



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

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School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Valle Vista Elementary School



www.hemetusd.k12.ca.us

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Introduction

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

goals this year is to continue to improve on our past successes and ensure a high level of achievement for all students. With our experienced staff and supportive parents we believe that we can, not only accomplish our goals, but exceed them.

We encourage all parents to become active in their child's education. This can be accomplished through volunteering, attending parent-teacher conferences, open house, and back to school events. Your involvement is critical in the success of your child.

I look forward to meeting and working with you, and if you would ever like to speak with me you may stop by the school or call me at (951) 927-0800.

Data and Access

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

School Profile

This annual report describes Valle Vista Elementary as a school where staff, students and parents work together to foster high expectations and a commitment to academic excellence. Valle Vista Elementary prides itself on meeting the needs of all students with a vision towards preparing children to face the demands of the 21st century.

Valle Vista Elementary School is located in the eastern San Jacinto Valley and is part of the Hemet Unified School District. The community of Valle Vista is in the Hemet Post Office jurisdiction but represents a long established agricultural area of the valley, in transition to a more urbanized bedroom community for the city of Hemet. Valle Vista School is located at the corner of Fairview and Mayberry avenues.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

District Profile

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

Principal's Message

Dear Parents/Guardians/Community Members:
Welcome to Valle Vista Elementary School! We take great pride in our school and believe it is one of the finest elementary schools in the San Jacinto Valley. We have a very dedicated staff who believes that ALL children can learn. Various intervention and enrichment programs are offered throughout the year aimed at meeting the needs of all students. We offer an English language development program in grades K-5 and also offer a GATE program for students in grades 3-5. Students are prepared for the technology age by means of a computer lab and computers in each classroom.

Parent Involvement

The site addresses all areas of parent involvement through their Single Plan For Student Achievement. For more information, contact the site Principal, Dr. Emily Shaw at (951) 927-0800.

We are looking forward to a very productive year in which all students are successful. Teachers and students work very hard in a standards based curriculum and assessment program. One of our

Valle Vista Elementary School

Average Class Size and Class Size Distribution (Elementary)

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

| Grade Level | 2005-06 | | | Avg. Class Size | 2006-07 | | | Avg. Class Size | 2007-08 | | | | | |
|--------------|-----------------|----------------------|-------|-----------------|-----------------|----------------------|------|-----------------|-----------------|----------------------|-----|------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | | |
| | | 1-20 | 21-32 | | | 33+ | 1-20 | | | 21-32 | 33+ | 1-20 | 21-32 | 33+ |
| Kindergarten | 20.4 | 4 | 1 | 19.5 | 6 | | | 22.2 | 4 | 2 | | | | |
| Grade 1 | 19.3 | 7 | | 19.4 | 5 | | | 19.2 | 5 | | | | | |
| Grade 2 | 18.6 | 5 | | 20.2 | 5 | 1 | | 19.6 | 5 | | | | | |
| Grade 3 | 22.2 | 4 | 2 | 22.5 | 3 | 2 | 1 | 20.3 | 4 | 2 | | | | |
| Grade 4 | 32.0 | | 3 | 30.3 | | 3 | | 27.0 | | 4 | | | | |
| Grade 5 | 31.8 | | 5 | 34.8 | | | 4 | 31.3 | | 4 | | | | |
| K-3 | 12.0 | 1 | | | | | | 20.0 | 1 | | | | | |

School Enrollment by Grade Level

This table displays the number of students enrolled in each grade level as reported by the California Basic Educational Data Systems (CBEDS) in 2007-08:

| Grade Level | Enrollment |
|-------------------------|------------|
| Kindergarten | 124 |
| Grade 1 | 98 |
| Grade 2 | 115 |
| Grade 3 | 134 |
| Grade 4 | 114 |
| Grade 5 | 130 |
| Total Enrollment | 715 |

Demographic Information

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

| Racial/Ethnic Category | % of Total Enrollment |
|----------------------------------|-----------------------|
| African American | 1.96 |
| American Indian or Alaska Native | 1.26 |
| Asian | 2.1 |
| Filipino | 0.14 |
| Hispanic or Latino | 34.27 |
| White (Not Hispanic) | 53.43 |
| Multiple or No Response | 6.85 |
| Socioeconomically Disadvantaged | 58.0 |
| English Learners | 12.0 |
| Students with Disabilities | 17.0 |

School Climate:

School Safety

SB187 Safety Plan

Date the plan was last updated:

June 30, 2008

Date the plan was last reviewed by the staff:

August 21, 2008

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

Routine student safety is provided through the assignment of teachers and paid supervisors for supervision duty during all recess and lunch periods, as well as, before and after school. Disaster preparedness drills are conducted monthly. The school has a current disaster preparedness and safety plan. School gates are closed ten minutes after school begins and opened five minutes before school lets out. All visitors and volunteers are required to sign in at the office, state their business at the school, and show identification. They are provided with a visitor tag to wear while on school grounds. They must return to sign out at the office at the end of their visit.

