



## VAL VERDE UNIFIED SCHOOL DISTRICT

[www.valverde.edu](http://www.valverde.edu)

### BOARD OF EDUCATION

Julio Gonzalez, President  
Marla Kirkland, Vice President  
Shelly Yarbrough, Clerk  
Matthew Serafin, Member  
Vacancy, Member

### DISTRICT ADMINISTRATION

Michael R. McCormick  
Superintendent

Darrin Watters  
Deputy Superintendent

Mark LeNoir  
Assistant Superintendent  
Education Services

Juan Cabral  
Assistant Superintendent  
Human Resources

The statistical information disclosed in this report is obtained from the California Department of Education and the Val Verde Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials information was acquired in November 2016 and the school facilities information was acquired in October 2016.

# RANCHO VERDE HIGH SCHOOL

Accredited by the Western Association of Schools and Colleges  
AVID National Demonstration School

17750 Lasselle Street, Moreno Valley, CA 92551  
Phone: (951) 490-4680 • Fax: (951) 490-4685

Charil Macaraeg, Ed.D., Principal • [cmacaraeg@valverde.edu](mailto:cmacaraeg@valverde.edu)  
Kevin Stipp, Assistant Principal • [kstipp@valverde.edu](mailto:kstipp@valverde.edu)  
Juan Santos Assistant Principal • [jsantos@valverde.edu](mailto:jsantos@valverde.edu)  
Brunel Merilus, Assistant Principal • [bmerilus@valverde.edu](mailto:bmerilus@valverde.edu)



## AN ANNUAL REPORT TO THE COMMUNITY 2015-16 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2017

### A MESSAGE FROM THE PRINCIPAL

Welcome to Rancho Verde High where our motto is Respect, Vision, Honor and Scholarship It is a great honor for me to serve the students, parents, teachers and community of Rancho Verde High School as your Principal. At Rancho Verde High School, we embrace the new California Common Core and look forward to giving our students new opportunities to become better prepared for college and careers after high school.

Rancho Verde is a Comprehensive High School where nearly 98% of our seniors passed the CAHSEE and received diplomas in 2015. As a result of student dedication and sacrifice, combined with teacher and staff expertise, Rancho Verde High School has again been recognized both at the state and national level for academic excellence. Our Scholars program offers the most challenging and rigorous classes to our top students. Our AP students have enjoyed a pass rate of over 60% on exams with a score of 3 or higher. We are also very proud of our wonderful AVID program. RVHS continues to be an AVID National Demonstration School and almost 100% of our AVID seniors were able to complete the UC/CSU A-G requirements. Nearly 99% of all our AVID graduates will be attending a four year university this fall. Lastly, RVHS graduates from the class of 2014 were accepted to some of the finest and most prestigious learning institutions across the country.

Our teachers have diligently prepared for the transition to the Common Core and we have seen great academic changes regarding standardized testing. Our district office has helped facilitate trainings and teacher collaboration sessions to help accommodate us in our journey. The CAHSEE is taken by all grade ten students and is required to be passed for all students in order to earn a diploma throughout the state of California. Eleventh grade students will be taking the EAP Exam in English Language Arts and for Math if they are enrolled in Algebra II or above. Though there have been great changes in standardized testing, we are confident that our students will be ready to succeed.

Rancho Verde High School is also very proud of our vast and top quality extra-curricular and co-curricular programs. We offer a variety of CTE classes, fine arts, performing arts, and clubs that allow for all students to get involved. We also are very proud of our award winning band and choir programs as well as having one of Riverside County's best athletic programs.

The administration, faculty, and staff at Rancho Verde High School will continue to strive to be the very best school for our students. We will diligently work with all of our stakeholders and encourage our students to become lifelong learners. We thank you for your continued support of Rancho Verde High School as we strive to make our school a top quality learning institution.

