



# West Valley High School

3401 Mustang Way • Hemet, CA 92545 • (951) 765-1600 • Grades 9-12

Mrs. Janice Jones, Principal

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<http://www.wvhsmustangs.net/>

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Hemet Unified School District

1791 West Acacia Ave.  
Hemet, CA 92545-3632  
(951) 765-5100  
[www.hemetUSD.org](http://www.hemetUSD.org)

#### District Governing Board

Mrs. Stacey Bailey  
Mrs. Megan Haley  
Mr. Gene Hikel  
Mr. Vic Scavarda  
Mr. Patrick Searl  
Mr. Ross Valenzuela  
Mr. Joe Wojcik

#### District Administration

Mrs. Christi Barrett  
**Superintendent**  
Mrs. Christi Barrett  
**Superintendent**  
Dr. LaFaye Platter  
**Deputy Superintendent**  
**Human Resources**

Mr. Vince Christakos  
**Assistant Superintendent**  
**Business Services**

Dr. David Horton  
**Assistant Superintendent**  
**Educational Services**

Dr. Alex Ballard  
**Director of Secondary Education**

### Principal's Message

West Valley High School is an accredited state-of-the-art, comprehensive high school. West Valley High School serves approximately 1798 students, grades 9 -12, representing a broad cross-section of cultural and socio-economic backgrounds. Its emphasis on integrated curriculum, and technology, West Valley High School prepares its students for college and career.. 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 and equitable 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.

Our school focus for the 2016/2017 school year is:

Make every day a G.R.E.A.T. day to be a Mustang for every student!

Graduation  
Readiness  
Engagement  
Achievement  
Teaching and Learning

### West Valley High School's Mission Statement

West Valley's mission along with parents and the community is to prepare its diverse student body with the academic, vocational, and social skills necessary to become contributing members in a changing and global society.

### Expected Schoolwide Learning Results (ESLRs):

Writing across the Curriculum  
Variety of Opportunities  
Higher Level Thinking  
Successful Students

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	477
Grade 10	447
Grade 11	432
Grade 12	376
<b>Total Enrollment</b>	<b>1,732</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9
American Indian or Alaska Native	0.7
Asian	1.3
Filipino	2
Hispanic or Latino	58.8
Native Hawaiian or Pacific Islander	0.6
White	24.4
Two or More Races	3.1
Socioeconomically Disadvantaged	82.8
English Learners	8
Students with Disabilities	15.6
Foster Youth	1.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
West Valley High School	14-15	15-16	16-17
<b>With Full Credential</b>	68	73	75
<b>Without Full Credential</b>	1	2	4
<b>Teaching Outside Subject Area of Competence</b>	6	2	7
Hemet Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	1071
<b>Without Full Credential</b>	♦	♦	32
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	94

Teacher Misassignments and Vacant Teacher Positions at this School			
West Valley High School	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	1	1	1

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.4	5.6
Districtwide		
All Schools	97.2	2.8
High-Poverty Schools	97.1	2.9
Low-Poverty Schools	98.6	1.4

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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, including English learners 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.

AB 1246, added Education Code Section 60210, which allows the district to use any instructional materials, not just state-adopted, as long as they are aligned with the academic content standards. The EC 60119 has a new section (e) with a reference to the Common Core State Standards (CCSS). The section states: "For the purpose of transitioning to instructional materials that are aligned with the common core academic content standards, it is the intent of the Legislature that textbooks, instructional materials, and supplemental instructional materials be deemed to be aligned with the content standards pursuant to subdivisions (a) and (c), and be deemed consistent with the content and cycles of the curriculum framework adopted by the state board pursuant to subdivision (a) if the textbooks, instructional materials, supplemental instructional materials, or a combination of any such materials are aligned to the content standards adopted pursuant to Section 60605 or 60605.8." This addition means that materials aligned to either the 1997 standards or the 2010 CCSS standards for mathematics and English Language Arts are compliant with Williams Act requirements. In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 9/6/16 that each pupil in the district, including English learners in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below:

