School Accountability Report Card
Reported for School Year 2007-08
Published During 2008-09
West Valley High 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.

Data and Access

Data

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

Internet Access

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

Principal's Message

West Valley High School is an accredited state-of-the-art, comprehensive high school. West Valley High School serves approximately 2,200 students, grades 9-12, representing a broad cross-section of cultural and socio-economic backgrounds. Its emphasis on Standards Based Education, integrated curriculum, and technology, West Valley High School represents a new direction for Riverside County Schools. The typical fixed-class structure of teacher as lecturer and students as observer gives way to a flexible, student-centered environment where students are actively involved in the teaching/learning process. An integrated curriculum enables students to understand and apply concepts from different disciplines and appreciate their common relationships. Merging technology with the traditional academic disciplines empowers students to become critical thinkers, capable of anticipating and adapting to change. WVHS has implemented many academic interventions to assist student's achievement. There is a conscious and consistent effort to increase the level of student progress and to promote lifelong success.

Belief Statements

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

West Valley High School's Mission Statement

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

Expected Schoolwide Learning Results (ESLRs):

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

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.

Parent Involvement

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

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2005-06				2006-07				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+
English	31.6	11	29	54	32.2	16	15	77	32.6	7	35	42
Mathematics	32.8	5	23	57	35.4	6	9	66	34.3	5	15	43
Science	36.0	1	7	45	36.2	4	4	43	34.1	4	9	37
Social Science	34.7	3	10	50	34.9	4	19	69	34.5	7	13	48

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
Grade 9	571
Grade 10	546
Grade 11	776
Grade 12	658
Total	2,551

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	10.11
American Indian or Alaska Native	0.78
Asian	2.16
Filipino	2.23
Hispanic or Latino	43.55
Pacific Islander	0.47
White (Not Hispanic)	37.2
Multiple or No Response	3.49
Socioeconomically Disadvantaged	65.0
English Learners	17.0
Students with Disabilities	11.0

School Climate:

School Safety

SB187 Safety Plan
Date the plan was last updated: August 22, 2008
Date the plan was last reviewed: August 22, 2008

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

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

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

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	27.2	23.2	16.5	17.1	15.4	14.8
Expulsions	0.0	1.4	0.9	0.1	0.5	0.6

School Facilities:

Maintenance and Repair

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

School Facility Good Repair Status (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 November 24, 2008 facilities validation site visit was conducted at West Valley High School. Based on the field observations the following was found and the district has taken the appropriate action.

Item 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		Several rooms have missing/stained/warped ceiling tiles; carpet stains in several rooms; one room has a cracked skylight; boy's team one torn vent;
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)		X		Several rooms have lights out/bulbs burned out; four electric hand dryers not working in restrooms; missing electrical covers; one classroom missing floor box cover and one broken floor outlet; ASB offices needs blank cover outside south side; band room thermostat broken;
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			Boy's team room low water pressure; chorus room drinking fountain loose.
Restrooms		X		Toilet in nurses office needs repair; girl's and boy's restroom stalls not locking; one restroom not all faucets are working; one sink low water pressure;
Sewer	X			
Roofs	X			
Playground/School/Grounds	X			
Overall Cleanliness	X			Boy's team room dirty

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		

Cleaning Process and Schedule

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

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

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.

School Facility Conditions and Improvements

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

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.

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
	05-06	06-07	07-08	2007-08
With Full Credential	97	104	88	1058
Without Full Credential	19	11	9	45
Teaching Outside Subject Area of Competence	8	13	12	

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	2	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	91.5	8.5
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

Support Staff:

Student Support Services

In 2008-09 our counseling office staffs five full-time credentialed school counselors, 2 registrars and 2 counseling secretaries. Our library is run by a credentialed librarian.

