West Valley High School 2010- 2011

3401 Mustang Way ♦ Hemet, CA 92545 ♦ (951) 765-1600 ♦ Grades 9-12
Alex Ballard, Principal

2009-10 School Accountability Report Card
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Principal's Message
West Valley High School is an accredited state-of-the art, comprehensive high school. West Valley High School serves approximately 1850 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

Opportunities for 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, Alex Ballard at (951) 765-1600.

District Profile
Hemet Unified School District covers one of the largest geographic areas of any district in California. It covers over 700 square miles of very diverse topography; from valley flatlands, to foothills, to mountains. It serves a growing community with a current enrollment of over 22,000 students. Preschool centers at seven school locations, eleven elementary schools (K-5), three elementary/middle schools (K-8), four middle schools (6-8), four comprehensive high schools (9-12), one continuation high school (11-12), a vocational education focused charter school, a science-based charter Middle School, an Adult Education Center, Independent Study Programs, a Home School Program, and a self-paced on-line instruction program offer a wide variety of learning opportunities for students of all ages.

Educational programs are designed to be flexible enough to provide a positive educational environment for all students, yet structured enough to ensure attainment of the California Content Standards and passing the California High School Exit Exam. With the support of the community, school staffs have developed highly successful programs in music, agriculture, and athletics.

Hemet Unified School District's Core Values

1. It is the District's responsibility to provide a structure and framework in which students and staff can succeed.
2. All students can develop their intellect and improve their academic achievement level in each subject each year.
3. It is the District's responsibility to recruit, train and retain the very best staff to work in the Hemet Unified School District.
4. Good first teaching is the most powerful tool for improving student achievement.
5. It is the District's responsibility to provide alternative education opportunities that create pathways to success for students who do not do well in a traditional setting.
6. The maintenance and development of students' nutritional and physical well being supports and enhances intellectual development and academic achievement.
7. Participation in activities such as academic competitions, music, drama, sports, clubs and other "non-academic" endeavors develops the human spirit and provides balance between the intellectual, physical and emotional/social development of our students.
8. The quality of interaction with our community, the quality of our published works and the state of our facilities all reflect what we think of ourselves as a district.
9. It is the District's responsibility to respond positively to the changing needs of our community and students.
10. It is the District's responsibility to ensure that the allocation of fiscal resources supports the Core Values of the District.

Enrollment by Student Group	
2009-10 Enrollment: 1,896	
Black or African American	10
American Indian or Alaska Native	1
Asian	2.11
Filipino	2
Hispanic or Latino	46
Native Hawaiian/Pacific Islander	1.27
White	36
Two or More Races	
Socioeconomically Disadvantaged	69
English Learners	14
Students with Disabilities	14

Suspensions & Expulsions

This 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.

Suspension Rates						
	School			**District**		
	07-08	**08-09**	**09-10**	**07-08**	**08-09**	**09-10**
Suspensions	16.5	31.3	33.0	14.8	18.4	18.8
Expulsions	0.9	0.6	0.7	0.6	0.4	0.5

Types of Services Funded

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

Title I - $290,184
EIA - $45,400
EIA/LEP - $16,218
Lottery - $35,097

Class Size and Distribution

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

Average Class Size & Class Size Distribution (Secondary)				
Subject	**Avg. Class Size**	**Number of Classrooms**		
		1-20	**21-32**	**33+**
2007-08				
English	32.6	7	35	42
Mathematics	34.3	5	15	43
Science	34.1	4	9	37
Social-Science	34.5	7	13	48
2008-09				
English	34.4	8	12	50
Mathematics	34.0	5	11	38
Science	37.7	1	8	30
Social-Science	35.2	3	14	38
2009-10				
English	20.8	34	30	17
Mathematics	25.3	14	26	17
Science	25.8	16	15	18
Social-Science	25.0	16	30	17

Professional Development

The school district provides all certificated and classified 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 Curriculum Specific Trainings in Language Arts and Mathematics, Administrator Training Program, English Now, BTSA Induction Support for year one and 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, seven Strategy Focused Instructional Coaches in language arts and mathematics, 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 2010-2011 Professional Development "At a Glance" calendar is posted weekly to share professional development occurring throughout the district.

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.

