</p> <p>School administration Teachers Department leaders</p>	<p>\$0</p> <p>\$300 - Assessments</p> <p>Collaboration Time \$0</p> <p>\$0</p>	<p>District</p> <p>District</p> <p>District</p>
<p>Involvement of Staff, Parents and Community: Title I annual parent meeting (required)</p> <ul style="list-style-type: none"> Schedule... All parents will have access to Edline in order to help with communication of their student's academic progress and attendance. Parents will be able to also acquire homework information and important dates as well as other pertinent school information. <p>EZ Grade Pro renewal</p> <p>Parent Institute Information. Parents can access daily tips, advice and strategies in working with adolescents from our site's website. This is a link that the site pays for.</p> <p>Parents will be able to access an E-newsletter off of the school's website created by principal.</p> <p>ELAC meetings, Open House, Back to School Night, Registration.</p> <p>Describe how each of the following are distributed and used at your site</p> <ul style="list-style-type: none"> Parent Compact The Parent Compact is distributed each year in our school's registration packet. Copies of these materials are created over the summer. We will also scan this information and post it on our parent section of the school website. The parent compact will be discussed at Back to School Night, PTA meetings and school site council meetings in September so that the parents are fully aware of the contents of the compact and so that they can provide input of further refinement of the document. Site Parent Involvement Policy The Site Parent Involvement Policy is distributed each year in our school's registration packet. Copies of these materials are created over the summer. We will scan this information and post under our parent section of the school's website. Keys for Successful Partnerships Is distributed each year in our school's registration packet. Copies of these materials are created over the summer. We will scan this 	<p>8/2010-6/2011</p> <p>8/2010-6/2011</p> <p>8/2010-6/2011</p> <p>8/2010-6/2011</p> <p>8/2010-6/2011</p> <p>8/2010-6/2011</p> <p>8/2010-6/2011</p> <p>8/2010-6/2011</p>	<p>Site Administration Teachers</p> <p>Site Administration teachers Site Administration</p> <p>Site Administration</p> <p>Site Administration Teachers</p> <p>Site Administration Secretaries Clerks</p> <p>Site Administration Clerks Secretaries</p> <p>Site administration</p>	<p>See EPC #5</p> <p>\$15</p> <p>\$200</p> <p>\$0</p> <p>\$100 - copies, materials</p> <p>\$1000 is part of overall registration packet.</p> <p>\$1,000 is part of overall registration packet.</p> <p>\$1,000 is part of overall registration packet.</p>	<p></p> <p>Discretionary</p> <p>Title 1/Title I ARRA</p> <p>District</p> <p>Title 1/Title I ARRA</p> <p>Discretionary</p> <p>Discretionary</p> <p>Discretionary</p>

<p>information and post under our parent section of the school's website.</p> <ul style="list-style-type: none"> Parent, student, staff surveys The school surveys for WASC are distributed each year in our school's registration packet. Copies of these materials are created over the summer. We will scan this information and post the results under our WASC section of the school's website. Scan trons are needed for WASC survey and copies of the questions. Printer toner will also be needed for this to take place <p>Support transition meetings scheduled by the district for:</p> <ul style="list-style-type: none"> Preschool-Kindergarten 5th - 6th grade 8th - 9th grade <p>Family Nights (English/language arts, ELD, etc)</p> <ul style="list-style-type: none"> ELAC Meetings are scheduled 6 times throughout the year. Money is needed for copies of pertinent information and presentations. <p>Back to School Night information will be shared with all parents that attend. Copies of pertinent information will be given to parents.</p> <p>Open House information will be shared with all parents that attend. Copies of pertinent information will be given to parents.</p>	<p>7/2010-6/2011</p> <p>8/2010-6/2011</p> <p>9/2010</p> <p>3/2011</p>	<p>Site administration secretaries clerks</p> <p>Bilingual coordinator</p> <p>Administration Teachers</p> <p>Administration Teacher</p>	<p>\$1,000 is part of overall registration packet.</p> <p>\$100</p> <p>\$100 copies</p> <p>\$100 copies</p>	<p>Discretionary</p> <p>EIA</p> <p>Site Discretionary</p> <p>Site Discretionary</p>
<p>Monitoring program implementation and results:</p> <ul style="list-style-type: none"> Data Director...All core staff will have passwords to access benchmark related information, students CELDT, CAHSEE, and CST results. District benchmarks...All district benchmark information will be accessible to core teachers, counselors and school administration through Data Director. <p>Benchmark information will be reviewed during district provided staff development time.</p> <ul style="list-style-type: none"> Core curriculum-embedded assessments... Core curriculum embedded assessments will be implemented throughout the school year. These will be formative assessments that the teachers will be encouraged to implement frequently. Copies, printer toner and scantrons will be needed for this. CST/CAHSEE...All staff will be emailed student CST/CAHSEE results. This information will also be posted on school data walls in library and staff lounge. This information will also be provided at staff meetings and will be reviewed during collaboarton time. Monitor implementation of SPSA...The single school plan will be monitored constantly based on the individual data collected throughout the school year. This information will be shared at all school site council meetings. Principal Summit...The principal summit will be given two times during the academic school year. once during the Fall and once during the Spring semester. Copies and supplies will be needed to create packets for the district cabinet. This information will also be shared at site staff meetings. 	<p>8/2010-6/2011</p> <p>8/2010-6/2011</p> <p>8/2010-6/2011</p> <p>Administration Teacher</p> <p>8/2010-6/2011</p> <p>8/2010-6/2011</p> <p>8/2010-6/2011</p> <p>10/2010-3/2011</p>	<p>Site administration Teachers</p> <p>Administration Teachers Counselors</p> <p>Administration Counselors Teachers</p> <p>Toner Scantrons</p> <p>School administration Counselors Teachers</p> <p>Administration Counseling</p> <p>School Administration</p>	<p>\$0</p> <p>\$0</p> <p>\$0</p> <p>\$3,500 -</p> <p>\$0</p> <p>\$0</p> <p>\$0</p>	<p>District</p> <p>District</p> <p>District</p> <p>EIA-SCE</p> <p>District</p> <p>District</p> <p>District</p>

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the California English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, students with disabilities, and homeless. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal #2 for Improving Student Achievement in Mathematics:
 All students will meet or exceed the current AMOs for mathematics as measured by the CST in mathematics

Student groups and grade levels participating in this goal:
 All students K-12th grade including English learners, gifted and talented education, homeless and students with disabilities

Performance gains expected for these students:
 All students scoring below the proficient level on the CST in mathematics will improve by at least one performance level

Means of evaluating progress toward this goal:
 District benchmarks and site curriculum-embedded assessments

Group data needed to measure academic gains:
 California Standards Test in mathematics, CAHSEE, CMA, and CAPA (as determined by IEP)

