



**HEMET UNIFIED
SCHOOL DISTRICT**
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Hemet, California 92545
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School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Whittier 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 at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

Mission Statement

The staff at Whittier Elementary holds true that our students can meet and exceed all requirements set forth by our school, the Hemet Unified School District, and the State of California, as measured by a variety of assessments.

Through a foundation of collaborative efforts by students, staff, parents and local organizations, we are committed to creating a school that accepts no limits to student success.

The Whittier Community will demonstrate positive attitudes and behaviors towards themselves and others. At Whittier, "Yes I Can, It's A Matter Of Pride!"

Vision Statement

The Whittier Community envisions a place where Students enthusiastically attend a safe and caring learning environment

Parents are excited to participate

Staff is excited to provide students and parents with the assistance they may need to be successful

Collaboration exists among staff, parents and students

Students show excellent citizenship, care for others, are trustworthy, respectful, fair and responsible

Principal's Message

Whittier is committed to helping every child reach his or her potential. We want to help every child become a positive, contributing member of our society with good, solid values and strong academic skills.

We are using every available resource to support student success. The number and amount of

instructional resources has improved dramatically in the past few years due to a coordination of effort with all parties. Our Leadership Team has been a key player in our success.

The District supports the staff in providing ongoing opportunities for in-services and resources to ensure that we are able to implement the new standards and rapidly changing curriculum. Teachers have been trained to use the Open Court Language Arts Program and our second-fifth grade teachers have also been trained to use the Accelerated Reader Program. We utilize assessments from both these programs to accurately track student progress in reading. For Math we utilize the Saxon Math Program and continue to see improvement in our students' math scores. We also utilize a variety of intervention programs and strategies, both in and outside of the regular classroom day to meet the needs of our students.

School Profile

We serve approximately 1000 K-5 students on a traditional schedule. All first through fifth grade students receive instruction in computer skills once a week, and physical education twice a week from specialty teachers while their regular teachers have preparation time. Even with the additional challenge of a 71% poverty rate.

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

The site addresses all areas of parent involvement through their Single Plan For Student Achievement. For more information, contact the site Principal, Marc Horton at (951) 765-1650.



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	20.6	7	2	19.4	7			17.6	8					
Grade 1	19.6	9		21.1		9		19.7	9					
Grade 2	19.0	9		19.8	10			18.3	10					
Grade 3	19.5	9	1	18.6	10			18.3	9					
Grade 4	28.8		5	27.7		6		32.0		3	2			
Grade 5	30.8		4	32.2		4	1	29.0		5				
4-5	28.0		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	147
Grade 1	176
Grade 2	187
Grade 3	173
Grade 4	171
Grade 5	157
Total Enrollment	1011

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	8.21
American Indian or Alaska Native	2.08
Asian	1.19
Filipino	0.89
Hispanic or Latino	54.4
Pacific Islander	1.38
White (Not Hispanic)	30.17
Multiple or No Response	1.88
Socioeconomically Disadvantaged	76.0
English Learners	21.0
Students with Disabilities	9.0

School Climate:

Safety Plan

SB187 Safety Plan

Date the plan was last updated:

September, 2007

Date the plan was last reviewed by the staff:

September, 2007

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 when school begins and opened when 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.

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 23, 2008 facilities validation site visit was conducted at Whittier Elementary 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			Girl's restroom ADA stall door would not latch; one classroom adjust entry safety screen latch; one classroom adjust entry door closer; one classroom safety screen not operating.
Interior Surfaces (walls, floors, and ceilings)		X		One classroom carpet wrinkled; one classroom tares in the wallpaper; several classrooms stained ceiling tiles; two classrooms carpet stained.
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			Fire alarm in ".trouble"
Electrical (interior and exterior)	X			Several rooms have light fixtures out; boy's restroom hand dryer inoperable; one classroom electric outlet by sink, check for GFIC; MPR boy's restroom hand dryer inoperable.
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			Boy's restroom ADA stall toilet not flushing.
Sewer	X			
Playground/School/Grounds	X			
Roofs	X			Staff lounge roof leak at entry; six classrooms roof leaks.
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	9.1	5.1	8.2	17.1	15.4	14.8
Expulsions	0.0	0.1	0.0	0.1	0.5	0.6

Facility Conditions and Planned Improvements

Whittier Elementary School provides a safe and clean environment for learning. The school, built in 1966 on 10.87 acres, currently has 21 permanent rooms and 25 portable classrooms, an office complex, multipurpose room with kitchen, library, computer room, teacher workroom and lounge, three playground areas, and an outdoor eating area. The campus is fenced and gated.