### RVHS VISION & MISSION

**Our Vision:**  
Rancho Verde High School will foster a culture of success for life long learning.

**Our Mission:**  
Our mission is to motivate our diverse population to achieve the academic and social skills necessary to meet the challenges of today and tomorrow.

We will model: RESPECT, VISION, HONOR, and SCHOLARSHIP in the classroom, on campus, and in the community.

### DISTRICT & SCHOOL PROFILE

Val Verde Unified School District is located in the heart of the Inland Empire, approximately 72 miles east of Los Angeles. Neighboring the district and its communities are March Air Force Base and the Lake Perris recreational area. During the 2015-16 school year, the district's schools served more than 19,800 students residing in the rural and suburban communities of Perris, Moreno Valley, and portions of unincorporated Riverside County. The district currently operates a preschool, 12 elementary schools, 4 middle schools, 3 comprehensive high schools, a student success academy, a virtual academy, and a continuation high school.

During the 2015-16 school year, Rancho Verde High School served 3,303 students in grades 9-12. Student enrollment included 7.6% qualifying for special education, 7.8% qualifying for English learner support, and 75.3% qualifying for free or reduced-price meals.

At the beginning of the 2008-09 school year, Rancho Verde High School created the Rancho Verde Scholars program. High achieving students meeting specific academic criteria are assigned to a team of teachers and follow a rigorous matrix of coursework. Students have access to a computer lab and lounge and are equipped with their own Chromebooks

specially designed to support their unique academic program and continuous achievement. All teachers are equipped with a laptop and have been trained on strategies to use Windows technology to increase the effectiveness of instruction.

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American	21.5%	Grade 9	936
American Indian or Alaskan Native	0.4%	Grade 10	890
Asian	1.9%	Grade 11	796
Filipino	2.1%	Grade 12	681
Hawaiian or Pacific Islander	0.6%		
Hispanic or Latino	67.8%		
White (not Hispanic)	4.6%		
Two or More Races	1.2%		
Socioeconomically Disadvantaged	75.3%		
English Learners	7.8%		
Students with Disabilities	7.6%		
Migrant Education	0.0%	Total	
Foster Youth	1.3%	Enrollment	3,303

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning/State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement/State Priority 3: Covered in Parent Involvement.

Pupil Achievement/State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Pupil Engagement/State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate/State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes/State Priority 8: Covered in the Physical Fitness, including the Physical Fitness Test chart.

## PARENT INVOLVEMENT

Parent involvement is highly welcomed to support school and student success. Rancho Verde High School offers a broad range of opportunities for parents to support the school and their child's academic efforts. Should the need arise, parents are welcome to "sit in and observe" any of their child's classes. Volunteers are required to obtain TB testing and fingerprint/background clearance. Parents seeking more information or who are interested in participating in any of the activities listed below may contact the principal, assistant principal, bilingual community liaison, or principal's secretary at (951) 490-4680.

### Volunteer to Help:

- Chaperone field trips, events

### Join Leadership Groups:

- African American Parent Group
- African American Success Committee
- Booster Clubs
- District English Learner Advisory Council
- English Learner Advisory Council
- Parent Advisory Committee
- School Site Council
- WASC Team

### Attend Special Events & Workshops:

- Athletic events
- Award Ceremonies
- Back to School Night
- College Fair
- College Night
- Graduation events
- Open House
- Parent conferences
- Parent education workshops
- Senior Night
- Student performances

School-to-home communication is provided in both English and Spanish. The principal publishes a monthly school newsletter on the school website. The newsletter features primary information on school policy changes, special events, announcements, and helpful student/parent tips. A monthly calendar of school activities and events is distributed. Flyers and letters are used for special announcements and important updates. The school's digital marquee displays current announcements and upcoming event dates. The state-of-the-art school website and social media pages (Facebook and Twitter) are updated frequently and is a primary resource for general information, staff contact information, schedules, activities, and programs. School administrators and teachers use Blackboard Connect and Peach Jar, an automated web-based communications tool, to quickly relay important announcements to every student's home. Parents may access their child's grades, attendance, and assignment information through the PAMS (Aeries) link located on the school website or thru the new Val Verde app. Rancho Verde High School has a Parent Resource Center on campus to allow parents to access the internet.