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
<p>EPC 1.0 - Instructional Program: 1.3: K-8 SBE adopted core Mathematics program with materials for every student used daily and appropriately 1.3: 9-12 SBE adopted Mathematics textbooks in all classroom for all students enrolled in mathematics intervention and Algebra I</p> <ul style="list-style-type: none"> • Core materials...All mathematics classrooms will implement adopted mathematics curriculum including classrooms containing special education (RSP) and English learners. Teachers will receive assistance in the implementation of these materials through a district coach and site administration. • Intervention materials...Students needing assistance with core content will get exposure to intended curriculum along with ancillary materials to assist "at-risk" students. Students needing assistance with CAHSEE preparation will be exposed to the Measuring Up curriculum. • Monitoring schedule...Counselors will monitor student schedules to ensure that they are appropriately placed in their classes. 	<p>8/2010-6/2011</p> <p>8/2010-6/2011</p> <p>8/2010-6/2011</p> <p>8/2010-6/2011</p> <p>8/2010-6/2011</p> <p>8/2010-6/2011</p>	<p>Administration Mathematics Department Chair</p> <p>Administration District Math Coach math Department Chair</p> <p>mathematics teacher- Ancillary materials to core content</p> <p>Mathematics Teachers, CAHSEE prep Teachers, Strategies for Success Teachers</p> <p>Mathematic Teacher Special Education Teacher</p> <p>Curriculum Teachers</p>	<p>\$0</p> <p>\$0</p> <p>\$0</p> <p>\$0</p> <p>\$0</p> <p>\$0</p>	<p>District</p> <p>District</p> <p>District</p> <p>District</p> <p>District</p> <p>District</p>
<p>EPC 2.0 - Instructional Time K-8: Student Access to Standards Aligned Core 9-12: 2.2: (9-12) Master schedule and pacing guides reflect effective Algebra and math instructional time for intensive and strategic learners with extended periods 2.3: Daily, uninterrupted instructional time for Mathematics K 30 mins, 1-6 60 mins, 7-8 60 mins 2.4: Daily additional instructional time provided for Mathematics students needing interventions K-6 15</p>				

<p><i>mins, 7-8 30 mins</i></p> <ul style="list-style-type: none"> Class/master schedule...The mathematics pacing guides and master schedule reflect instructional time sufficient to provide all students appropriate access to the necessary mathematics courses and instruction needed to master Algebra I and the skills tested on the CAHSEE. Additional intervention time...Students in the RSP Program and English Learners program will receive a Strategies for Success class that will reinforce concepts covered in their core mathematics class. Monitoring schedule...Site administration along with counseling will track and monitor student progress in the core areas through EDLINE and SASI progress reports. Students' benchmark results will also be monitored through Data Director System. 	<p>8/2010-6/2011</p> <p>8/2010-6/2011</p> <p>8/2010-6/2011</p>	<p>Administration Counselors Mathematics teachers</p> <p>Administration Counseling Teacher</p> <p>RSP period as part of the grades 9-11 RSP teachers assignment.</p> <p>Administration Counseling</p> <p>EDLINE</p> <p>EDLINE Coordinator</p> <p>Data Director</p>	<p>\$0</p> <p>\$0</p> <p>\$3,900 \$1,500 \$0</p>	<p>District</p> <p>District Special Education</p> <p>Title 1/Title I ARRA Site Discretionary</p> <p>District</p>
<p>Improvement of Instructional Strategies: <i>Continue to support EPC by focusing on the following strategies:</i></p> <ul style="list-style-type: none"> Direct instruction...Direct Interactive Instruction will continue to be a focus for the 2010-2011 school year. All staff development time will be utilized to assist teachers with the implementation of this instructional delivery approach. <p>Teachers will receive assistance from site administrative coach with the implementation of Direct Instruction</p> <p>Site administration will provide feedback to teachers through informal walk through observations and formal observations.</p> <ul style="list-style-type: none"> Step Up to Writing...Math teachers will be trained in using Step-Up to Writing for Mathematics. Library... Differentiation...English Learner teachers, special education teachers, and regular core teachers will be taught direct interactive instruction activities for the 2010-2011 school year. GLAD... 	<p>8/2010-6/2011</p> <p>8/2010-6/2011</p> <p>8/2010-6/2011</p> <p>8/2010-6/2011</p> <p>8/2010-6/2011</p>	<p>Site Administration Staff Development</p> <p>Substitute Teachers - Covered by site administration and counseling. 8/2010-6/2011 Administrative salary</p> <p>District Coaches</p> <p>8/2010-6/2011 Administrative coach</p>	<p>\$0</p> <p>\$0</p> <p>\$0</p> <p>Substitutes to cover classes</p> <p>\$0</p>	<p>District</p> <p>District</p> <p>District</p> <p>Administration District Coaches</p> <p>District</p>
<p>Extended Learning Time: S.A.F.E. After-School Program Before/after, Saturday school intervention classes: 6th period assignments for mathematics:</p>				
<p>EPC 3.0 & 4.0 - Professional Development: 3.1: District provided Principal Leadership Training for Mathematics(List date completed or scheduled) 4.1: Fully credentialed teachers in Mathematics (per HR) 4.2: District provides teachers professional development in:</p> <ul style="list-style-type: none"> AB 430 (Administration)...One site administrator will obtain the necessary AB 430 training. <p>All mathematics teachers have received the necessary training to properly implement the intended curriculum with the new mathematics adoptions.</p> <ul style="list-style-type: none"> SB 472 (Teachers)...All mathematics 	<p>Dates trained Administration 2009</p> <p>Dates trained Teachers 2009</p> <p>Administration-Pinney</p> <p>8/2010-6/2011</p> <p>8/2010-6/2011</p>	<p>Administration Need training: 1 Teachers Need training: 0</p> <p>AB 430 training</p> <p>District Professional Development Curriculum Implementation Training</p> <p>District Professional Development</p>	<p>\$0</p> <p>\$0</p> <p>\$0</p>	<p>District</p> <p>District</p> <p>District</p>

teachers have received the necessary training for SB 472.		SB 472 Substitutes		
EPC 5.0 - Student Achievement Monitoring System 5.1: <i>District electronic monitoring system:</i> <ul style="list-style-type: none"> Data Director...All mathematics teachers will have access to Data Director. Through this system teachers will be able to identify their students and see what their past academic performance has been on both state and district assessments. They will also be able to identify their current course schedule. Monitoring...Mathematics teachers will be able to monitor their students' performance on benchmark assessments through the Data Director online software. Teachers will be able to track how students are progressing towards key essential standards. 	8/2010-6/2011	Administration Teachers Software	\$0	District
	8/2010-6/2011	Mathematics Teachers Administration	\$0	District
		Data Director Software	\$0	District
EPC 6.0 - Ongoing Instructional Assistance and Support 6.1: <i>Instructional assistance and support for Mathematics adoptions provided through District/school coaches/content experts</i> <ul style="list-style-type: none"> Coaches (as available) If a district mathematics coach is available, the school site will utilize him/her as outlined in the professional development plan to reinforce site expectations of direct interactive instruction and proper curricular implementation of mathematics adoption. 	8/2010-6/2011	District Math Coach Site Administration math Department Chair Mathematics Teacher Substitute Teacher Coverage	\$0 - Class coverage will be done by counseling and administrative team members.	District
EPC 7.0 - Monthly Collaboration by Grade Level/Department Teachers: 7.1: <i>District by HTA contract provides 2 hours per month for meetings</i> (Describe site use of contracted meetings and other opportunities for collaboration including subs for during the school day) <ul style="list-style-type: none"> Collaboration before/after school...16 late start days in the morning will be utilized throughout the year to allow teachers time to collaborate before school. Teachers will be able to implement professional learning community practices on the essential standards and best teaching practices. Collaboration during school...Collaboration during school time will be addressed through creative master scheduling and 16 late start days provided by the district. The goal will be that core teachers in the 9th grade will have common preparation times for this to occur. 	9/2010-5/2011	Administration Teachers Collaboration Time	\$0 \$0	District District
	9/2010-5/2011	Administration Teachers Counselors	\$0	District
		Collaboration Time on SMART GOALS	\$0	District
EPC 8.0 - Lesson Pacing Schedule: 8.1: <i>District has provided pacing guides/schedules for each grade level in Mathematics programs to ensure what is taught and in what sequence</i> 8.2: <i>(9-12) Intervention programs for all students in Algebra 1 and math for intensive and strategic students</i> (Describe how your site implements and monitors the pacing guides/schedules) <ul style="list-style-type: none"> Pacing guide implementation...The implementation of the pacing guide will be monitored by teachers, department leaders, and site administration through both formal and informal observations. Pacing guide monitoring...Pacing guide implementation will also be monitored by site team through the collaboration time and common prep periods. 	8/2010-6/2011	Teachers Site administration Pacing Implementation	\$0	District
	8/2010-6/2011	Site Administration Counseling Mathematics Teachers Monitoring of curriculum implementation	\$0	District
Involvement of Staff, Parents and Community: Title I annual parent meeting (required)				