Academic Counselors and Other Support Staff

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	440
Library Media Teacher (Librarian)	1.0	
Library Media Services (paraprofessional	2.0	
Psychologist	1.0	
Health Tech.	1.5	
Speech/Language/Hearing Specialist	0.5	
Other	1.4	

School Finance:

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	$4,688	$901	$3,787	$59,761
District			$5,080	$62,751
Percent Difference-School Site and District			(34%)	(5%)
State			$5,300	$65,008
Percent Difference-School Site and State			(4%)	(4%)

Other Programs

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

Program	Amount
Title I	$487,824
School & Library Improvement Block Grant	$82,174
EIA/LEP	$175,553
Total	**$745,551**

Student Progress

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

All students at West Valley High School are graded on a triad cycle. Students receive a progress report every six weeks, with each semester equaling eighteen weeks. Progress reports are mailed to each student's home. At the end of each semester, grades are considered final and become part of the student's official transcript. Students at West Valley High School are required to complete 230 credits in grades 9-12, with an overall grade point average of 2.0, and pass the California High School Exit Exam (CAHSEE) in order to receive a high school diploma. Our graduation rate for 2005-06 was 91.9% of enrolled 12th grade students.

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

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

Curriculum and Instruction:

Instructional Materials

On October 7, 2008 the Board unanimously approved the adoption of the Resolution regarding Sufficiency of Instructional Materials for fiscal year 2008-2009 pursuant to Education Code 60119. This table displays the results of that resolution.

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%
Visual and Performing Arts	0%
Health	0%
Science Laboratory Equipment (Grades 9-12)	0%

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.

Grade Level	Course/Content Area	Title	Publisher	Edition	Year Adopted
6-12	ELD	English Now, V 1.3 High Point	LitConn, Inc. Hampton Brown	2003 2001	Dec. 2006 June 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	Pre-Calculus with Limits, 5th Edition	McDougal Littell	2008	June 2008
12	Mathematics	Calculus	Addison Wesley	1999	June 1999
10-12	Science	Modern Biology	Holt, Rinehart & Winston	2000-2002	July 2001
9-10	Science	Life Science	Merrill	1993, 1995, 2002	April 1993
9-10	Science	Physical Science	Merrill	1993	April 1993
9	Science	Modern Earth Science	Holt, Rinehart & Winston	2002	July 2001
11-12	Science	Fundamentals of Chemistry, 4th Ed. Fundamentals of Chemistry, 6th Ed. (AP)	Prentice Hall Houghton Mifflin	2003 2003	July 2004 Dec. 2004
10-12	Science	Holes Essentials of Human Anatomy & Physiology, 9th Edition	McGraw Hill Companies	2006	January 2006
10-12	Science	Physics	Prentice Hall	2000	April 2000
11-12	Science	Integrated Principles of Zoology	McGraw Hill	2006	January 2006
9	Social Science	World Geography	McDougal Littell	2006	June 2007
9	Social Science	Health Skills & Wellness – Behavioral Health Science	Prentice Hall	1994/2001	June 2000
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	Magruders American Government American Govt. 10th E. (AP)	Prentice Hall Houghton Mifflin	1992/1994/2000, 2006	June 2007 Dec. 2006
12	Social Science	Economics, Principles in Action Economics, 7th 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	Visual & Performing Arts	Music Appreciation Stage Makeup Simply 3D	McGraw Hill Watson-Guptill Micrografx	2000 1999 1998	Dec. 2001 Dec. 2001 April 2000
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
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

Student Performance:

California High School Exit Exam (CAHSEE) Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at **www.cde.ca.gov/ta/tg/hs/**.