The administrative staff consists of one principal and one assistant principal. Certificated staff consists of 46 regular classroom teachers, 1 speech therapist, two resource specialists, 3 special day class teachers, 2 physical education teachers, .4 vocal music teachers, 1 computer teacher, and .4 instrumental music teacher. One full-time library technician maintains the library. Eighteen other classified staff, provide services to students and staff in the office, classrooms, and on the playgrounds.

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.

Cleaning Process and Schedule

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

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

Teachers:

Teacher Credentials

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

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	52	54	52	1058
Without Full Credential	2	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	100.0	0.0
All Schools in District	91.1	8.9
High-Poverty Schools in District	92.9	7.1
Low-Poverty Schools in District	78.3	21.8

Curriculum and Instructional Materials:

Instructional Materials

All classrooms have state adopted materials. Open Court Language Arts and Saxon Math are used consistently in all classrooms. Accelerated Reader is used as a supplementary program in all second through fifth grade classrooms. Student progress in reading and math is tracked using the Open Court, SCOE and Saxon assessments along with the Accelerated Reader and STAR Reading Test. Parents are informed of their child's progress in relation to the standards during parent conferences using standards-based report cards.

All first-fifth grade students have two one-half hour physical education lessons, and one-half hour of computers. Instrumental band is available to all 4th—5th grade students. Chorus and Band participate in performances throughout the year. All second grade students are tested for the Gifted and Talented Education (GATE) program in second grade. Approximately one-third of the teaching staff has CLAD/BCALD or the equivalent. English Language Learners are placed with trained teachers. Corrective Reading is provided to at-risk 4th—5th grade students during the school day.

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 <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 1.3 English Now! V C L 4, 5, 6 Write Time, L 6, 7 – 1 st Ed.	LitConn, Inc. LitConn Inc. Teacher Created Mats	2003 2005 2004	Dec. 2006 June 2007 June 2007
K-5	Health	Harcourt Health & Fitness	Harcourt, Inc.	2006	July 2005
Interventions Programs for Reading/Language Arts					
4-12	Reading/Language Arts	SRA/Reach High Point EI Scholastic Read 180	SRA/McGraw Hill Hampton-Brown Co. Scholastic, Inc.	2002 2001 2002	July 2005
4-7	Mathematics	California Math Triumphs	Glencoe/McGraw-Hill	2008	June 2008

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%
Health	0%
Visual and Performing Arts	0%

Student Progress

Students have demonstrated consistent growth in both Language Arts and Mathematics. After 6 years of consistent growth in our API score, we had a slight drop two years ago, particularly in our ELD and Socio-economically disadvantaged populations. This has caused us to focus even more school-wide on our delivery of instruction and intervention programs. These focused efforts led to an increase in API score of 40 points, placing Whittier in the top 10% of schools in the State with regards to improvement.

This is done both formally through district developed assessments administered every 6 weeks, along with curriculum-embedded assessments done almost weekly. Instruction is modified to address the results of these assessments.

Formally, a Progress Report or Report Card is sent home every 6 weeks. The majority of the staff sends home a teacher developed progress report on a weekly or bi-weekly basis, along with reports and/or phone calls and conferences as the need dictates with the individual student or at the request of the parent.

School Finance:

Other Programs

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

Program	Amount
Title I	\$113,327
School & Library Improvement Block Grant	\$31,390
EIA/LEP	\$96,229
ELAP	\$15,340
Total	\$256,286

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	\$5,573	\$768	\$4,805	\$62,911
District			\$5,080	\$62,751
Percent Difference-School Site and District			(5%)	0.3%
State			\$5,300	\$65,008
Percent Difference-School Site and State			(9%)	(3%)

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%

Support Staff:

Student Services

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

Title	Number of FTE Assigned to School
Library Media Services (paraprofessional)	1.0
Psychologist	0.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0

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	28.4

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	36	34	39	39	39	43	42	43	46
Math	48	46	48	34	34	37	40	40	43
Science	22	27	36	28	32	39	35	38	46

CST Results by Student Group Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced Level		
	English-Language Arts	Mathematics	Science
African American	25	30	*
Hispanic or Latino	32	44	30
White (not Hispanic)	53	60	49
Male	33	49	38
Female	42	47	32
Economically Disadvantaged	33	43	30
English Learners	25	37	27
Students with Disabilities	7	31	*

Accountability:

Academic Performance Index

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

API Ranks - Three Year Comparison

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

API Rank	2005	2006	2007
Statewide	3	5	4
Similar Schools	4	5	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	40	-6	21	756
Hispanic or Latino	45	-18	23	732
White (not Hispanic)	60	-1	32	806
Socioeconomically Disadvantaged	45	-10	26	737
English Learners	57	-36	45	714

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

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.