<p>Schedule...Every year the Title 1 annual parent meeting is held on the same night as our Back to School Night. The meeting takes place prior to the actual Back to School Night so that the school can maximize parent participation in order to get further input from parents on school policies, procedures, and involvement in the intervention programs for our students.</p>	<p>9/2010</p>	<p>Site Administration Teachers Counselors</p>	<p>\$0</p>	<p>District</p>
<p>Describe how each of the following distributed and used at your site:</p>	<p>Site Administration Secretarial Staff Counselors</p>	<p>Copies</p>	<p>\$1,000 is the cost for the entire registration packet</p>	<p>Lottery</p>
<ul style="list-style-type: none"> • Parent Compact...The district parent compact is distributed each year during the registration process over the summer. • Site Parent Involvement Policy...The Site Parent Involvement Policy is distributed each year in our school's registration packet. Copies of these materials are created over the summer. We will scan this information and post under our parent section of the school's website. 	<p>8/2010-6/2011</p>	<p>Site Administration Secretarial Staff Counselors</p>	<p>\$1,000 is the cost for the entire registration packet</p>	<p>Discretionary</p>
<ul style="list-style-type: none"> • Keys for Successful Partnerships... Partnerships are encouraged through school newsletters, community service projects with Kiwanis, Rotary, United Way, and other service organizations through the Link Crew program, AVID, and principal's participation. Tinsel Triathlon and United Cancer Society Walk. 	<p>8/2010-6/2011</p>	<p>Community Projects - Administration Link Crew Coordinator AVID Coordinator</p>	<p>\$0</p>	<p>District</p>
<p>Transition Partnership Program allows special education students to job shadow community members in the workforce.</p>	<p>11/2010 4/2011 8/2010-6/2011</p>	<p>Administrsation Community Projects RSP Teaching Assignment</p>	<p>\$0 \$0</p>	<p>District District</p>
<ul style="list-style-type: none"> • Parent, student, staff surveys...Parent surveys are conducted each year through registration. Student and staff surveys are conducted throughout the year electronically through the principal's Survey Monkey account. 	<p>Administration Secretarial staff</p>	<p>WASC Surveys</p>	<p>\$1,000 part of overall registration packet</p>	<p>Lottery</p>
<p>Support transition meetings scheduled by the district for</p>				
<ul style="list-style-type: none"> • Preschool-Kindergarten... 				
<ul style="list-style-type: none"> • 5th - 6th grade... 				
<ul style="list-style-type: none"> • 8th - 9th grade...Transition meetings are conducted by counselors at eighth grade registration. Students from feeder middle schools visit West Valley's campus for this to be completed. 	<p>Administration Counseling</p>	<p>Transportation</p>	<p>\$0</p>	<p>District</p>
<p>Site representative visits middle schools to assist with transition IEP's in the Spring.</p>	<p>Site Administrator</p>	<p>Representative</p>	<p>\$0</p>	<p>District</p>
<p>Family Nights (math/science)</p>	<p>Mathematics Teachers</p>	<p>Back To School Night and Open House attendance of teachers.</p>	<p>\$0</p>	<p>District</p>
<ul style="list-style-type: none"> • Back to school Night and Open House Night allow parents to learn more about the mathematics curriculum 				
<p>Monitoring program implementation and results:</p>	<p>Site administration Teachers Counselors</p>	<p>Data Director online software</p>	<p>\$0</p>	<p>District</p>
<ul style="list-style-type: none"> • Data Director...Data Director online software will be utilized to monitor student progress of both standardized and local assessments. Teachers will be given passwords (English Teachers, Counselors, Administrators, Special Education, AVID Coordinator, Bilingual Coordinator, Mathematics teachers). 	<p>8/2010-6/2011</p>	<p>Mathematics Teachers English Teacher Assistant Principal</p>	<p>\$0 \$3,500</p>	<p>District Discretionary</p>
	<p>8/2010-6/2011</p>	<p>Data Director online software Scan sheets Site administration</p>	<p>Paper supplies, copier</p>	<p>EIA-SCE</p>

<ul style="list-style-type: none"> Core curriculum-embedded assessments... Informal formative assessments are encouraged to take place weekly so that teachers can both monitor and provide feedback on individual student achievement. These assessments will not be uploaded to Data Director online software. 		Core Teachers	toner - \$1000	
<ul style="list-style-type: none"> CST/CAHSEE...Administration and teachers will review CST/CAHSEE results on Data Director throughout the year to assist students in areas that need to be improved on so that students are proficient in garde level areas. School will work with the OARS and INSPECT test bank items available to the school through a grant that Key Data Systems acquired. Formative assessments aligned to the CST blueprints will be regularly administered. 	Site administration Teachers Counselors	Data Director online software	\$0	District
	Teachers Administration	INSPECT OARS	\$0	District
<ul style="list-style-type: none"> Monitor implementation of SPSA...Regular school site council meetings are held to inform community stakeholders of school wide focus and results. 	8/2010-6/2011	Administration Teachers Community members	Paper materials - copies \$250	Discretionary
<ul style="list-style-type: none"> Principal Summit...Principal Summit will be conducted two times during the year to update district cabinet of school wide focus and strategies to improve student achievement. 	Principal	Presentation	\$0	District

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Sample statement: The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, students with exceptional needs, and homeless. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

GOAL #3 Safe and Drug Free Schools & Community (SDFSC) for Improved Student Achievement in Core Curricular Subjects:
 All students will meet or exceed the current AMO in English/Language Arts and Mathematics measured by CST in E/LA and Mathematics

Student groups and grade levels participating in this goal:
 All students K-12th grade including English learners, gifted and talented education, homeless, and students with disabilities

Means of evaluating progress toward this goal:
 STAR, district benchmarks, site curriculum-embedded assessments and California Healthy Kids Survey data

* This goal is aligned to LEA Plan Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning

Description of Specific "Scientifically Research Based" Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Implementors/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Instruction/Materials/Strategies based on <u>California Healthy Kids Survey</u> results and science-based curricula or strategies: Elementary <input type="checkbox"/> Health and Fitness - Harcourt School Publishers (K-5)</p> <p><input type="checkbox"/> Peacebuilders (K-5)</p> <p><input type="checkbox"/> Second Step (K-8)</p> <p><input type="checkbox"/> Youth Development/Asset Development (i.e., Kids Club)</p>				<p><i>District-based training</i></p>