Expenditures Per Pupil and Teacher Salaries (FY 08-09)

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 school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

Expenditures Per Pupil and Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supp.	Basic	
School	$5,982	$1,268	$4,714	$65,019
District	--	--	$5,847	$64,956
State	--	--	$5,681	$68,179
Percent Difference (School/District)			-19.4	0.1
Percent Difference (School/State)			-17	-4.6

Teacher and Administrative Salaries (FY 08-09)

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 may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/.

Teacher and Administrative Salaries		
Category	District Amount	State Average
Beginning Teacher Salary	40,147	40,421.00
Mid-Range Teacher Salary	66,464	60,038.00
Highest Teacher Salary	87,860	79,654.00
Superintendent Salary	250,180.00	223,323
Average Principal Salary (Elementary)	107,901	108,894
Average Principal Salary (Middle)	115,624	113,713
Average Principal Salary (High)	117,801	124,531
% of Budget (Teacher Salaries)	43.55	40.24
% of Budget (Administrative Salaries)	5.58	5.53

Core Academic Classes 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 the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/

% of Classes In Core Academic Subjects Taught by Teachers Who Are		
Level	NCLB Compliant	Non-NCLB Compliant
This School	95.20	4.80
All Schools in District	95.43	4.57
High-Poverty Schools		3.38
Low-Poverty Schools		N/A

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 percent of full time.

Academic Counselors and Other Support Staff	
Title	# of FTE Assigned to School
Academic Counselor	4.0
Average # of Students per Counselor	477
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.50
Library Media Services Staff (paraprofessional)	1.0
Psychologist	1.0
Social Worker	0
Nurse	.29
Health Technician	1.38
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	.4
Other	0

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 of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teacher Credentials				
Teachers	School			District
	07-08	08-09	09-10	09-10
With Full Credential	88	74	69	996
Without Full Credential	9	8	3	14
Outside Subject Area of Competence	12	7	6	108

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.

Misassignments/Vacancies			
	08-09	09-10	10-11
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

School Site Safety Plan
SB187 Safety Plan
Date the plan was last updated: December 1, 2010
Date the plan was last reviewed: December 12, 2010

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 six campus supervisors, four administrators, and four 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.

Facilities Maintenance

Date of Most Recent Inspection: 8/9/10

West Valley High School (WVHS) has completed its fourteenth 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.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Facility Conditions					
Item Inspected	**Repair Status**				**Repair Needed / Action Taken or Planned**
	Exemplary	**Good**	**Fair**	**Poor**	
Systems: Gas Leaks/Mechanical/HVAC/Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	
Cleanliness: Overall/Pest/Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms/Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
Safety: Fire Safety/Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage/Roofs	[ ]	[X]	[ ]	[ ]	Stained ceiling and missing ceiling tiles in 15 classrooms; dirty vents. Carpet tears/door entry toseveral rooms; trip hazard/hallway rom 184. Sharp edges/cracked counter top rm 267
External: Grounds/Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	Ramp has holes, wood rotting P-G101. Hole outside concrete/side of building.
Overall Rating	[ ]	[X]	[ ]	[ ]	

Curriculum and Instructional Materials

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.

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/5/10 that each pupil in the district, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below (0% lack textbooks and/or instructional materials in any of the listed areas). The chart below outlines the textbooks adopted and used by Hemet Unified School District.

Adopted Textbooks			
Grade Levels / Title	Publisher	Edition	Adopted
Reading/Language Arts			
9-12	Holt Literature & Language Arts	Holt, Rinehart & Winston	2003	6/03
English Language Development			
6-12	English Now, V 2.0	LitConn, Inc.	2007	12/06
6-12	High Point	National Geographic	2001	6/05
Mathematics			
8-12	California Geometry	McDougal Littell	2007	6/08
9-12	Algebra 1	McDougal, Littell	2008	6/08
9-12	Geometry, Concepts and Skills	McDougal Littell	2005	6/08
9-12	Algebra 2	McDougal Littell	2007	6/08
9-12	Integrated Mathematics I & II	McDougal Littell	2002	5/04
9-12	PreCalculus with Limits, 5th Edition	McDougal Littell	2008	6/08
12	Calculus	Addison Wesley	1999	6/99
12	Trigonometry, 6th Edition	Turner, Brooks, Cole	2008	6/08
Social Science			
9	World Geography	McDougal Littell	2006	6/07
9	Health Skills & Wellness – Behavioral Health Science	Prentice Hall	1994/2001	6/07
10	World History, The Modern World	Prentice Hall	2007	6/07
11	US History, Modern America	Prentice Hall	2008	6/07
12	Magruders American Government / American Govt. 10th E. (AP)	Prentice HallHoughton Mifflin	1992/1994	6/07 & 12/06
12	Economics, Principles in ActionEconomics, 7th Ed.	Prentice HallSouth-Western	2001/20072005	6/07 & 12/06
12	Western Civilization	Thomson Learning, Inc.	2006	1/06
Foreign Language			
9-12	Deutsch Aktuell, 1, 2 & 3	Paradigm Publications	1998	7/01
9-12	Bienvenue, French 1	Glencoe	1998	7/00
9-12	A bord, French 2	McDougal Littell	2000	6/00
9-12	En voyage, French 3 & 4	McDougal Littell	2003	6/27
9-12	En español! 1 & 2	McDougal Littell	2003	6/27
9-12	Abriendo Puertas – Antologia de Literatura en Español, Tomo I (AP)	McDougal Littell	2003	6/27
9-12	Abriendo Puertas – Antologia de Literatura en Español, Tomo II (AP)	McDougal Littell	2003	6/27
9-12	Abiendo Puertas (AP)	McDougal Littell	2003	6/27