## STUDENT ACHIEVEMENT

### DISTRICT BENCHMARK ASSESSMENTS

Val Verde Unified School District uses a variety of tools to evaluate and analyze student learning. District benchmark assessments and performance tasks supplement multiple measures of assessment to identify students' mastery of subject matter and skill levels. District benchmark assessments are in alignment with California State Content Standards and Frameworks and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2015-16 school year, students in grades 7-12 were evaluated quarterly throughout the year to determine course grades and levels of content mastery. Results of student performance data from multiple resources enables teachers and administrators to pinpoint deficiencies in the learning process, identifying very specific skill sets and subject area content that needs to be retaught, reinforced, or revised to ensure every student obtains a solid foundation for future success in learning.

### FEDERAL INTERVENTION PROGRAM

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Rancho Verde High School did not participate in the Title I program and is therefore not subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

Federal Intervention Program 2016-17		
	Rancho Verde	VVUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2012-13
Year in PI	N/A	Year 2
# Schools Currently In PI		11
% Schools Currently In PI		50%

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

**California Assessment of Student Performance and Progress Test Results in Science  
All Students**

**Percentage of Students Meeting or Exceeding the State Standards**

	Rancho Verde			VVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, & 10)	53	50	43	56	48	46	60	56	54

*Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. 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.*

**CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)**

2015-16

	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	888	865	97.4%	42.5%
Male	396	382	96.5%	45.8%
Female	492	483	98.2%	40.0%
African American	180	175	97.2%	40.6%
Asian	17	17	100.0%	58.8%
Filipino	13	12	92.3%	83.3%
Hispanic or Latino	623	608	97.6%	41.1%
White (not Hispanic)	27	26	96.3%	53.9%
Two or More Races	16	15	93.8%	60.0%
Economically Disadvantaged	711	693	97.5%	42.0%
English Learners	75	73	97.3%	9.6%
Students with Disabilities	66	61	92.4%	31.2%

*Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. 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.*

**California Assessment of Student Performance and Progress  
Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students**

**Percentage of Students Meeting or Exceeding the State Standards**

	Rancho Verde		VVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	59	56	38	41	44	48
Mathematics	19	25	23	26	33	36

*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.*

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)  
2015-16**

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
	Grade 11				Grade 11			
All Students Tested	759	742	97.8%	56.4%	759	745	98.2%	25.4%
Male	358	351	98.0%	48.1%	358	393	98.3%	24.6%
Female	401	391	97.5%	63.9%	401	167	98.0%	26.2%
African American	172	166	96.5%	50.6%	172	0	97.1%	18.2%
Asian	19	19	100.0%	68.4%	19	14	100.0%	63.2%
Filipino	15	14	93.3%	92.9%	15	496	93.3%	85.7%
Hispanic or Latino	503	495	98.4%	55.4%	503	0	98.6%	22.4%
White (not Hispanic)	35	33	94.3%	75.0%	35	0	97.1%	59.4%
Socioeconomically Disadvantaged	601	592	98.5%	53.4%	601	0	98.8%	23.1%
English Learners	43	41	95.4%	10.3%	43	41	95.4%	2.5%
Students with Disabilities	51	49	96.1%	8.5%	51	49	96.1%	2.1%

*Note: ELA & Mathematics test results include the Smarter Balanced 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. An asterisk (\*) appears 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.*

## CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

### PHYSICAL FITNESS

In the spring of each year, Rancho Verde High School is required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

**Physical Fitness Test  
Percentage of Students Meeting  
California Fitness Standards  
2015-16**

Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	79.4%	64.1%	36.8%

*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.*

## SCHOOL FACILITIES & SAFETY

### FACILITIES PROFILE

Rancho Verde High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1991 with a \$20 million expansion completed in 2000. In addition to the sports stadium, athletic facilities include outdoor tennis courts and basketball courts. Ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff.