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: September 6, 2016</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	English Now! V 2.0 - LitConn, Inc. Dec. 2006 Holt Literature & Lang Arts - Holt, Rinehart & Winston May 2003 Compass Learning - Odyssey June 2011 Perrine's Literature: Structure, Sound & Sense - Wadsworth Cengage Learning June 2009  <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	California Geometry - McDougal Littell June 2008 Algebra 1 - McDougal, Littell June 2008 Geometry, Concepts and Skills - McDougal Littell June 2008 Algebra 2 - McDougal Littell June 2008 Integrated Mathematics I & II - McDougal Littell Inc. May 2004 PreCalculus with Limits, 5th Edition - McDougal Littell June 2008 Math with Business Applications - Glencoe June 2008 Calculus of a Single Variable - McDougal Littell June 2008 Trigonometry, 6th Edition - Turner, Brooks, Cole 6th Edition June 2008 Compass Learning - Odyssey June 2011 MIND ST Math Program - MIND Research Institute October 2011 Calculus of a Single Variable - Houghton Mifflin Company June 2009  <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0%

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: September 6, 2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Science</b>	<p>California Earth Science - Prentice Hall June 2008  California Earth Science - Holt June 2003  California Life Science - Holt June 2003  California Biology - Prentice Hall June 2008  Holt Modern Chemistry - Holt June 2008  Hole’s Human Anatomy &amp; Physiology - Glencoe McGraw Hill June 2008  Holt Physics California Edition - Holt June 2008  Astronomy – Journey to The Cosmic Frontier, 5th Edition - Glencoe McGraw Hill 5th Edition June 2008  Integrated Principles of Zoology - McGraw Hill January 2006  Invitation to Computer Science - Pearson Education, Inc. Feb 2015  Biology - Addison Wesley June 2009  Chemistry 9th Edition, AP Zumdahl &amp; Zumdahl - Cengage Learning Nov 2013  College Physics: A Strategic Approach - Pearson Education Feb 2015  Environment: The Science Behind the Stories - Pearson/Prentice Hall Mar 2011</p> <p><b>The textbooks listed are from most recent adoption:</b> No  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>History-Social Science</b>	<p>World Geography - McDougal Littell June 2007  Prentice Hall Health Behavioral Health Science - Prentice Hall Nov. 2009  World History, The Modern World - Prentice Hall June 2007  US History, Modern America - Prentice Hall 2 June 2007  Magruder’s American Government - Prentice Hall June 2007  Economics, Principles in Action - Prentice Hal June 2007  Western Civilization - Thomson Learning, Inc. January 2006  Out of Many, A History of the American People - Pearson Publisher June 2009  The Western Heritage - Pearson Education Ltd Prentice Hall Publisher June 2009  Stokstad Art History - Prentice Hall Publisher June 2009  American Government - Houghton Mifflin Dec. 2006  Economics, 7th Ed. - Thompson Dec. 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> No  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Foreign Language</b>	<p>Deutsch Aktuell, 1, 2 &amp; 3 - Paradigm Publ July 2001  Bon Voyage, French 1-3 - Glencoe McGraw Hill May 2013  Descubre, 2nd Ed. Level 1-3 - Vista Higher Learning November 2014  El Español para Nosotros 1 &amp; 2 - Glencoe/McGraw Hill November 2014  Temas - Vista Higher Learning Nov 2014  Abriendo Puertas: Tomo I - McDougal Littell, Inc. June 2009  Abriendo Puertas: Tomo II - McDougal Littell, Inc. June 2009  AP Imaginez “Le Francais Sans Frontieres” - Vista Higher Learning Mar 2012  Aprenon 2nd Edition - Wayside Publishing May 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Health</b>	<p>Decisions for Health - Holt, Rinehart &amp; Winston July 2005</p> <p><b>The textbooks listed are from most recent adoption:</b> No  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Visual and Performing Arts</b>	<p>Music Appreciation - McGraw Hill Jan. 2006  Stage Makeup - Watson-Guption Dec. 2001  Simply 3D - Micrografx April 2000  Human Geography, 1st Edition - McGraw-Hill Publishing Dec 2014  Music in Theory &amp; Practice, Vol. I &amp; II, 8th Edition - McGraw-Hill Publishing Dec. 2010</p> <p><b>The textbooks listed are from most recent adoption:</b> No  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Science Laboratory Equipment</b>	<p>Project Lead the Way 2014 (Engineering/Drafting)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**School Facility Conditions and Planned Improvements (Most Recent Year)**