Valle Vista Elementary School has a current disaster preparedness plan with the PTA providing basic first aid supplies for emergency use. Minimal supplies exist for a major disaster. The community is encouraged to use Valle Vista's facilities and the school is the central point for neighborhood activities.

Fire drills are conducted monthly and the staff is trained in emergency procedures, including evacuation routes and safety checks.



School Facilities:

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. On July 24, 2008 facilities validation site visit was conducted at Cawston Elementary School. Based on the field observations the following was found and the district has taken the appropriate action.

| Items Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|---|
| | Good | Fair | Poor | |
| Gas Leaks | X | | | |
| Mechanical Systems | X | | | |
| Windows/Doors/Gates (interior and exterior) | X | | | |
| Interior Surfaces (walls, floors, and ceilings) | X | | | Stained ceiling tiles in two classrooms; one classroom carpet coming off. |
| Hazardous Materials (interior and exterior) | X | | | |
| Structural Damage | X | | | |
| Fire Safety | X | | | |
| Electrical (interior and exterior) | | X | | Several rooms lights are out/broken; one classroom missing clock; light missing cover in one restroom; one classroom outlet out of wall socket. |
| Pest/Vermin Infestation | X | | | |
| Drinking Fountains (inside and outside) | X | | | |
| Restrooms | X | | | One boy's restroom urinal inoperable and one loose faucet. |
| Sewer | X | | | |
| Playground/School/Grounds | X | | | |
| Roofs | X | | | Possible roof leaks in two classrooms. |
| Overall Cleanliness | X | | | |

Overall Summary of School Facility Good Repair Status

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

| Item Inspected | Facility Condition | | | |
|-----------------|--------------------|------|------|------|
| | Exemplary | Good | Fair | Poor |
| Overall Summary | | X | | |



School Discipline Practices

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

| | School | | | District | | |
|-------------|--------|-------|-------|----------|-------|-------|
| | 05-06 | 06-07 | 07-08 | 05-06 | 06-07 | 07-08 |
| Suspensions | 6.0 | 6.1 | 9.0 | 17.1 | 15.4 | 14.8 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 0.5 | 0.6 |

Deferred Maintenance Fund

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the district has budgeted \$932,691 for the deferred maintenance program. This represents .5% percent of the district's general fund budget.

Maintenance and Repair

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

New School Construction & Modernization Projects

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

Facility Conditions and Planned Improvements

Valle Vista Elementary School opened its doors in the fall of 1992. Valle Vista School currently houses over 705 students utilizing both permanent and relocatable classrooms on approximately 12 acres. Every classroom has adequate space and all the materials needed to ensure student success. The campus was repainted in the summer of 2008, with interior paint and wall paper repairs made also.

Cleaning Process and Schedule

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

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

Teachers:

Teacher Credentials

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

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2005-06 | 2006-07 | 2007-08 | 2008 |
| With Full Credential | 34 | 36 | 34 | 1058 |
| Without Full Credential | 1 | 0 | 1 | 45 |
| Teaching Outside Subject Area of Competence | 1 | 1 | 1 | |

Teacher Misassignments and Vacant Teacher Positions

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

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

Core Academic Courses Taught by NCLB Compliant Teachers

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

| Location of Classes | Percent of Classes in Core Academic Subjects | |
|---|--|---------------------------------------|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 97.0 | 3.0 |
| All Schools in District | 91.1 | 8.9 |
| High-Poverty Schools in District | 92.9 | 7.1 |
| Low-Poverty Schools in District | 78.3 | 21.7 |

Curriculum and Instructional Materials:

Availability of Textbooks and Instructional Materials

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/7/2008 that each pupil in the district, in kindergarten through grade twelve, has been provided with a standards-aligned textbooks or basic instructional materials in each of the areas listed below.

| Core Curriculum Areas | Pupils Who Lack Textbooks and Instructional Materials |
|-----------------------------------|---|
| Reading/Language Arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History-Social Science | 0% |
| Foreign Language | 0% |
| Health | 0% |
| Visual and Performing Arts | 0% |

Instructional Materials

Valle Vista Elementary School and Hemet Unified School District are committed to a program that provides curriculum and instruction materials that are aligned with the California Content Standards. The district and school site have adopted curriculum that are explicit in their identification and focus on standards. Valle Vista Elementary School is equipped with a 27-station computer lab and an elementary library with approximately six titles per child in the book collection. Classrooms are equipped with overhead projectors, recorders, computers, television/

Adopted Textbooks

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

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

VCR units, projectors and filmstrip viewers. The school also offers a computer reading program called "Accelerated Reader" that is used school-wide in all classrooms.