#### 2015-16 Campus Improvement Projects:

- Modernization of cafeteria (ongoing)
- Installation of surveillance cameras
- Addition of two new administration offices
- Installation of fencing along student bike racks and staff parking lot

#### 2016-17 Planned Campus Improvements:

- Painting projects throughout campus
- Installation of solar panels in the staff and student parking lots

Campus Description	
Year Built	1991
Acreage	39.81
Bldg. Square Footage	36700
	Quantity
# of Permanent Classrooms	100
# of Portable Classrooms	29
# of Restrooms (student use)	5 sets
Computer Lab	6
Theatre	1
Gym	2
Weight Room	1
Staff Dining	1
Library	1
Sports Stadium	1
Music/Dance/Wrestling Facilities	3
Agricultural Center with Greenhouse	1
Parent Resource Center	1

### SUPERVISION AND SAFETY

Each morning as students arrive on campus, administrators, seven campus supervisors, and the school resource officer circulate throughout designated areas of the campus either on foot, a bicycle, a Segway®, or in a golf cart to monitor student activities and behavior. During lunch, the principal, all assistant principals, the athletics director, campus supervisors, and student resource officer oversee students in the cafeteria and in common gathering areas. When students are dismissed at the end of the day, the same

individuals providing supervision during the lunch period are on duty in designated areas after school to ensure students either travel to after-school programs or leave campus in a safe and orderly manner. Campus supervisors have access to two Segway® Mobiles to help staff quickly respond to security and safety issues throughout the campus.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the kiosk using the Raptor System or the school office upon arrival and present valid picture identification, obtain and wear a visitor's sticker, and then return to the school office upon departure.

### SCHOOL INSPECTIONS

Rancho Verde High School and the Val Verde Unified School District's Maintenance and Operations Department (M&O) work together to ensure student safety and uphold high cleaning standards. M&O supervisors and school administration inspect facilities on a continual basis to identify and resolve concerns in a proactive and timely manner. The most recent facilities inspection at Rancho Verde High School took place on August 6, 2016. Schools are required by state law to report the condition of their facilities; the School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2015-16 school year, 100% of student restrooms were fully operational and available for student use at all times.

### SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Rancho Verde High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. The Val Verde Unified School District partners with Hour-Zero for school emergency response planning, management, consulting, and training. Hour-Zero specialists support district and school staff with the ongoing development of a comprehensive emergency preparedness program to address critical components of emergency response planning and compliance with federal and state requirements.