<p><input type="checkbox"/> Extra curricular activities that serve as focal point for prevention education or as culmination or kick-off for ongoing campaign (i.e., Red Ribbon Week, Great American Smokeout, Violence Prevention Week, etc.)</p>				
<p>Middle School</p> <p><input type="checkbox"/> Decisions for Health – HOLT (6-8)</p> <p><input type="checkbox"/> Life Skills Training curriculum (6-8)</p> <p><input type="checkbox"/> Second Step (6-8)</p> <p><input type="checkbox"/> Law enforcement personnel on campus</p> <p><input type="checkbox"/> Insight Class (alternative-to-suspension program provided by site counselors) (6-8)</p> <p><input type="checkbox"/> Unity Forum Workshop (6-8)</p> <p><input type="checkbox"/> Violence Intervention Support Group (alternative-to-suspension program provided by site counselors) (6-8)</p>				

<p><input type="checkbox"/> Youth Development/Asset Development/Peer Leadership (i.e., Club Live, etc.)</p> <p><input type="checkbox"/> Extra curricular activities that serve as focal point for prevention education or as culmination or kick-off for ongoing campaign (i.e., Red Ribbon Week, Great American Smokeout, Violence Prevention Week, etc.)</p>				
<p>High School</p> <p><input checked="" type="checkbox"/> Project Towards No Drug Abuse (9)</p> <p><input checked="" type="checkbox"/> Personal/Social Skills: The Missing Link in Prevention Curricula (9)</p> <p><input checked="" type="checkbox"/> Minnesota Smoking Prevention Program (9)</p> <p><input checked="" type="checkbox"/> Tobacco Cessation Classes</p> <p><input checked="" type="checkbox"/> Smokeless Saturday School</p>	<p>Implemented in the school's behavioral health curriculum.</p> <p>Implemented in the school's behavioral health curriculum.</p> <p>Implemented in the school's behavioral health curriculum.</p> <p>Tuesday & Thursdays every third week of the month. The classes are offered on our campus</p> <p>Implemented once a</p>	<p>Behavior Health Instructor</p> <p>Behavioral Health Instructor</p> <p>Behavioral Health Instructor, curriculum</p> <p>TUPE coordinator Teacher</p> <p>Teacher coverage.</p>	<p>\$0</p> <p>\$0</p> <p>\$0</p> <p>\$0</p> <p>\$0</p>	<p>District FTE</p> <p>District FTE Funding</p> <p>District</p> <p>District TUPE</p> <p>District TUPE</p>

		month on a Saturday by a TUPE coordinator.	Materials		
[X]	Unity Forum/Hate Crime Prevention Workshop (9-12)	Unity Forum training is held twice a year and students participate in activities that prevent students from being involved in self destructive behavior and to support a positive school culture.	Administration Teacher Counselor	Substitute Teacher Coverage - \$400 Materials (copies, markers, supplies) - \$400	SDFS
[X]	Violence Intervention Support Group (alternative-to-suspension program provided by site counselors) (9-12)	Implemented by each counselor after a conflict has or is about to occur. On campus suspension is sometimes given to students who may have been involved in a verbal confrontation with another student. Students may also be referred to the peer mediators.	Counselor	\$0	District FTE
[X]	Youth Development/Asset Development/Peer Leadership (i.e., Friday Night Live clubs, SADD clubs, etc.)	Peer mediation is implemented in our student leadership class. Students are trained on strategies with conflict management and are occasionally involved in counseling some of our students whom are having a potential conflict.	Counselors Leadership Teacher	\$0	District
[X]	Law enforcement personnel on campus (912)	School Resource Officer on campus to counsel and legally follow up on matters where a penal code matter has been violated.	School Resource Officer	\$0	City District

<p>[] Insight Class (alternative-to-suspension program provided by site counselors) (9-12)</p> <p>[X] Extra curricular activities that serve as focal point for prevention education or as culmination or kick-off for ongoing campaign (i.e., Red Ribbon Week, Great American Smokeout, Violence Prevention Week, etc.)</p>	<p>Red Ribbon Week</p> <p>Yellow Ribbon Week</p> <p>Great American Smokeout curriculum is covered in the behavioral health classes.</p>	<p>Behavioral Health teacher, Counselors</p> <p>Behavioral Health Teacher, Counselors</p> <p>Behavioral Health Teachers Administration Counseling</p>	<p>\$700 - Red Ribbon activities</p> <p>\$ 632 - Supplies</p> <p>\$300 - Supplies</p>	<p>SDFS</p> <p>SDFS</p> <p>SDFS</p>
<p>Involvement of staff, parents and community: (including interpretation of student assessment results to parents). Public reporting of California Healthy Kids Survey data. Parent and community involvement in program planning. School Site Council</p> <p>WASC Survey Results</p> <p>ELAC Committee</p> <p>Public reporting of California Healthy Kids Survey data. Promotion of Developmental Asset Approach. Teachers are made aware of the report as well as the parents and community members through school site council. Students are made aware also through behavioral health class teacher. The Healthy Kids results are also on the district website. A new leadership class that promotes the developmental asset approach was recently passed by the curriculum council and will be implemented this year.</p>	<p>Principal Teachers Assitant Principal Clerks Secretaries Administration</p> <p>Principal Bilingual Coordinator</p> <p>Administration</p>	<p>Copies</p> <p>Copies-Print Shop</p> <p>Copies, Office Supplies</p> <p>Copies</p>	<p>\$100</p> <p>\$1000 (total cost for registration packet which includes WASC survey). \$100</p> <p>\$500</p>	<p>Discretionary</p> <p>Discretionary</p> <p>EIA</p> <p>SDFS</p>
<p>Auxiliary services (for parents and students): Site Specific Events and Activities. Link crew barbecue Tail gate party for freshmen Freshmen orientation</p> <p>Tardy Sweeps</p> <p>Campus Patrols</p>	<p>21st. Century Coordinator Link Crew Coordinator ASB Director Administration Counselors Teachers Security Secretaries Campus Supervisors, Night Security Patrol, School Resource Officer</p>	<p>Barbecue Supplies</p> <p>Processing paperwork for detentions, detention slips</p> <p>Labor</p>	<p>\$750</p> <p>\$350</p> <p>\$0</p>	<p>ASB</p> <p>Discretionary</p> <p>District</p>

Clean campus	Campus Supervisors	Custodial Labor	\$0	District
Intervention counseling groups	Counselors	Supplies Counselor	\$0	General Fund District
Monitoring program implementation and results: California Healthy Kids Survey. Curriculum assessments. The California Healthy kids survey is done every other year in randomly assigned 9th and 11th grade classrooms. Behavioral health classes regularly assess and survey students on drug abuse, alcohol, tobacco related issues.	Administration Teachers Selected	Copies of materials	\$0	West Ed District
	Behavioral Health Teacher	Copies of materials	\$250	District

SECTION SIX: ADDITIONAL COMPLIANCE ITEMS

BUDGET PAGES

for

West Valley High School 2010- 2011

West Valley High School 2010- 2011

Plan Year: 2010-2011

**School Budget
Block Grants**

Total Allocations \$ \$ \$ \$

Object Code	Category/Description	SLIBG				
4210	Library Books	\$	\$	\$	\$	\$
4300	Intervention Materials & Supplies	\$	\$	\$	\$	\$
4305	Refreshments for Parent mtgs/Student Snacks	\$	\$	\$1,000	\$	\$
4310	Technology Supplies	\$	\$	\$	\$	\$
4400	Noncapitalized Equip under \$5000.00	\$	\$	\$2,000	\$	\$
4410	Noncapitalized Equip IT under \$5000.00	\$	\$	\$	\$	\$
5200	Travel & Conferences	\$	\$	\$	\$	\$
5210	Mileage	\$	\$	\$	\$	\$
5220	Out of County Travel	\$	\$	\$	\$	\$
5300	Dues & Memberships	\$	\$	\$	\$	\$
5620	Leases	\$	\$	\$	\$	\$
5640	Maintenance Contracts	\$	\$	\$	\$	\$
5711	Field Trips	\$	\$	\$	\$	\$
5725	Reprographics	\$	\$	\$	\$	\$
5800	Professional/Consulting Services	\$	\$	\$	\$	\$
5815	Consultants	\$	\$	\$	\$	\$
5845	Printing	\$	\$	\$	\$	\$
5850	Software Licensing	\$	\$	\$	\$	\$
5910	Postage	\$	\$	\$	\$	\$

