



West Valley High School

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

Ms. Shannyn L. Cahoon, Principal

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

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Hemet Unified School District

1791 West Acacia Ave.
Hemet, CA 92545-3632
(951) 765-5100
www.hemetusd.org

District Governing Board

Ms. Stacey Bailey

Mr. Rob Davis

Mrs. Megan Haley

Mr. Gene Hikel

Mr. Vic Scavarda

Mr. Patrick Searl

Mr. Ross Valenzuela

District Administration

Ms. Christi Barrett

Superintendent

Mr. Darrin Watters

Deputy Superintendent

Business Services

Mr. Darel Hansen

Assistant Superintendent

Human Resources

Mrs. Tracy Chambers

Assistant Superintendent

Educational Services

Dr. Karen Valdes

Assistant Superintendent

Student Services

Principal's Message

West Valley High School provides a safe environment that fosters an authentic learning experience through collaboration with students, staff, parents, and the community. We strive to have all members of the Mustang family rise to the challenge of maintaining a student-centered environment that fosters high expectations and promotes positive social growth. The staff at West Valley is working to prepare our students for the next chapter where we are confident that they will achieve their full academic potential and become successful, contributing members of society. It is our hope that our students will cherish the memories they make during their time as a Mustang and ultimately find their purpose.

Vision Statement

West Valley High School is a comprehensive, standards-based school where writing expectations lead to high achievement. Our vision is that all students will share respect and experience success, and that all areas of education—academics, activities, and athletics—will provide a firm foundation for life-long success.

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.

School Focus

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

Graduation

Readiness

Engagement

Achievement

Teaching and Learning

Expected Schoolwide Learning Outcomes:

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	453
Grade 10	464
Grade 11	442
Grade 12	396
Total Enrollment	1,755

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.9
American Indian or Alaska Native	0.4
Asian	1.7
Filipino	2.3
Hispanic or Latino	63.1
Native Hawaiian or Pacific Islander	0.6
White	20.2
Socioeconomically Disadvantaged	86.6
English Learners	9.5
Students with Disabilities	17.5
Foster Youth	1.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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	16-17	17-18	18-19
With Full Credential	75	72	74
Without Full Credential	4	6	4
Teaching Outside Subject Area of Competence	7	6	7
Hemet Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1098
Without Full Credential	♦	♦	40
Teaching Outside Subject Area of Competence	♦	♦	118

Teacher Misassignments and Vacant Teacher Positions at this School			
West Valley High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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. Sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12.

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 9/4/18 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:

Textbooks and Instructional Materials	
Year and month in which data were collected: September 4, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English Now! V 2.0 - LitConn, Inc. Dec. 2006 English 3D - Houghton Mifflin Harcourt June 2014 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Algebra 1 - Houghton Mifflin Harcourt May 2018 Geometry - Houghton Mifflin Harcourt May 2018 Algebra 2 - Houghton Mifflin Harcourt May 2018 PreCalculus w/limits - Cengage Learning July 2018 Trigonometry, Larson - Cengage Learning July 2018 Compass Learning - Odyssey June 2011 MIND ST Math Program - MIND Research Institute October 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	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 & 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 & 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials
Year and month in which data were collected: September 4, 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	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 Environment: The Science - Person/Prentice Hall June 2017 Economics, Principles in Action - Prentice Hall 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 2017 Human Geography, 1st Edition - McGraw-Hill Publishing Dec 2014 Stokstad Art History - Prentice Hall Publisher June 2009 American Government - Houghton Mifflin Dec. 2006 Economics, 7th Ed. - Thompson Dec. 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Deutsch Aktuell, 1, 2 & 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 & 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 Aprenons 2nd Edition - Wayside Publishing May 2014 T'es Branche 1, 2, 3, 4 - EMC Publishing May 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Music Appreciation - McGraw Hill Jan. 2006 Stage Makeup - Watson-Guption Dec. 2001 Simply 3D - Micrografx April 2000 Music in Theory & Practice, Vol. I & II, 8th Edition - McGraw-Hill Publishing Dec. 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

West Valley High School (WVHS) has completed its twenty second 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: 9/29/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	LIBRARY CONFERENCE: 1 Stained ceiling tile
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	58.0	53.0	36.0	36.0	48.0	50.0
Math	19.0	16.0	23.0	22.0	37.0	38.0

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	23.3	20.6	31.8

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	400	394	98.50	52.54
Male	182	180	98.90	44.44
Female	218	214	98.17	59.35
Black or African American	29	28	96.55	32.14
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100.00	91.67
Hispanic or Latino	244	242	99.18	49.17
Native Hawaiian or Pacific Islander	--	--	--	--
White	91	88	96.70	62.50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	332	329	99.10	50.15
English Learners	54	53	98.15	24.53
Students with Disabilities	59	59	100.00	5.08
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	401	394	98.25	15.99
Male	182	180	98.9	12.22
Female	219	214	97.72	19.16
Black or African American	29	28	96.55	10.71
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100	50
Hispanic or Latino	244	242	99.18	12.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	92	88	95.65	20.45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	332	329	99.1	14.29
English Learners	54	53	98.15	3.77
Students with Disabilities	60	59	98.33	0
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

West Valley High School provides many opportunities to get involved on campus. Parents can be part of ELAC (English Learners Advisory Committee), SSC (School Site Council), PTSA (Parent Teacher Student Association), along many booster groups here on campus. There are enrichment opportunities for parents that are available such as evenings with our counselors to inform parents about financial aid, applying to college, and guidance on how to help students be successful in high school. There are also opportunities to engage with administration through Coffee with the Principal.