Item Inspected		School Facility Good Repair Status			
		Repair Status			Repair Needed and Action Taken or Planned
		Good	Fair	Poor	
Inspection Date: August 6, 2016					
Systems		✓			Office - Thermostat cover is missing
Interior Surfaces			✓		Room H-705, H-702, 717, 608, 609/Office, 621, 512, 505, 504, 414, 817, 824, 833, 834, Library, Science Storage & Conference Room - Water stained ceiling tiles; Room H-707 - Ceiling tiles are missing, water stained ceiling tiles, Room H-708/Woodshop - Trip hazard, floor tiles are missing; P Room 904, 905 & 922 - Carpet has tears, waves, trip hazard; P Room 907 - Carpet has waves, trip hazard; P Room 910 - Water stained ceiling tiles, wallpaper is torn; P Room 914 - Carpet has tears, trip hazard, wallpaper is torn; P Room 923, P-926 & P-928 - Carpet has tears; P Room 920 - Ceiling tiles are cracked, water stained ceiling tiles; P Room 919 & Room 419 - Wallpaper is torn; Room 713 - Floor tiles have holes; Room 605 - Water stained ceiling tiles at hallway; Room 613 - Water stains in light panel; Room 619 - Ceiling tile is cracked; Room 629 - Blinds are broken, lockdown procedures; Room 509 - Ceiling tile is missing; Room 508 - Ceiling tiles are loose; Room 410 - Linoleum trim is missing on countertop; Room 406 - Carpet is torn down seam, trip hazard; Room 808 - Holes in partition; Room 810 - Ceiling tile is torn; Room 825 - Water stained ceiling tiles by sprinkler head; P-929 - Carpet has waves
Cleanliness		✓			
Electrical		✓			Attendance Office - Light diffuser is cracked in picnic area; P Room 906 & Room 512 - Outlet cover is missing; P Room 907 - Light switch cover is broken; P Room 914 - Light switch cover is broken, cracked; Room 709 - Exposed wires, light missing above door at entry; Room 608 - Exposed wires at junction box by water stains; Room 621 - Exposed wires above white boxes; Room 631 & 833 - Water stain in light diffuser; Room 419 - Water stain in light diffuser, A/C covers are missing, exposed wires; Room 421 - Electrical cover is missing above cabinets, exposed wires; Room 415 - Light diffuser is cracked, outlet cover is missing on ceiling; Room 407 - Light diffuser is cracked; Boys Locker Room - Light diffuser is cracked, missing; Weight Room & Room 829 - Light diffuser is loose; Dance Room - Three light panels are loose, clip is broken; Room 812 - Outlet cover is missing, no entry; Room 816 - Light sensor is falling off mount; Room 821 & P-929 - Light diffuser is missing; P-931 - Nine light diffusers are missing
Restrooms/Fountains		✓			Room 629 - Floor tiling has holes
Safety		✓			P Room 905, 906, 907 912, 911, 910 & 917 - Paint chipping on eaves; Room 406 - Non skid paint is peeling at entry
Structural		✓			Attendance Office - Metal eaves are bent at picnic area; P Room 907 - Dry rot on west siding
External		✓			P Room 912 - Trip hazard at ramp entry; Room 620 - Water cover is missing at entry; Boys Restroom - Trip hazard door entry at cement seam; Room 811 - Door will not close correctly, no entry
<b>Overall Summary of School Facility Good Repair Status</b>					
		Exemplary	Good	Fair	Poor
Overall Summary			✓		

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Components of Rancho Verde High School's safety plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's safety plan will be reviewed and updated in April 2016, and shared with school staff during back to school meetings.

## MAINTENANCE & REPAIRS

School custodial staff and the district's maintenance department work together to ensure playing fields, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) continues to employ an electronic work order process to facilitate and improve services to Rancho Verde High School. Teachers and school staff communicate unscheduled maintenance needs, urgent repairs, or special projects to designated custodial and office support staff who prepare and submit work orders to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

## DAILY CLEANING PRACTICES

Two full-time day custodians, one full-time afternoon custodian, four full-time evening custodians, and one full-time groundskeeper are assigned to Rancho Verde High School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The assistant principal (in charge of facilities) and lead day custodian communicate daily regarding campus cleaning needs and safety concerns. Every morning before school begins, the lead custodian inspects facilities for safety hazards, graffiti, and other conditions that require immediate attention or removal prior to students and staff entering school grounds. Campus supervisors check restrooms diligently after every class period as part of their tardy sweeps; custodians check restrooms routinely as a proactive measure to keep restrooms fully stocked, safe, and sanitary.

Custodians are responsible for cleaning campus grounds, classrooms, restrooms, and common areas to ensure facilities remain in good working condition, clean, and safe for students, staff, and visitors. The custodians are required to inspect restrooms a minimum of two times a day and subsequently document restroom inspections in their daily inspection log. All custodians follow approved district standards and procedures for routine custodial functions and campus maintenance.