CAHSEE Results for all Students—Three Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	44.2	41.3	50.8	46.3	45.9	49.2	51.1	48.6	52.9
Mathematics	30.7	34.9	48.4	33.8	39.8	42.9	46.8	49.9	51.3

CAHSEE Results for all Students—Most Recent Year

This table displays the percent of students. By group, achieving at the each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	49.2	38.1	12.7	51.6	38.3	10.1
Male	49.3	39.6	11.0	51.3	37.7	11.0
Female	49.0	36.7	14.3	51.8	38.8	9.4
African American	65.0	27.5	7.5	61.0	34.1	4.9
Asian	27.3	36.4	36.4	27.3	45.5	27.3
Hispanic or Latino	56.5	34.0	9.6	60.3	31.6	8.1
White (not Hispanic)	42.2	44.9	13.0	43.5	46.2	10.2
English Learners	67.9	25.9	6.2	69.6	24.1	6.2
Economically Disadvantaged	55.4	34.1	10.5	56.6	36.6	6.8
Students with Disabilities	92.9	7.1	0.0	92.9	7.1	0.0

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 at the Standardized Testing and Reporting (STAR) Results Web site 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	35	38	42	39	39	43	42	43	46
Math	12	12	13	34	34	37	40	40	43
Science	26	31	42	28	32	39	35	38	46
History/Social Science	33	32	38	28	28	31	33	33	36

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

CST Results by Student Group
Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced Level			
	English-Language Arts	Math	Science	History/Social Science
African American	33	7	37	28
American Indian or Alaska Native	56	12	*	50
Asian	50	25	58	56
Filipino	63	32	*	52
Hispanic or Latino	33	10	33	30
Pacific Islander	67	33	*	*
White (not Hispanic)	52	15	50	48
Male	37	14	45	42
Female	46	11	40	35
Economically Disadvantaged	36	10	37	*
English Learners	13	3	11	11
Students with Disabilities	5	1	10	*

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

California Physical Fitness Test Results

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

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)
9	35.8

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	4	4
Similar Schools	9	7	7

API Changes by Student Group
Three Year Comparison

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

Group	Actual API Change			API Score
	2005-06	2006-07	2007-08	2008
All Students	6	8	30	711
African American	-8	-8	40	680
Hispanic or Latino	7	13	32	675
White (not Hispanic)	2	10	22	745
Socioeconomically Disadvantaged	6	16	38	688
English Learners	31	25	24	642
Students with Disabilities	29	-25	62	487

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

Federal Intervention Program

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of PI Implementation	2004-05	2004-05
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in PI		13
Percent of Schools Currently in PI		46.4

School Completion:

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at **http://www.universityofcalifornia.edu/admissions/general.html**.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at **http://www.calstate.edu/admission/**.

Dropout Rate and Graduation Rate (Fiscal Year 2006-07)

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

Indicator	School			District			State		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
Dropout Rate (1-Year)	0.6	1.2	2.5	1.2	3.7	5.7	3.1	3.5	4.4
Graduation Rate	94.4	91.9	88.8	86.1	78.0	78.5	84.9	83.0	79.5

Career Technical Education Programs

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

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

Career Technical Education Participation

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

Measure	CTE Program Participation
Number of Pupils	955
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	19%

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

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

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	72.1
Graduates Who Completed All Courses Required for UC/	18.7

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web site at **http://www.cde.ca.gov/ta/tg/hs/**.

Group	Graduating Class of 2008	
	School	District
All Students	78%	73%
African American	68%	58%
American Indian or Alaska Native	67%	54%
Asian	90%	100%
Filipino	80%	68%
Hispanic or Latino	81%	70%
Pacific Islander	75%	73%
White (not Hispanic)	76%	76%
Economically Disadvantaged	43%	78%
English Learners	54%	67%
Students with Disabilities	30%	38%

Advanced Placement Courses

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

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
English	2	
Fine and Performing Arts	1	
Foreign Language	2	
Mathematics	1	
Science	2	
Social Science	4	
All Courses	12	3.0

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, BTSA 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 BTSA 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.