School Finance:

Other Programs

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

| Program | Amount |
|--|------------------|
| Title I | \$61,554 |
| School & Library Improvement Block Grant | \$20,109 |
| EIA/LEP | \$41,399 |
| ELAP | \$5,381 |
| Total | \$128,443 |

Teacher & Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also

displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the Certificated Salaries and Benefits Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

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

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

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | \$5,718 | \$964 | \$4,654 | \$61,750 |
| District | | | \$5,080 | \$62,751 |
| Percent Difference-School Site and District | | | (8%) | (2%) |
| State | | | \$5,300 | \$65,008 |
| Percent Difference-School Site and State | | | (12%) | (5%) |

Student Performance:

California Physical Fitness Test Results

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

| Grade Level | Percent of Students Meeting Fitness Standards (on all six fitness standards) |
|-------------|--|
| 5 | 55.0 |

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

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8 and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

CST Results for all Students Three year Comparison

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

| Subject | School | | | District | | | State | | |
|---------|--------|----|----|----------|----|----|-------|----|----|
| | 06 | 07 | 08 | 06 | 07 | 08 | 06 | 07 | 08 |
| ELA | 42 | 43 | 42 | 39 | 39 | 43 | 42 | 43 | 46 |
| Math | 55 | 52 | 54 | 34 | 34 | 37 | 40 | 40 | 43 |
| Science | 30 | 36 | 36 | 28 | 32 | 39 | 35 | 38 | 46 |

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too

small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results by Student Group Most Recent Year

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

| Group | Percent of Students Scoring at Proficient or Advanced Level | | |
|----------------------------|---|-------------|---------|
| | ELA | Mathematics | Science |
| African American | 23 | 38 | * |
| Asian | 77 | 77 | * |
| Hispanic or Latino | 28 | 42 | 28 |
| White (not Hispanic) | 48 | 60 | 40 |
| Male | 32 | 50 | 38 |
| Female | 46 | 57 | 35 |
| Economically Disadvantaged | 29 | 42 | 21 |
| English Learners | 16 | 40 | 22 |
| Students with Disabilities | 6 | 27 | 17 |

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

Accountability:

Academic Performance Index

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

API Ranks - Three Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all

schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2005 | 2006 | 2007 |
|-----------------|------|------|------|
| Statewide | 5 | 6 | 6 |
| Similar Schools | 1 | 4 | 4 |

API Changes by Student Group

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

| Group | Actual API Change | | | API Score |
|---------------------------------|-------------------|---------|---------|-----------|
| | 2005-06 | 2006-07 | 2007-08 | 2008 |
| All Students | 26 | 10 | -16 | 769 |
| Hispanic or Latino | 31 | 19 | -18 | 717 |
| White (not Hispanic) | 42 | -2 | -11 | 794 |
| Socioeconomically Disadvantaged | 27 | 18 | -21 | 709 |
| Students with Disabilities | N/A | 7 | N/A | 635 |

Adequate Yearly Progress (AYP)

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

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

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

AYP Overall and by Criteria

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

| AYP Criteria | School | District |
|--------------------------------|--------|----------|
| Overall | No | No |
| Participation Rate—ELA | Yes | Yes |
| Participation Rate—Mathematics | Yes | Yes |
| Percent Proficient—ELA | No | No |
| Percent Proficient—Mathematics | Yes | No |
| API | Yes | Yes |

Federal Intervention Program (2008-09)

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

| Indicator | School | District |
|------------------------------------|---------|----------|
| Program Improvement Status | In PI | In PI |
| First Year of PI Implementation | 2008-09 | 2004-05 |
| Year in Program Improvement | Year 1 | Year 3 |
| Number of Schools Currently in PI | | 16 |
| Percent of Schools Currently in PI | | 46.4 |

Support Staff:

Student Services

This table displays, in units of full-time equivalents (FTE), the number of support staff who are assigned to the school. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Library Media Services (paraprofessional) | .75 |
| Psychologist | 1.0 |
| Health Tech. | 1.0 |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | 1.0 |