Each custodian is provided one week of intensive training upon employment. Thereafter, training is coordinated by district maintenance supervisors and custodial staff meetings are held twice annually. The district's Operations Supervisor visits Rancho Verde High School monthly to review custodial performance, discuss campus maintenance needs with the principal, evaluate conditions of the school facility, and follow up on outstanding work order requests.

# CLASSROOM ENVIRONMENT

## DISCIPLINE & CLIMATE FOR LEARNING

School rules and discipline policies are clearly explained to students at the beginning of and throughout the school year. As part of Rancho Verde High School's Mustang Power Standards, students are expected to: 1) develop and exhibit knowledge, respect, tolerance, and acceptance of all cultures, 2) participate and exhibit responsibility in a democratic society, and 3) demonstrate moral integrity and justice.

The OLWEUS Bully Prevention Program as well as the Positive Behavior Support System (PBIS) was implemented in the beginning of January 2014. The OLWEUS bully prevention program is a preventative program which requires active participation from all members of our school community. It is designed for all students and is preventative and responsive to any and all acts of bullying. The Positive Behavior Support System will be integrated with OLWEUS bully prevention program. Through the Positive Behavior Support System, our school community will provide intentional structures for student success through positive behavior expectations.

The Mustang Power Standards, dress code, discipline matrix with consequences and school rules are posted in every classroom. At the beginning of the school year, student conduct, district policies, dress standards, and academic expectations are 1) reviewed in class as part of the orientation process, 2) outlined in the student planner (provided in both English and Spanish), and 3) reinforced at grade level assemblies. Administrators use the school's closed-circuit TV system to broadcast special announcements which may be utilized to remind students about school policies or address recent trends of unacceptable behavior.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. When students continue having difficulty following school rules, teachers refer students to the principal, the assistance principal in charge of discipline, a counselor, the intervention counselor, or peer counselor for further intervention. Consequences and disciplinary action are based upon the student's past behavioral trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner. Students who are suspended from school must meet with the intervention counselor and create an action plan upon returning to classes.

Character education is included into the freshman seminar which students must take to fulfill Rancho Verde High School's graduation requirements. Teachers present and discuss each of the Character Counts' six pillars of character. Students are actively engaged in discussions on how each behavior trait may be applied in their daily social interactions. Leadership and character education is blended into the Peer Mediation, National Honor Society, and AVID programs.

Suspensions and Expulsions									
	Rancho Verde			VVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	233	190	228	1,514	1,251	1,132	279,383	243,603	230,389
Expulsions (#)	0	4	7	0	22	40	6,611	5,692	6,227

## STUDENT RECOGNITION

Rancho Verde High School encourages students to make an effort to do their very best at all times. Students demonstrating good citizenship, positive attendance, effort, and academic achievement are honored at monthly awards assemblies, AP recognition, principal's honor roll, valedictorian dinner, valedictorian banner program, Superintendent's awards, Moreno Valley student of the month luncheon, most improved student award, semester awards ceremonies, seal of biliteracy African American Awards ceremony, EL reclassification ceremony, and special education recognition award ceremonies. Students who score proficient and above receive the proficient and beyond award. Rancho Verde High has implemented a digital tracking system called HERO, which allows staff members to track students good deeds, and are then eligible to receive prizes.

## ENRICHMENT & EXTRACURRICULAR ACTIVITIES

Responsible students are given the opportunity to get involved with other students that share the same interests and develop leadership skills through a variety of elective courses, extra-curricular activities, performing arts groups, sports, Middle College High, and school-sponsored programs. The Associated Student Body offers students the opportunity to model responsibility and leadership, get involved in student affairs, and organize school activities. Peer Mediation is an elective course available to juniors and seniors to develop leadership and mentoring skills.

Rancho Verde High sponsors more than 40 clubs, athletics, and extracurricular activities. Rancho Verde High School's athletic programs include: football, basketball, baseball, softball, cross-country, golf, cheer, soccer, swimming tennis, track, volleyball, and wrestling. The California Interscholastic Federation has designated Rancho Verde as a "Victory with Honor School" in recognition of its students' demonstration of outstanding sportsmanship and good citizenship on the playing fields.