West Valley High School (WVHS) has completed its twentieth year at the current 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, agriculture program, choir, band, pottery and foods as well as a full complement of CTE programs including Sports Therapy. 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.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/8/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			GYM: CEILING TILES MISSING. Room 286 / ASB Office / Sec. Office: Teacher support needed & Custodial Services - Floor has spots of paint all over...walls have paint all over, sink area is very dirty with paint...missing Fire Exting. Cover...New carpet needed in s
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			C137 Ceramics: Missing ceiling tile, 1 stained ceiling tile & in the Office room - 1 missing ceiling tile and 1 stained ceiling tile, Housekeeping is needed by teacher, Custodial services is needed...cabinets need to be cleaned-counter top needs cleaning-d
<b>Electrical:</b> Electrical	X			A160: 2 LIGHTS OUT A223: TORN WALL PAPER. MISSING ELECTRICAL COVER. BOYS RESTROOM: 1 STALL NOT WORKING, 1 HAND DRYER INOPERABLE, SINK NOT WORKING E153: E154: 3 LIGHTS OUT. E155: 2 LIGHTS OUT. E156: 1 LIGHT OUT. GIRLS RESTROOM: 1 STALL DOOR NOT CLOSING, 1 LIGHT OUT, SINK NOT WORKING. NURSES OFFICE: 1 LIGHT OUT, SINK DRIPS. SWITCH, OFFICE HALLWAY: SWITCH LIGHT DOES NOT WORK ON ONE SIDE.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Outside BOYS BATHROOM: MISSING COVER ON DRYER.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	56	61	33	37	44	48
Math	25	21	22	24	34	36

\* Percentages are not calculated 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	41	38	35	48	45	43	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	24.7	19.1	24.1

\* Percentages are not calculated 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.

2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	459	419	91.3	35.1
Male	236	217	92.0	39.2
Female	223	202	90.6	30.7
Black or African American	35	29	82.9	17.2
Hispanic or Latino	289	269	93.1	29.7
White	94	85	90.4	51.8
Two or More Races	18	15	83.3	53.3
Socioeconomically Disadvantaged	238	209	87.8	26.8
English Learners	36	31	86.1	12.9
Students with Disabilities	55	46	83.6	32.6

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	411	389	94.7	60.6
Male	11	196	187	95.4	50.5
Female	11	215	202	94.0	69.8
Black or African American	11	46	43	93.5	38.1
Hispanic or Latino	11	234	224	95.7	61.2
White	11	93	86	92.5	65.1
Two or More Races	11	19	18	94.7	66.7
Socioeconomically Disadvantaged	11	221	211	95.5	57.8
English Learners	11	26	22	84.6	9.1
Students with Disabilities	11	54	42	77.8	2.4

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	411	388	94.4	21.0
Male	11	196	186	94.9	22.3
Female	11	215	202	94.0	19.9
Black or African American	11	46	43	93.5	9.5
Hispanic or Latino	11	234	223	95.3	19.9
White	11	93	86	92.5	22.1
Two or More Races	11	19	18	94.7	33.3
Socioeconomically Disadvantaged	11	221	211	95.5	16.4
English Learners	11	26	22	84.6	
Students with Disabilities	11	54	41	75.9	2.5

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

Parent involvement opportunities are available to all parents at all schools. These offerings are available in both English and Spanish. These opportunities include, English Learner Advisory Council (ELAC) School Site Council (SSC), BARR Advisory Board, Parent Project® (secondary), Parent Project Jr.® (elementary), WatchDogs Parent Support Group, various Booster clubs, District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), and a district-wide PTA/ELAC community event, named, "Hemet Posada," and the District Curriculum Council.

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

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

- (1) Assessment of the current status of school crime committed on school campuses and at school-related functions.
- (2) Includes strategies and programs that provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
  - (A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.
  - (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.).
  - (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.
  - (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.
  - (E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.
  - (F) The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.
  - (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
  - (H) A safe and orderly environment conducive to learning at the school.
  - (I) The rules and procedures on school discipline adopted pursuant to Sections 35291 and 35291.5.
  - (J) Schoolsite council or school safety planning committee, develops and updates the comprehensive school safety plan, shall, where practical, consult, cooperate, and coordinate with other schoolsite councils or school safety planning committees.
  - (K) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.
  - (L) As comprehensive school safety plans are reviewed and updated and includes policies and procedures aimed at the prevention of bullying.
  - (M) The comprehensive school safety plan, written and updated by the schoolsite council or school safety planning committee on (4/8/16) and was submitted to the District for approval pursuant to subdivision (a) of Section 32288 on (N/A).



Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	7.2	6.4	5.2
Expulsions Rate	0.3	0.7	0.4
District	2013-14	2014-15	2015-16
Suspensions Rate	7.3	7.0	6.3
Expulsions Rate	0.2	0.3	0.3
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	20	
Percent of Schools Currently in Program Improvement	80.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	0.33
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	438

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	25	23	23	29	33	33	7	14	14	35	29	29
Mathematics	23	20	20	29	41	41	14	12	12	24	25	25
Science	27	23	23	12	18	18	4	10	10	20	14	14
Social Science	28	25	25	15	19	19	11	10	10	32	20	20

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

#### Professional Development provided for Teachers

The school district provides certificated and classified members with opportunities for professional growth and training in a variety of programs and initiatives. The training provided through the Professional Development Academy allows teachers, administrators, and paraprofessionals to become highly skilled at providing quality leadership, instruction, and support to the district's students.

The focus of the Professional Development Academy has been on the implementation, support, and instructional improvement of California State Standards. The district's Educational Department, including Academic Coaches provide ongoing support and training in the skillful delivery of the adopted standards. Additionally, the Academic Coaches provide a variety of district and site based trainings based on data, principal feedback and, teacher survey results. Achievement data is used to determine site support and priorities for professional development opportunities. Teachers are provided with multiple opportunities throughout the school year and during the summer to participate in trainings. The PDA also supports our new teachers through our Center for Teacher Innovation (CTI) Induction Program and provides intensive coaching to support them in their new teaching assignment.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,694	\$45,092
Mid-Range Teacher Salary	\$71,781	\$71,627
Highest Teacher Salary	\$94,889	\$93,288
Average Principal Salary (ES)	\$121,056	\$115,631
Average Principal Salary (MS)	\$123,266	\$120,915
Average Principal Salary (HS)	\$136,990	\$132,029
Superintendent Salary	\$236,140	\$249,537
Percent of District Budget		
Teacher Salaries	37%	37%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

#### Title 1

Provides additional support to students by providing additional counseling services, additional classroom supplies, and tutoring programs both before and after school.

#### EIA/LEP/ELAP

Provides smaller class sizes by providing funding for 6th period assignments. It also provides additional classroom supplies and programs.

Other programs being funded are: BARR, Project Lead the Way, Equal Opportunity Schools, Athletic Programs, Music Programs, AVID.

#### OTHER PROGRAMS

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:

LCAP Supplemental Initiatives -- \$41,575  
 Supplemental/Concentration -- \$72,566  
 AVID - LCAP--\$92,846  
 Site Lottery -- \$35,925  
 Title I -- \$218,365  
 Spec Ed Federal Local Asst -- \$568,698  
 Vocational Education -- \$79,820  
 CA 21st Century--\$235,243  
 Other Federal (BARR) -- \$200,000  
 Special Education State/Local -- \$2,072,920  
 Ag Incentive -- \$5,629

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,708	\$1,950	\$5,758	\$75,025
District	♦	♦	\$5,327	\$76,186
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			8.1	5.5
Percent Difference: School Site/ State			7.7	2.8

\* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
	2011-12	2013-14	2014-15
<b>West Valley High School</b>			
Dropout Rate	7.00	5.60	6.60
Graduation Rate	87.90	90.27	88.57
<b>Hemet Unified School District</b>			
Dropout Rate	12.80	11.60	11.90
Graduation Rate	79.00	81.46	81.37
<b>California</b>			
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	646
% of pupils completing a CTE program and earning a high school diploma	71%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	14%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	92.61
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	32.2

\* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English	5	◆
Fine and Performing Arts		◆
Foreign Language	1	◆
Mathematics	5	◆
Science	2	◆
Social Science	7	◆
All courses	20	.4

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	88	83	86
Black or African American	84	74	78
American Indian or Alaska Native	50	69	78
Asian	100	93	93
Filipino	86	91	93
Hispanic or Latino	89	85	83
Native Hawaiian/Pacific Islander	50	56	85
White	87	84	91
Two or More Races	90	72	89
Socioeconomically Disadvantaged	51	51	66
English Learners	67	65	54
Students with Disabilities	85	80	78

### Career Technical Education Programs

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

- Acting
- Advanced Editing
- Agriculture Science I, II
- Biotechnology
- Computer Applications
- Computer Animation I, II
- Computer Keyboarding
- Fashion Retailing
- Film Studies
- First Responder
- Floriculture
- Foods and Nutrition I, II
- Multi-Media
- Retail Sales and Marketing
- Sports Medicine
- Student Store
- Theater Makeup/Costumes
- Technical Theater I, II
- Theater Workshop
- Veterinary Science
- Video Production
- Yearbook

### DataQuest

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school 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 may 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.