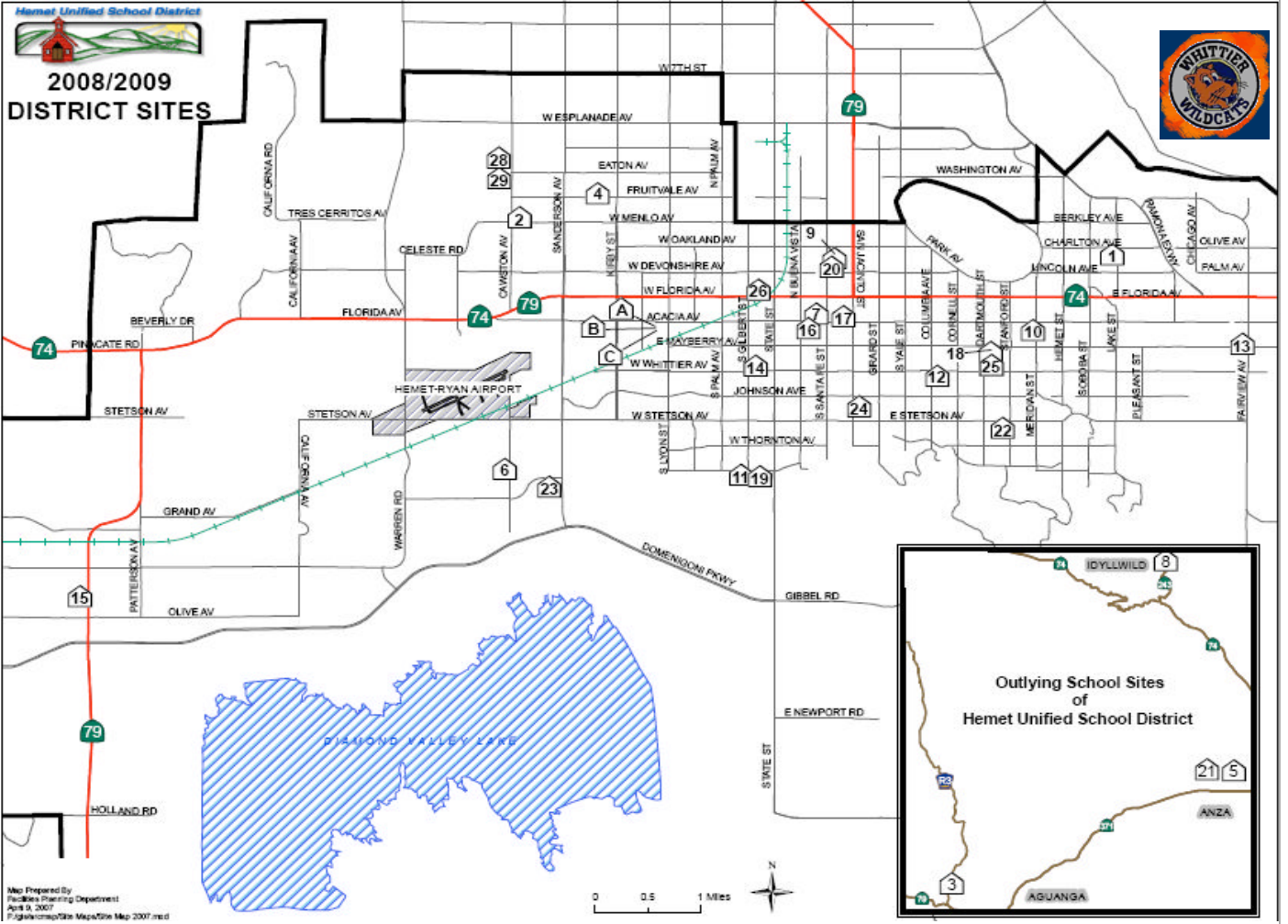
Instructional Planning and Scheduling:

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



Whittier 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