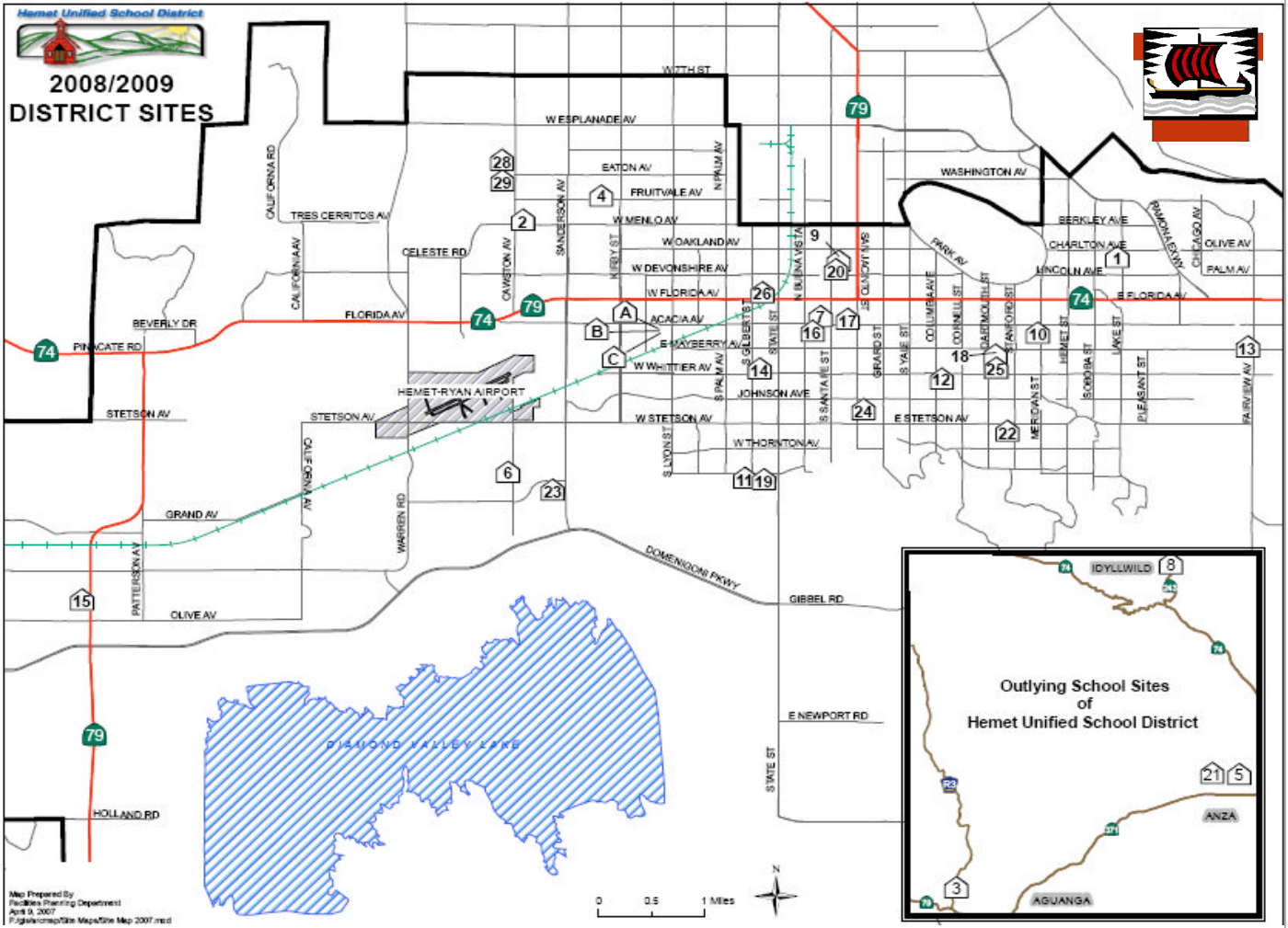
Instructional Planning and Scheduling:

Professional Development

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

Categorical funds at the district and site level are designated for a Director of Professional Development, a secretary and an eight-hour clerk to coordinate district professional development. The District has a professional development calendar on the website for the 2008-09 school year.

Valle Vista Elementary School



| Site | Number |
|----------------|--------|
| Bautista Creek | 1 |
| Cawston | 2 |
| Cottonwood | 3 |
| Fruitvale | 4 |
| Hamilton Elem | 5 |
| Harmony | 6 |
| Hemet Elem | 7 |
| Idyllwild | 8 |
| Jacob Wiens | 9 |
| Little Lake | 10 |
| McSweeny | 11 |
| Ramona | 12 |
| Valle Vista | 13 |

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

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