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

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

2008/2009
DISTRICT SITES

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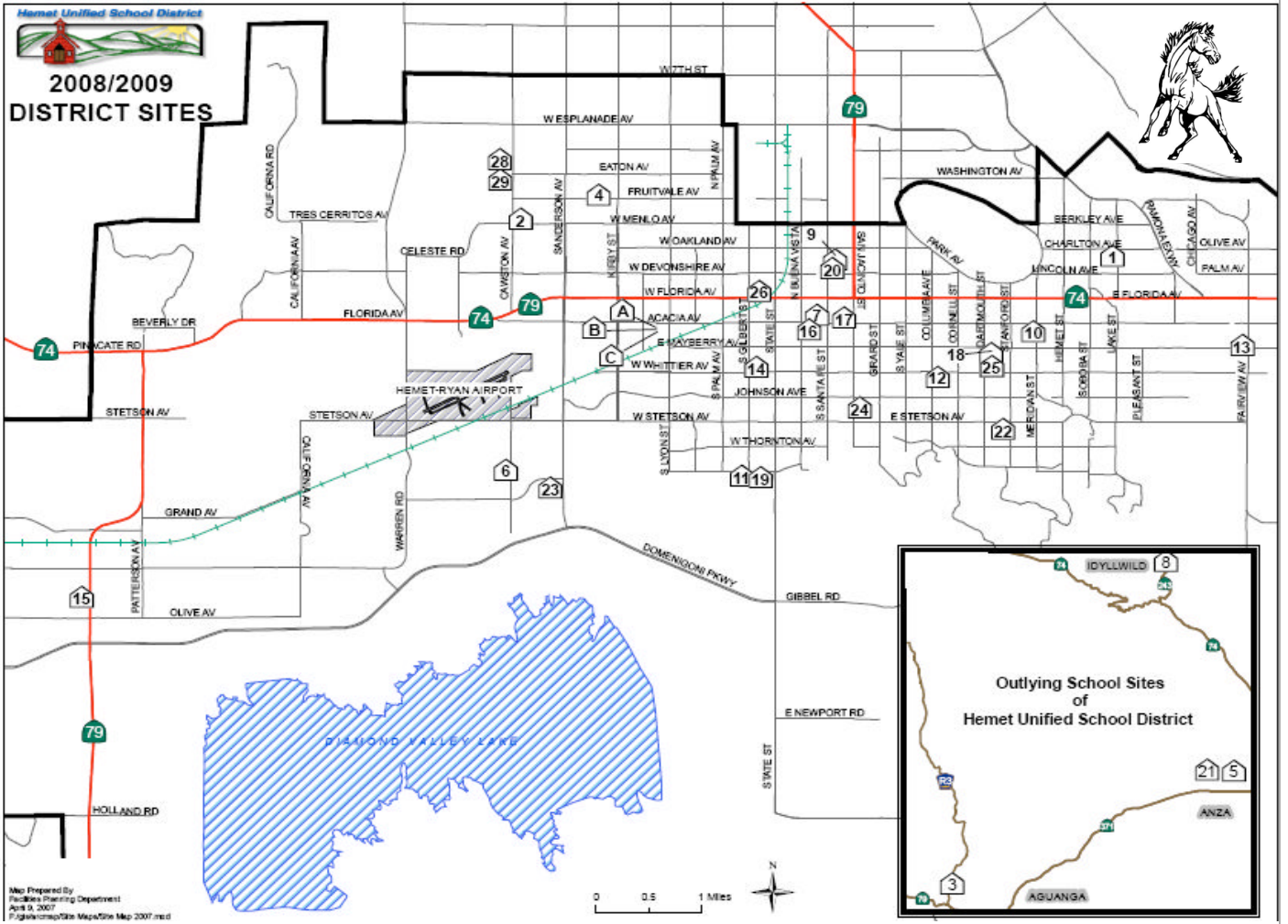
Site	Number
Bautista Creek	1
Cawston	2
Cottonwood	3
Fruitvale	4
Hamilton Elem	5
Harmony	6
Hemet Elem	7
Idyllwild	8
Jacob Wiens	9
Little Lake	10
McSweeny	11
Ramona	12
Valle Vista	13

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