Adopted Textbooks

Grade Levels / Title		Publisher	Edition	Adopted
Science				
9	California Earth Science	Prentice Hall	2006	6/08
10-12	California Biology	Prentice Hall	2007	6/08
10-12	Hole's Human Anatomy & Physiology	Glenco McGraw Hill	2009	6/08
10-12	Holt PhysicsCalifornia Edition	Holt	2007	6/08
11-12	Holt Modern Chemistry	Holt	2009	6/08
11-12	Astronomy – Journey to The Cosmic Frontier, 5th Edition	Glenco McGraw Hill	2008	6/08
11-12	Integrated Principles of Zoology	McGraw Hill	2006	1/06
Visual & Performing Arts				
9-12	Music Appreciation	McGraw Hill	2000	12/01
9-12	Stage Makeup	Watson-Guptill	1999	12/01
9-12	Simply 3D	Micrografx	1998	4/00

Interventions Programs for Reading/Language Arts

Grade Levels / Title		Publisher	Edition	Adopted
Reading/Language Arts				
4-12	SRA/Reach	SRA/McGraw Hill	2005	5/05
4-12	High Point El	Hampton-Brown Co.	2001	5/05
4-12	Scholastic Read 180	Scholastic, Inc.	2002	5/05

Advanced Placement (AP) Textbooks

Grade Levels / Title		Publisher	Edition	Adopted
AP Literature & Composition				
12	Perrine's Literature: Structure, Sound & Sense	Wadsworth Cengage Learning	10th C (2009)	6/09
AP Calculus				
11-12	Calculus of a Single Variable	Houghton Mifflin Company	8th C (2006)	6/09
AP Computer Science & Computer Programming				
11-12	Java Software Solutions	Pearson Education, Inc.	2nd C (2007)	6/09
AP Spanish Language & Literature				
9-12	Abriendo Puertas: Lenguaje	McDougal Littell, Inc.	1st C (2007)	6/09
11-12	Abriendo Puertas: Tomo I	McDougal Littell, Inc.	C (2003)	6/09
11-12	Abriendo Puertas: Tomo II	McDougal Littell, Inc.	C (2003)	6/09
AP U.S. History				
10-12	Out of Many, A History of the American People	Pearson Publisher	5th C (2007)	6/09
AP European History				
10-12	The Western Heritage	Pearson Education LtdPrentice Hall	9th C (2007)	6/09
AP Art History				
10-12	Stokstad Art History	Prentice Hall Publisher	3rd C (2008)	6/09
AP Biology				
11-12	Biology	Addison Wesley	8th (2008)	6/09
AP & General Environmental Science				
9-12	Environment: The Science Behind the Stories	Pearson/Prentice Hall	C (2008)	6/09

California Physical Fitness Test Results

Every year, 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 scoring in the healthy fitness zone on four out of five, five out of five and all six fitness standards for the most recent testing period.

California Physical Fitness Test Results			
	4 of 6	**5 of 6**	**6 of 6**
Grade 9	19.0	30.8	34.8

DataQuest and Access to Data

DataQuest is an online data tool located on the CDE DataQuest Web page 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 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.

California Standards Tests (CST)

The California Standards Tests (CSTs) 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, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. *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.*

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).