## CLASS SIZE & TEACHING LOAD

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

### Teaching Load Distribution Departmentalized Instruction

2013-14				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	29.0	30	23	79
Mathematics	28.0	25	29	56
Science	30.0	21	29	60
History	31.0	15	7	76
2014-15				
English	28.0	33	23	78
Mathematics	29.0	25	24	61
Science	28.0	31	21	64
History	32.0	11	10	71
2015-16				
English	30.0	31	21	72
Mathematics	31.0	23	22	57
Science	31.0	29	19	59
History	31.0	11	10	71

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

## DROPOUTS & GRADUATION RATES

Rancho Verde High School's teachers, counselors, intervention counselor, and administrative staff are skilled at and have developed ways based upon local statistics to detect the early identification of students exhibiting the warning signs and/or behavioral traits that typically lead to dropping out of school. Administration and teaching staff work collaboratively to develop plans and strategies on how to close the achievement gaps that commonly exist among students that quit high school. Counselors closely monitor student credit completion and mobility reports to identify those students most at risk of not earning their high school diploma. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, referral to Val Verde Academy, online and on-campus credit recover programs, concurrent enrollment in community college, transfer to Riverside Community College's Middle College High program, and referral to the continuation high school or SUCCESS Academy. In the following Dropout & Graduation Rates table, 2014-15 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

### Dropout and Graduation Rates (Four-Year Cohort Rate)

	Rancho Verde		
	12-13	13-14	14-15
Dropout Rate (%)	2.9	3	2.2
Graduation Rate (%)	96.42	96.06	96.98
VVUSD			
Dropout Rate (%)	5.9	5.3	4.9
Graduation Rate (%)	90.20	91.18	92.30
CA			
Dropout Rate (%)	11.4	11.5	10.7
Graduation Rate (%)	80.44	90.95	82.30

## GRADUATION REQUIREMENTS

Students must accumulate 220 course credits and complete 40 hours of community service to receive a high school diploma from Rancho Verde High School. Alternative methods of acquiring a diploma are available through the Val Verde Continuation High School, Val Verde Virtual Academy, and concurrent enrollment in a local community college for those students who have been unsuccessful in the comprehensive high school environment or have exhausted their opportunities to remain at Rancho Verde High School. The following table illustrates the percentage of students who graduated from Rancho Verde High School having met the district graduation requirements.

### Completion of High School Graduation Requirements for the Graduation Class of: 2015

	Rancho Verde	VVUSD	CA
All Students	99%	97%	86%
African American	100%	98%	77%
American Indian or Alaskan Native	100%	100%	75%
Asian	100%	100%	99%
Filipino	100%	97%	97%
Hispanic or Latino	99%	97%	84%
Hawaiian or Pacific Islander	100%	100%	85%
White (not Hispanic)	93%	92%	87%
Two or More Races	100%	95%	91%
Socioeconomically Disadvantaged	100%	100%	77%
English Learners	85%	82%	51%
Students with Disabilities	94%	86%	68%

## CURRICULUM & INSTRUCTION

### STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Val Verde Unified School District are aligned to the California State Standards. The district's Educational Services department selects staff development concentrations based on principal feedback, teacher survey results, California State Standards, district benchmark assessment results, and state standardized test results.