Total from Materials/Supplies	\$	\$	\$	\$
Total Allotment	\$	\$	\$	\$
Should Equal "0"	\$	\$	\$	\$

West Valley High School 2010- 2011

Plan Year: 2010-2011

**School Budget
Federal Programs**

Projected Allotment \$46412 \$ \$

Object Code	Category/Description	3010 Title I		
4311 (Reserves)	10% of funds to cover any additional / unexpected personnel costs	\$	\$	\$
5807 (Title I Only)	1% Parent Involvement	\$4,244	\$	\$
1100	Teacher Salaries	\$5,000	\$	\$
1120	Teacher Extra Duty	\$	\$	\$
1121	6th Period Assignment	\$	\$	\$
1130	Teacher Substitutes	\$10,000.00	\$	\$
	Total Teacher Salaries	\$19244.00	\$	\$
3101	STRS	\$	\$	\$
3321	Medicare	\$	\$	\$
3401	H&W - for full time = \$9100	\$	\$	\$
3501	Unemployment	\$	\$	\$
3601	Workers Comp	\$	\$	\$
	Total Teacher Statutory Benefits	\$	\$	\$
	Teacher Salary Budget	\$19244.00	\$	\$
2101	Instructional Aide - Bilingual	\$	\$	\$
2130	Instructional Aides Hourly	\$	\$	\$
2468	Instructional Technician	\$	\$	\$
2211	Library/Media Technician	\$	\$	\$
	Total Classified Salaries	\$	\$	\$
3212	PERS Contributions	\$	\$	\$
3222	PERS Employer Paid	\$	\$	\$
3312	OASDI Classified	\$	\$	\$
3322	Medicare	\$	\$	\$
3402	H&W - for full time = \$7200	\$	\$	\$
3502	Unemployment	\$	\$	\$
3602	Workers Comp	\$	\$	\$

Total Classified Statutory Benefits	\$	\$	\$
Classified Salary Budget	\$	\$	\$
Total Salaries/Benefits	\$19244.00	\$	\$

West Valley High School 2010- 2011

Plan Year: 2010-2011

**School Budget (continued)
Federal Programs**

Function	Object Code	Category/Description	3010 Title I		
	4210	Library Books			
	4300	Intervention Materials & Supplies	\$7,868.00		
	4305	Refreshments for Parent Mtgs/Student Snacks			
Copies	4310	Technology Supplies	\$1,200.00		
	4400	Noncapitalized Equip under \$5000.00			
	4410	Noncapitalized Equip IT under \$5000.00			
	5200	Travel & Conferences	\$2,000.00		
	5210	Mileage	\$100.00		
	5220	Out of County Travel			
	5300	Dues & Memberships			
	5620	Leases			
Edline/Copier	5640	Maintenance Contracts	\$14,000.00		
	5711	Field Trips			
	5725	Reprographics	\$2,000.00		
	5800	Professional/Consulting Services			
AVID Tutors	5815	Consultants			
	5845	Printing			
	5850	Software Licensing			
	5910	Postage			

Total From Intervention Materials/Supplies	\$27,168.00		
Total From Employee Salaries/Benefits	\$19,244.00		
Total Allotment	\$46,412.00		
Should Equal "0"	\$0		

West Valley High School 2010- 2011

Plan Year: 2010-2011

**Personnel Page
Federal Programs Only**

Personnel Costs Should Not Exceed 60% of any Funding Source
For assistance on this page, contact Majo Allen at 765-5100 ext. 3005.

Position/Title	Funding Source	Salary Amount Only (do not include statutory benefits)	Job Description	Salary Amount with Benefits
Independent or Employee Contract				
Position/Title	Funding Source	Salary Amount Only (do not include statutory benefits)	Job Description	Salary Amount with Benefits

West Valley High School 2010- 2011

Plan Year: 2010-2011

**School Budget
State Programs**

Projected Allotment \$56600 \$9601 \$

Object Code	Category/Description	EIA 7090	EIA 7091	
4311 (Reserves)	10% of funds to cover any additional / unexpected personnel costs	\$	\$	\$
5807 (Title I Only)	1% Parent Involvement	\$	\$	\$
1100	Teacher Salaries	\$18,064.04	\$	\$
1120	Teacher Extra Duty	\$	\$	\$
1121	6th Period Assignment	\$	\$	\$
1130	Teacher Substitutes	\$4,435.96	\$5000.00	\$
	Total Teacher Salaries	\$22,500.00	\$	\$
3101	STRS	\$	\$	\$
3321	Medicare	\$	\$	\$
3401	H&W - for full time = \$9100	\$	\$	\$
3501	Unemployment	\$	\$	\$
3601	Workers Comp	\$	\$	\$
	Total Teacher Statutory Benefits	\$	\$	\$
	Teacher Salary Budget	\$	\$	\$
2101	Instructional Aide - Bilingual	\$	\$	\$
2130	Instructional Aides Hourly	\$	\$	\$
2468	Instructional Technician	\$	\$	\$
2211	Library/Media Technician	\$	\$	\$
	Total Classified Salaries	\$	\$	\$
3212	PERS Contributions	\$	\$	\$
3222	PERS Employer Paid	\$	\$	\$
3312	OASDI Classified	\$	\$	\$
3322	Medicare	\$	\$	\$
3402	H&W - for full time = \$7200	\$	\$	\$
3502	Unemployment	\$	\$	\$
3602	Workers Comp	\$	\$	\$

Total Classified Statutory Benefits	\$	\$	\$
Classified Salary Budget	\$	\$	\$
Total Salaries/Benefits	\$22,500.00	\$4,000.00	\$

West Valley High School 2010- 2011

Plan Year: 2010-2011

**School Budget (continued)
State Programs**

Function	Object Code	Category/Description	EIA 7090	EIA 7091	
	4210	Library Books			
	4300	Intervention Materials & Supplies	7,000.00		
	4305	Refreshments for Parent Mtgs/Student Snacks	400.00	101.00	
Scanner Cartridges, Toner	4310	Technology Supplies	5,700.00	500.00	
	4400	Noncapitalized Equip under \$5000.00			
	4410	Noncapitalized Equip IT under \$5000.00			
	5200	Travel & Conferences			
	5210	Mileage			
	5220	Out of County Travel			
	5300	Dues & Memberships			
	5620	Leases			
Copier/Edline	5640	Maintenance Contracts	4,000.00	3,350.00	
	5711	Field Trips			
	5725	Reprographics	3,000.00		
	5800	Professional/Consulting Services			
AVID Tutors	5815	Consultants	14,000.00		
	5845	Printing			
	5850	Software Licensing			
	5910	Postage		1,650.00	

Total From Intervention Materials/Supplies	\$34,100.00	\$5,601.00	
Total From Employee Salaries/Benefits	\$22,500.00	\$4,000.00	
Total Allotment	\$56,600.00	\$9,601.00	
Should Equal "0"	\$0	\$0	

West Valley High School 2010- 2011

Plan Year: 2010-2011

**Personnel Page
State Programs Only**

Personnel Costs Should Not Exceed 60% of any Funding Source
For assistance on this page, contact Majo Allen at 765-5100 ext. 3005.