Percent of Students Scoring At Proficient or Advanced									
Subject	**School**			**District**			**State**		
	2007-08	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**
English-Language Arts	42	45	45	43	48	48	46	50	52
Mathematics	13	19	19	37	41	41	43	46	48
Science	42	39	39	39	47	47	46	50	54
History-Social Science	38	46	46	31	36	36	36	41	44

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.

Percent of Students Scoring At Proficient or Advanced				
Student Group	**English-Language Arts**	**Mathematics**	**Science**	**History-Social Science**
All Students in the LEA				
All Student at the School				
Male	39	21	38	49
Female	52	18	41	42
Black or African American	38	14	33	36
American Indian or Alaska Native	67	33	*	*
Asian	62	39	*	67
Filipino	70	20	*	70
Hispanic or Latino	37	15	29	38
Native Hawaiian/Pacific Islander	60	20	*	60
White	55	25	54	56
Two or More Races	50	23	*	36
Socioeconomically Disadvantaged	41	17	33	40
English Learners	8	8	6	12
Students with Disabilities	19	16	8	10
Students Receiving Migrant Education Services				

Adequate Yearly Progress (AYP)

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics, 2) Percent proficient on the state's standards-based assessments in ELA and mathematics, 3) API as an additional indicator and 4) Graduation rate (for secondary schools).

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
AYP Overall	No	No
Participation Rate:		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Percent Proficient:		
English-Language Arts	No	No
Mathematics	No	No
API	Yes	Yes
Graduation Rate (High Schools)	Yes	Yes
Number of Schools Currently in PI	N/A	16
Percent of Schools Currently in PI	N/A	59.3

2010 Growth API Comparison 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. Note: "N/A" means that the student group is not numerically significant.

API Changes			
Student Group	2010 Growth API		
	School	LEA	State
All Students at the School	728	753	767
Black or African American	703	692	686
American Indian or Alaska Native		720	728
Asian		838	890
Filipino		837	851
Hispanic or Latino	684	723	715
Native Hawaiian/Pacific Islander			753
White	782	794	838
Two or More Races			808
Socioeconomically Disadvantaged	703	726	712
English Learners	645	687	692
Students with Disabilities	516	607	580

Academic Performance Index (API)

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 CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

API Ranks			
	2007	2008	2009
Statewide	4	5	5
Similar Schools	7	9	9

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 CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Program Improvement Status		
	School	District
PI Status	In PI	In PI
First Year of PI	2004-2005	2004-2005
Year in PI	Year 5	Year 3

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 three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

API Changes			
Student Group	Actual Change		
	07-08	08-09	09-10
All Students at the School	30	14	0
Black or African American	40	3	18
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	32	16	-10
Native Hawaiian/Pacific Islander			
White	22	17	16
Two or More Races			
Socioeconomically Disadvantaged	38	13	-1
English Learners	24	30	-30
Students with Disabilities	62	20	-1

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten 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 CDE California High School Exit Examination (CAHSEE) Web site at http://cahsee.cde.ca.gov/. *Note: Scores are not shown when the number of students tested is ten 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.*

CAHSEE Results for All Students			
Subject	School	District	State
2007-08			
English	50.8	49.2	52.9
Mathematics	48.4	42.9	51.3
2008-09			
English	50.1	52.8	52.0
Mathematics	44.3	47.7	53.3
2009-10			
English	48.8	52.6	54
Mathematics	51.2	49.9	53.4

California High School Exit Exam (CAHSEE) Results

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

CAHSEE Results by Student Group - Most Recent Year					
English-Language Arts			Mathematics		
Not Prof.	Prof.	Adv.	Not Prof.	Prof.	Adv.
All Students in the LEA					
47.9	25.6	26.7	50.6	36.1	13.5
All Students at the School					
Male					
60.4	22.4	17.1	50.8	37.3	11.9
Female					
41.9	26.0	32.1	47.7	36.6	15.7
Black or African American					
55.3	13.2	31.6	57.9	28.9	13.2
American Indian or Alaska Native					
*	*	*	*	*	*
Asian					
*	*	*	*	*	*
Filipino					
*	*	*	*	*	*
Hispanic or Latino					
60.4	22.5	17.1	55.7	35.6	8.7
Native Hawaiian/Pacific Islander					
*	*	*	*	*	*
White					
40.5	28.6	31.0	42.7	38.0	19.3
Two or More Races					
*	*	*	*	*	*
Socioeconomically Disadvantaged					
56.9	24.5	18.6	54.1	36.7	9.2
English Learners					
66.7	26.7	6.7	65.7	30.5	3.8
Students with Disabilities					
96.0	4.0	0.0	88.2	11.8	0.0
Students Receiving Migrant Education Services					
*	*	*	*	*	*

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels.