Contact Information

ELAC: Veronica Lopez 951-765-1600 ext. 1171

PTSA: Francine Turner 951-581-0145

Counseling Department: 951-765-1600 ext. 400

SSC: 951-765-1600

For all other groups please contact our Community Outreach Liason, Marisol Arambula, 951-765-1600 ext. 294

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (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 February 27th, 2018 and was submitted to the District for approval pursuant to subdivision (a) of Section 32288.

- The current safety plan will be submitted to SSC for approval in January 2019 and submitted to the district in February 2019 for board approval on March 1st, 2019.

(N) ALICE Active Shooter/Armed Intruder Plan.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	5.3	7.6	5.2
Expulsions Rate	0.4	0.7	0.4
District	2015-16	2016-17	2017-18
Suspensions Rate	6.3	7.0	6.4
Expulsions Rate	0.3	0.6	0.3
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	1
Other	2
Average Number of Students per Staff Member	
Academic Counselor	445

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	23.0	24.0	23.0	32	29	39	19	19	10	26	30	32
Mathematics	21.0	15.0	22.0	28	17	34	7	3	15	20	2	25
Science	25.0	27.0	20.0	14	9	26	13	13	5	15	12	11
Social Science	23.0	23.0	23.0	23	22	21	14	11	19	21	25	19

* 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 by 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 primary focus of the Professional Development Academy is supporting instruction of California State Standards and the new curriculum adoptions that have taken place during the past few years. The district's Educational Services Department, including Teachers On Special Assignment (TOSA), provide ongoing support and training in the skillful delivery of the adopted standards. Additionally, the TOSAs provide a variety of district and site-based trainings based on data, principal feedback and, teacher survey results.

The PDA also supports new teachers through our Center for Teacher Innovation (CTI) Induction Program, which provides intensive coaching and support in the inquiry process. Additionally, the TOSAs now support the ten site-based Instructional Coaches, located at designated elementary and middle schools across the district. A new teacher academy is offered for all new the HUSD teachers during the summer, and all elementary classroom teachers participated in training in the new ELA adoption (Benchmark Advanced), and our secondary Math teachers also participated in training for the newly adopted secondary math curriculum.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,620	\$47,903
Mid-Range Teacher Salary	\$76,184	\$74,481
Highest Teacher Salary	\$102,723	\$98,269
Average Principal Salary (ES)	\$125,540	\$123,495
Average Principal Salary (MS)	\$133,205	\$129,482
Average Principal Salary (HS)	\$142,286	\$142,414
Superintendent Salary	\$223,000	\$271,429
Percent of District Budget		
Teacher Salaries	35.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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, additional professional growth opportunities for teachers in order to close the achievement gap, additional up-to-date literacy resources and tutoring programs both before and after school.

Other programs being funded are: BARR, Project Lead the Way, 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 -- \$2,154,629
 Site Supplemental -- \$142,346
 LCAP AVID -- \$77,314
 Site Lottery -- \$46,297
 Title I -- \$249,741
 CTE/Ag/Voc Ed--\$188,505
 After Schl Prgms -- \$251,035

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
West Valley High School	2014-15	2015-16	2016-17
Dropout Rate	6.6	3.3	1.9
Graduation Rate	88.6	92.6	91.9
Hemet Unified School District	2014-15	2015-16	2016-17
Dropout Rate	11.9	5.7	7.0
Graduation Rate	81.4	87.4	82.8
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8,030	1,951	6,078	75,497
District	◆	◆	6,311	\$80,837
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-3.8	-6.8
Percent Difference: School Site/ State			-15.9	-6.7

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	564
% of pupils completing a CTE program and earning a high school diploma	21%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	30.7%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	94.1
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	48.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	4	◆
Fine and Performing Arts	2	◆
Foreign Language	2	◆
Mathematics	4	◆
Science	4	◆
Social Science	11	◆
All courses	27	23.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	85.6	80.9	88.7
Black or African American	71.1	72.8	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	75.0	76.9	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	91.0	81.2	86.5
Native Hawaiian/Pacific Islander	60.0	50.0	88.6
White	79.8	82.3	92.1
Two or More Races	76.5	84.1	91.2
Socioeconomically Disadvantaged	85.3	79.5	88.6
English Learners	45.8	37.7	56.7
Students with Disabilities	43.3	48.5	67.1
Foster Youth	66.7	64.7	74.1

Career Technical Education Programs

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

- Agriculture
- Culinary Arts
- Dance/Theater
- Multimedia
- PLTW--Computer Integrated Manufacturing (Project Lead the Way)
- Retail
- Sports Medicine

West Valley's CTE classes provide an opportunity for student to complete a pathway while earning a-g credit. These courses align with academic courses that support the skills that students are refining in the CTE course. All students are encouraged to participate in a pathway most appropriate to their interest and skill. CTE courses also meet the unique needs of specialized populations of students by providing differentiated instruction that aligns with 504's and IEP's.

The site evaluates the number of students completing a CTE pathway and is identifying ways to increase participation and completion through a four-year plan for student's coursework.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.