Position/Title	Funding Source	Salary Amount Only (do not include statutory benefits)	Job Description	Salary Amount with Benefits
Independent or Employee Contract				
Position/Title	Funding Source	Salary Amount Only (do not include statutory benefits)	Job Description	Salary Amount with Benefits

UNFUNDED PROJECTS

The following "Scientifically Based Research" actions may be implemented if funding becomes available. This funding should not be used for personnel.

1-E/LA 2-MATH	Prioritize	Description of Action	Funds to be Used	Estimated Amount
1, 2		Printer cartridges for classroom printers so that teachers can update students on their progress, and print assessments.	Title 1 EIA Discretionary	\$25,000
1,2		Bilingual Coordinator one period for a teacher to serve in this role.	Title 1 EIA Discretionary	\$16000
1		Discovery United Streaming service. Video and image clips that will enhance classroom presentations in all subject areas.	Title 1 EIA Discretionary	\$2,500
1		Read 180 software to assist getting students reading comprehension up to grade level.	Title 1 EIA Discretionary	\$30,000
1,2		Small Learning Communities to assist with student achievement, parent communication and school culture.	Title 1 EIA Discretionary	

DESCRIPTION OF CENTRALIZED SERVICES

Funding Source	Direct Support from Centralized Services	Description of the Specific Services to be Provided
EIA - LEP	\$16,218	<p>English Language Services English Learner Coach (K-12)</p> <p>Translator/Interpreter:</p> <ul style="list-style-type: none"> • Provide interpretation services for all sites/district. <ul style="list-style-type: none"> ○ Individualized Education Plan Meetings ○ Student Study Team Meetings ○ English Learner Advisory Committee Meetings ○ Parent/Teacher Conferences ○ Family Event Nights ○ PTA Translations ○ Guidance Counsel Meetings ○ Phone Calls to Parents for School and District Staff ○ Parent Link Messages ○ Special Education assessments including Woodcock- Muñoz Bateria and Speech Assessments • Provide written translation for all sites/district <ul style="list-style-type: none"> ○ Newsletters and Parent Communications ○ Handbooks ○ Individualized Education Plans including reports Occupational Therapists, Speech Therapists, School Psychologists, Adaptive PE teachers and District Nurses ○ PowerPoint Presentations <p>Language Assessment Center and District Language Evaluators:</p> <ul style="list-style-type: none"> • Administration of initial language fluency testing <ul style="list-style-type: none"> ○ Initial assessment of students in English ○ Initial assessment of students in Spanish ○ Maintain records of CELDT results for all EL students ○ Maintain accurate records of ELL, Fluent English Proficient (FEP) ○ Students, Reclassifications and monitoring of progress of reclassified students ○ Obtain and provide assessment information for new and transferring students, students to schools and other districts ○ Guide and finalize the reclassification process district-wide ○ Monitor and confirm Follow-up process of reclassified students • California English Language Development Test (CELDT): <ul style="list-style-type: none"> ○ Order tests on line for each school ○ Attend training for trainers and train other assessors ○ Train site ELD coordinators in test administration and requirements ○ Conduct and monitor test administration at all sites ○ Direct and monitor receipt, packaging and mailing of annual tests • Assist sites with data clean ups and preparations for CST pre id labeling
Title I 10%	\$40,671	<p>Professional Development Director and Staff</p> <p>New Teachers:</p> <ul style="list-style-type: none"> • Provide new teachers with clear expectations for classroom management, lesson planning, and standards-based instruction <ul style="list-style-type: none"> ○ BTSA Induction
Title IV SDFSC	\$734	<ul style="list-style-type: none"> • Continue to provide added support for new teachers through ongoing communication with their district PAR or BTSA support providers
SLIBG 5%	\$	<ul style="list-style-type: none"> • Utilize district professional development opportunities to ensure new teacher understanding of classroom management, lesson planning, and standards-based instruction
EIA 5%	\$776	<ul style="list-style-type: none"> ○ Direct Instruction
GATE 5%	\$	<ul style="list-style-type: none"> • Continue to encourage teachers to attend district-level in-services which include strategies for growth in content knowledge, instructional delivery models, effective use of core text books, and using assessment to form instruction <ul style="list-style-type: none"> ○ Textbook Adoption, K-12 follow up ○ Special Education Training, K-12 ○ Coaching, Strategy Focused Coaching
Total	\$42,181	

Funding Source	Direct Support from Centralized Services	Description of the Specific Services to be Provided
Title I	\$46,742	<p>Veteran Teachers:</p> <ul style="list-style-type: none"> • Continue to encourage teachers to attend district level in-services that include strategies for growth in content knowledge, instructional delivery models, effective use of core text books, and using assessments to form instruction, grade level evaluation of student work samples, and principal evaluation to determine program effectiveness and to focus goals for teacher and program improvement <ul style="list-style-type: none"> ○ SDAIE/English Now ○ Textbook Adoption, K-12 follow up ○ Peer Assistance Review (P.A.R.) ○ Coaching, Strategy Focused Coaching ○ Direct Instruction • Plan future training based on needs identified through needs assessments, observations, and data • Focus budget expenditures to support reading/language arts and mathematics goals • Provide appropriate intervention materials for tutoring identified students and training • Provide opportunities for staff to participate in staff development, conferences, workshops, etc. • Technology Training, K-12 • Professional Learning Communities • Life Skills • Positive Prevention (HIV/STD) • Curriculum Support • Step Up to Writing • Direct Instruction • English/Language Arts Intervention Programs • Targeted Professional Development • Provide training in Step Up to Writing including supplementary materials as funds are available • Utilize the expertise of Bonnie Russell-Hunt as a district consultant to develop improved strategies for our Special Education program • Improvement Process, K-12 • Include staff, parents, and community in the process of ongoing monitoring and assessment of program effectiveness • Provide substitutes as needed for staff to attend in-services, conferences, and trainings <ul style="list-style-type: none"> ○ AB 430 ○ SB 472 ○ SDAIE/English Now ○ A Framework for Poverty <p>Classified:</p> <ul style="list-style-type: none"> • Technology • Customer service • Leadership • Other professional development as suggested <p><u>Director of State and Federal Programs</u></p> <ul style="list-style-type: none"> • Program Improvement Letters • Grade/Department Level Standards for Parents • EADMS/Adrylan/OARS (RF 4th & 5th grades) Red School House and Hemet Elementary (K-5th grades) • Print Benchmarks • RCOE Program Improvement Contract • Parent Link • P.R.I.C.E. Parenting • Key Data Systems (Reports)

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Alex Ballard	[X]	[]	[]	[]	[]
Debbie Pinney	[]	[]	[X]	[]	[]
Tim Shinn	[]	[X]	[]	[]	[]
Patricia Chavez	[]	[X]	[]	[]	[]
Kathleen Alvarez	[]	[X]	[]	[]	[]
John Bradshaw	[]	[X]	[]	[]	[]
Dave Eastridge	[]	[]	[X]	[]	[]
Dale Garland	[]	[]	[]	[X]	[]
Linda Olsen	[]	[]	[]	[X]	[]
Karen Baer	[]	[]	[]	[X]	[]
Lizzy Vondriska	[]	[]	[]	[]	[X]
Maggie Sisk	[]	[]	[]	[]	[X]
Leah Lundy	[]	[]	[]	[]	[X]
Linda Maness	[]	[]	[X]	[]	[]
	[]	[]	[]	[]	[]
	[]	[]	[]	[]	[]
Numbers of members of each category	1	4	3	3	3

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

For schools participating in the Immediate Intervention/Under-performing Schools Program, the local governing board must appoint a "broad-based schoolsite and community team" (Education Code 52054(a)). The board may meet this requirement in either of the following ways:

- Add one or more "non-schoolsite personnel" to an existing school site council to form the "school site and community team"; or
- Appoint a "school site and community team" unrelated to the membership of the school site council.
- It is important to accurately determine the board's policy before proceeding with the school planning process.