Dropout and Graduation Rates			
Indicator	2006-07	2007-08	2008-09
School			
Dropout Rate: 1yr	3	4	3.9
Graduation Rate	89	86	86.4
District			
Dropout Rate: 1yr	6	5	5
Graduation Rate	78	80	83
State			
Dropout Rate: 1yr	5	5	6
Graduation Rate	81	80	79

Completion of High School Graduation Requirements

For students who began the 2009-10 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Graduating Class of 2010		
	School	District
All Students	93	79
Black or African American	97	93
American Indian or Alaska Native	100	93
Asian	92	100
Filipino	100	100
Hispanic or Latino	89	80
Native Hawaiian/Pacific Islander	100	92
White	88	90
Socioeconomically Disadvantaged	79	69
English Learners	70	63
Students with Disabilities	62	74

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.

Advanced Placement (AP) Courses		
Subject	# Offered	% of Students Enrolled
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	6	N/A
All courses	14	3.3

Advanced Placement Courses

The results profiled in the summary are based on all students who attempted an Advanced Placement (A.P.) Test from district high schools in 2009-10. The results reflect all tests attempted. Some students attempted more than one test; therefore, the number of attempted tests does not indicate unique students. Advanced Placement tests are important for college bound students in that students may receive "credit" for college classes if they earn a 3, 4 or 5 in an exam. Each college and university determines its own policy. In some cases, students earning a '5' may be given credit for two classes of freshman level college work. It is difficult for smaller schools to offer the same number of AP courses as the larger schools. At smaller schools AP courses are often combined with non-AP courses, i.e., United States History and AP United States History. Administration supports AP students in combination classes by providing tutorial assistance. Students at smaller schools can also access AP courses on-line through the University of California.

Advanced Placement Test	West Valley High School 2010- 2011			Hemet Unified School District			National	State
	Students Attempting Test	Students Passing w/ 3, 4, or 5	% Pass Rate	Students Attempting Test	Students Passing w/ 3, 4, or 5	% Pass Rate	% Pass Rate	% Pass Rate
AP Art History	19	15	79	113	69	61	61	67
AP Biology	33	7	21	77	30	39	49	51
AP Calculus A/B	33	16	48	98	46	47	55	57
AP Calculus B/C				7	1	14	55	57
AP Chemistry				18	3	17	54	58
AP Computer Science A				29	10	34	65	69
AP Economics – Macro	44	29	66	45	29	64	54	58
AP Economics - Micro	17	5	29	18	6	33	62	66
AP European History	23	14	61	127	50	39	65	60
AP French Language	3	2	67	14	3	21	52	53
AP Gov. Politics Comp	15	5	33	15	5	33	59	63
AP Eng. Language	23	15	65	158	75	47	61	59
AP Eng. Literature	19	15	79	135	70	52	57	57
AP Music Theory				1	1	100	60	67
AP Physics B				1	1	100	58	59
AP Psychology				1	1	100	66	66
AP Spanish Language	27	22	81	62	46	74	72	80
AP Spanish Literature				2	1	50	59	61
AP Statistics	16	10	63	30	12	40	58	58
AP U.S. History	18	5	28	159	36	23	53	55
AP US Gov.& Politics	38	18	47	49	21	43	51	50
AP World History				1	1	100	49	53
Totals	**328**	**178**	**54**	**1,160**	**517**	**45**		

Advanced Placement Testing Summary

Admission Requirements for California's 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 General Admissions Information Web page at http://www.universityofcalifornia.edu/admissions/general.html.

Admission Requirements for California's Public Universities (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 page at http://www.calstate.edu/SAS/admreq.shtml.

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
- Digital Imaging (Sem. 2)
- Medical Terminology
- Emergency Medical Technician

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Career Technical Education Participation	
Number of pupils	427
Percent of pupils completing a CTE program and earning a high school diploma	92
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	16

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.

Courses for University of California and/or California State University Admission	
Percent of Students Enrolled in Courses Required for UC/CSU Admission	98
Percent of Graduates Who Completed All Courses Required for UC/CSU Admission	27