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee

Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: 6/7/2010

Attested:

Alex Ballard		
Typed name of school principal	Signature of school principal	Date
Tim Shinn		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

SCHOOL SITE COUNCIL MINUTES SIGNATURE PAGE

for

West Valley High School 2010- 2011



SECONDARY PARENT - SCHOOL COMPACT

Staff Pledge

As a teacher I will:

- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Provide high quality curriculum, instruction, and leadership.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitable and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through written notices, phone calls, conferences, and home visits.
- Provide assistance to families on what they can do to support their child's learning.
- Respect the school, staff, students, and families.

Principal's Signature

Teacher's Signature

Date

Student Pledge

As a Student I will:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school discipline policy, dress code, and class rules.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.

Student's Signature

Date

Family/Parent Pledge

As a Parent/Guardian I will:

- Talk to my child regularly about the value of education.
- Monitor TV viewing, electronic game playing, and text messaging, and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline policy and dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House, and Back-to School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Respect the school, staff, students, and families.

Parent/Guardian's Signature

Date



CONVENIO ENTRE PADRES Y ESCUELA SECUNDARIA

Promesa del personal docente

Como maestro/a voy a:

- Comunicarles a todos los estudiantes las altas expectativas.
- Hacer lo posible para motivar a mis estudiantes a aprender.
- Enseñar e involucrar a los estudiantes en clases que sean interesantes y presenten un reto para ellos.
- Proveer currículo, instrucción y liderazgo de alta calidad.
- Participar en oportunidades de desarrollo profesional que mejoren la enseñanza y el aprendizaje y que apoyen la formación de trabajar en asociación con las familias y la comunidad.
- Hacer cumplir las reglas justamente y que los estudiantes formen parte en crear un ambiente placentero y seguro.
- Comunicarme regularmente con las familias para tenerlos al tanto del progreso de los estudiantes en la escuela por medio de notas escritas, llamadas por teléfono reuniones y visitas al hogar.
- Ofrecer ayuda a las familias en como poder apoyar el aprendizaje de sus niños/as.
- Respetar el plantel escolar, personal docente, estudiantes y familias.

Firma del Director/a

Firma del Maestro/a

Fecha

Promesa del estudiante

Como estudiante voy a:

- Creer en que puedo aprender y yo aprenderé.
- Leer por lo menos 30 minutos, cinco días a la semana.
- Ser puntual a clase, preparado para estudiar y con las tareas completas.
- Hacer tiempo todos los días para completar mi tarea.
- Conocer y seguir las normas de disciplina de la escuela, código de la vestimenta y reglas de la clase.
- Hablar con mis padres y maestros regularmente acerca de mi progreso en la escuela.
- Respetar mi escuela, compañeros, personal docente y familias.

Firma del Estudiante/a

Fecha

Promesa de la familia/padre

Como padre/tutor voy a:

- Hablar con mi niño/a acerca del valor de la educación.
- Supervisar el tiempo de ver la televisión, jugar con los juegos electrónicos, mandar mensajes en el celular, y asegurarme que mi niño lea todos los días.
- Asegurar que mi niño/a asista a clase todos los días, que sea puntual y con la tarea completa.
- Apoyar las normas de disciplina de la escuela y el código de la vestimenta.
- Supervisar el progreso de mi niño/a de la escuela.
- Hacer todo el esfuerzo para asistir a todos los eventos escolares, como conferencias de padres y maestros, visitas anuales a los salones de clase y noche de regreso a la escuela.
- Asegurar que mi niño se acueste temprano, tenga atención médica adecuada y nutrición apropiada.
- Respetar el plantel escolar, personal docente, y familias.

Firma del Padre/Tutor

Fecha



Instruction
AR 6020(a)

PARENT INVOLVEMENT

District Strategies for Title I Schools

To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee shall:

1. Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan pursuant to 20 USC [6312](#) and the process of school review and improvement pursuant to 20 USC [6316](#) (20 USC [6318](#))

(cf. [6171](#) - Title I Programs)

The Superintendent or designee may:

- a. Establish a district-level committee including parent/guardian representatives from each school site to review and comment on the LEA plan in accordance with the review schedule established by the Governing Board
- b. Invite input on the LEA plan from other district committees and school site councils

(cf. [0420](#) - School Plans/Site Councils)

(cf. [1220](#) - Citizen Advisory Committees)

- c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input
 - d. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
 - e. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan
 - f. Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance (20 USC [6318](#))
 - a. Assign person(s) in the district office to serve as a liaison to the schools regarding Title I parent involvement issues

AR 6020(b)

PARENT INVOLVEMENT (continued)

- b. Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities
 - c. Provide ongoing district-level workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops
 - d. Provide information to schools about the indicators and assessment tools that will be used to monitor progress
3. Build the capacity of schools and parents/guardians for strong parent involvement (20 USC [6318](#))

The Superintendent or designee shall: (20 USC [6318](#))

- a. Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

(cf. [6011](#) - Academic Standards)

(cf. [6162.5](#) - Student Assessment)

(cf. [6162.51](#) - Standardized Testing and Reporting Program)

(cf. [6162.52](#) - High School Exit Examination)

- b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement
- c. Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

- d. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education

AR 6020(c)

PARENT INVOLVEMENT (continued)

- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
- f. Provide other such reasonable support for parent involvement activities as parents/guardians may request
- g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

In addition, the Superintendent or designee may:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- d. Train parents/guardians to enhance the involvement of other parents/guardians
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students
- f. Adopt and implement model approaches to improving parent involvement
- g. Establish a districtwide parent advisory council to provide advice on all matters related to parent involvement in Title I programs
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities
- i. Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families

(cf. [1020](#) - Youth Services)

AR 6020(d)

PARENT INVOLVEMENT (continued)

- j. Provide a master calendar of district activities and district meetings
- k. Provide information about opportunities for parent involvement through the district newsletter, web site, or other written or electronic means
- l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions

(cf. [1230](#) - *School-Connected Organizations*)

- m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed
- n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
- o. Regularly evaluate the effectiveness of staff development activities related to parent involvement
- p. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations

(cf. [4115](#) - *Evaluation/Supervision*)

(cf. [4215](#) - *Evaluation/Supervision*)

(cf. [4315](#) - *Evaluation/Supervision*)

- 4. Coordinate and integrate Title I parent involvement strategies with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs (20 USC [6318](#))

(cf. 6300 - *Preschool/Early Childhood Education*)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements
- b. Involve district and school site representatives from other programs to assist in identifying specific population needs
- c. Schedule joint meetings with representatives from related programs and share data and information across programs
- d. Develop a cohesive, coordinated plan focused on student needs and shared goals

AR 6020(e)

PARENT INVOLVEMENT (continued)

5. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I (20 USC [6318](#))

The Superintendent or designee shall:

- a. Ensure that the evaluation include the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (20 USC [6318](#))
- b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy (20 USC [6318](#))
- c. Assess the district's progress in meeting annual objectives for the parent involvement program; notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parents/guardians upon their request (Education Code [11503](#))

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
 - b. Gather and monitor data regarding the number of parents/guardians participating in district activities and the types of activities in which they are engaged
 - c. Recommend to the Board measures to evaluate the impact of the district's parent involvement efforts on student achievement
6. Involve parents/guardians in the activities of schools served by Title I (20 USC [6318](#))

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians with special needs
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

The district's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs. (20 USC [6318](#))

(cf. [5145.6](#) - Parental Notifications)

Regulation
approved: January 9, 2007

HEMET UNIFIED SCHOOL DISTRICT
Hemet, California

**West Valley High School 2010- 2011
Parent Involvement****School-Level Policies for Title I Schools**

At each school receiving Title I funds, a written policy on parent involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which the school will: (20 USC [6318](#)). West Valley High School 2010- 2011 will:

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC [6314](#)

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet

(cf. [5121](#) - *Grades/Evaluation of Student Achievement*)

(cf. [5123](#) - *Promotion/Acceleration/Retention*)

- c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians

AR 6020(g)

PARENT INVOLVEMENT (continued)

5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards
(cf. [0520.1](#) - *High Priority Schools Grant Program*)

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards
- b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

(cf. [1240](#) - *Volunteer Assistance*)

(cf. [5020](#) - *Parent Rights and Responsibilities*)

(cf. [5113](#) - *Absences and Excuses*)

(cf. [6145](#) - *Extracurricular/Co curricular Activities*)

(cf. [6154](#) - *Homework/Makeup Work*)

- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
 - (2) Frequent reports to parents/guardians on their children's progress
 - (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #3a-f in the section "District Strategies for Title I Schools" above
8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC [6311](#)(h) in a format and language such parents/guardians can understand.

AR 6020(h)

PARENT INVOLVEMENT (continued)

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC [6318](#))

Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC [6318](#))

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent involvement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code [64001](#).

The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school. (20 USC [6318](#))

Regulation
approved: January 9, 2007

HEMET UNIFIED SCHOOL DISTRICT
Hemet, California

**West Valley High School 2010- 2011
Parent Involvement****District Strategies for Non-Title I Schools**

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum, Family Tree Learning Center will:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code [11502](#), [11504](#))

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
 - b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
 - c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code [11502](#), [11504](#))

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits
 - b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
 - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code [11502](#), [11504](#))

AR 6020(j)
PARENT INVOLVEMENT (continued)

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
 - b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
 - c. Provide information about parent involvement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
 - d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
 - e. Develop mechanisms to encourage parent/guardian input on district and school issues
 - f. Identify barriers to parent/guardian participation in school activities, including parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
4. Train teachers and administrators to communicate effectively with parents/guardians (Education Code [11502](#), [11504](#))

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
 - b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications
5. Integrate parent involvement programs into school plans for academic accountability

The Superintendent or designee may:

- a. Include parent involvement strategies in school reform or school improvement initiatives
- b. Involve parents/guardians in school planning processes

Regulation
approved: January 9, 2007

HEMET UNIFIED SCHOOL DISTRICT
Hemet, California

**West Valley High School 2010- 2011
Schoolwide Programs**

A school may operate a Title I schoolwide program in order to upgrade the entire educational program of the school when at least 40 percent of the students in the school attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families. The Superintendent or designee shall inform any such eligible school and the school's parents/guardians of the school's eligibility and its ability to consolidate funds from federal, state, and local sources for program purposes. (20 USC [6312](#), [6314](#))

Any participating school shall develop, annually review, and update a single plan for student achievement which incorporates the plan required by 20 USC [6314](#) for reforming the school's total instructional program and plans required by other categorical programs included in the state's consolidated application. (Education Code [64001](#); 20 USC [6314](#))

(cf. [0420](#) - *School Plans/Site Councils*)

A schoolwide program shall include: (20 USC [6314](#))

1. A comprehensive needs assessment of the entire school, including the needs of migrant students, which includes the achievement of students in relation to state academic content and achievement standards

(cf. [6011](#) - *Academic Standards*)

(cf. [6162.5](#) - *Student Assessment*)

(cf. [6162.51](#) - *Standardized Testing and Reporting Program*)

(cf. [6162.52](#) - *High School Exit Examination*)

(cf. [6175](#) - *Migrant Education Program*)

2. Schoolwide reform strategies that:

- a. Provide opportunities for all students to meet the state's proficient and advanced levels of achievement
- b. Use effective methods and instructional strategies, based on scientifically based research, that strengthen the school's core academic program, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum, and include strategies for meeting the educational needs of historically underserved populations

(cf. [5148.2](#) - *Before/After School Programs*)

(cf. [6111](#) - *School Calendar*)

(cf. [6112](#) - *School Day*)

(cf. [6177](#) - *Summer School*)

TITLE 1 PROGRAMS
Instruction AR 6171(b)

- c. Include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk of not meeting state achievement standards who are members of the target population of any program that is part of the schoolwide program

Such strategies may include counseling, student services, mentoring services, college and career awareness and preparation, and the integration of vocational and technical education programs.

(cf. [5149](#) - *At-Risk Students*)
 (cf. [6030](#) - *Integrated Academic and Vocational Instruction*)
 (cf. [6164.2](#) - *Guidance/Counseling Services*)
 (cf. [6164.5](#) - *Student Success Teams*)

- d. Address how the school will determine if student needs have been met
- e. Are consistent with and designed to implement state and local improvement plans, if any

(cf. [0520.2](#) - *Title I Program Improvement Schools*)
 (cf. [0520.3](#) - *Title I Program Improvement Districts*)

3. Instruction by highly qualified teachers

(cf. [4112.24](#) - *Teacher Qualifications Under the No Child Left Behind Act*)

- 4. High-quality and ongoing professional development for teachers, principals, paraprofessionals, and, if appropriate, student services personnel, other staff, and parents/guardians to enable all students in the school to meet state academic achievement standards

(cf. [4131](#) - *Staff Development*)
 (cf. [4222](#) - *Teacher Aides/Paraprofessionals*)
 (cf. [4231](#) - *Staff Development*)
 (cf. [4331](#) - *Staff Development*)

5. Strategies to attract high-quality, highly qualified teachers to high-need schools

(cf. [4111](#) - *Recruitment and Selection*)

6. Strategies to increase parent involvement

(cf. [5020](#) - *Parent Rights and Responsibilities*)
 (cf. [6020](#) - *Parent Involvement*)

TITLE 1 PROGRAMS
Instruction AR 6171(c)

7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

(cf. 6300 - Preschool/Early Childhood Education)

8. Measures to include teachers in decisions regarding the use of academic assessments to provide information on and to improve the achievement of individual students and the overall instructional program
9. Activities to ensure that students who experience difficulty mastering the proficient and advanced levels of academic standards shall be provided with effective, timely additional assistance, which shall include measures for timely identification of students' difficulties and provision of sufficient information on which to base effective assistance

(cf. [6179](#) - Supplemental Instruction)

10. Coordination and integration of federal, state, and local services and programs

Regulation
approved: February 6, 2007

HEMET UNIFIED SCHOOL DISTRICT
Hemet, California