### Staff Development Days Three-Year Trend

2013-14	2014-15	2015-16
0	2	4

During the 2015-16 school year, Rancho Verde High School held staff development training focused on:

- Attendance and Classroom Management
- AVID
- Best Practices, Best Strategies in the Classroom
- Common Core State Standards
- Data Analysis
- Depth of Knowledge Training
- Note Taking with an Interactive Notebook
- PBIS
- Performance Tests

- Response to Intervention
- Technology (iPad Training, HoverCam Training)
- WICOR Strategies

The district offers supplemental support year-round for new and ongoing programs related to either specific strategies to improve student learning or district-adopted materials. Supplemental training sessions offered during the 2015-16 school year included:

- 21st Century Learning: Beyond Direct Instruction
- HMH Textbook Training
- Curriculum & Instruction
- Formative Assessments
- Next Generation Science Standards (NGSS)
- Step Up to Writing
- Technology Training

Val Verde Unified School District welcomes new teachers and provides intensive training to help them experience success in their new classrooms. For ongoing professional guidance, the district supports new and veteran teachers in developing their teaching skills. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers and provides skills assistance over a two-year period. The Peer Assistance and Review program is designed to improve the education of students and increase the classroom performance of teachers, targeting both new and veteran teachers.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the district and Riverside County Office of Education. Professional and subject-specific offerings are consistent with the California State Standards.

Special education staff, resource specialist staff, bilingual aides, and instructional aides receive customized training to support the district's educational programs and develop strategies to increase effectiveness in teaching practices. Classified support staff receive job-related training from department supervisors and district representatives; training activities and workshops are designed to enhance and extend job performance. Long-term substitute teachers may be encouraged to participate in site-sponsored activities to enhance their understanding of Val Verde Unified School District's curriculum and classroom management practices.

## SCHOOL LEADERSHIP

Leadership at Rancho Verde High is a responsibility shared among school administrators, counselors, department chairs, teachers, and parents. The principal is responsible for the day-to-day operations and overall curriculum. The principal and four assistant principals work as a team to fulfill the many responsibilities associated with the operations of a comprehensive high school.

The school leadership team, comprised of the principal, assistant principals, activities director, athletic director, instructional coaches, intervention counselor, and WASC chair (as needed) meet weekly to discuss the

school calendar, upcoming events and activities, administrative coverage at school events, and overall operations. Each team member shares in the responsibility to provide oversight of all school programs and activities.

The School Site Council (SSC), consisting of school staff, parents, and students, is a major governing body that meets monthly to address school programs, discuss progress in meeting school goals, and serve as a liaison between the community and school administration. On an annual basis, the SSC is responsible for reviewing and approving the school site plan, safety plan, and budget.

## INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Val Verde Unified School District are being aligned to the California State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 13, 2016, the Val Verde Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #16-17-13 which certifies as required by Education Code §60119 that 1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a standards-aligned textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the curriculum frameworks in mathematics, science, history-social science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive. Within a six-week period prior to adoption, parents may preview recommended instructional materials at the district office or the school's office.

In addition to the core subject areas, districts are required to disclose in their SARCS the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2016-17 school year, Val Verde Unified School District certifies that each student, including English learners, enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the California State Standards.

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
English Language Arts				
2010	*	Pearson: <i>California Literature</i>	0%	9-11
2012	*	CSU: <i>ERWC</i>	0%	12
2003	*	Bedford/St. Martins: <i>The Essay Connection</i>	0%	9-12
2002	*	Bedford/St. Martins: <i>Perrine's Structure and Sound</i>	0%	9-12
2008	*	Bedford/St. Martins: <i>The Bedford Researcher</i>	0%	9-12
Mathematics				
2016	*	Bedford/St. Martins: <i>Graphical, Numerical and Algebraic</i>	0%	9-12
2015	*	Houghton Mifflin Harcourt: <i>Algebra I &amp; II</i>	0%	9-12
2015	*	Houghton Mifflin Harcourt: <i>Geometry</i>	0%	9-12
2015	*	Scott Foresman - Addison Wesley: <i>Calculus of a Single Variable, 8th Edition</i>	0%	9-12
2016	*	Addison Wesley: <i>Java Software Solutions for AP Computer Science</i>	0%	9-12
2015	*	Cengage Learning: <i>Precalculus with Limits, 2014</i>	0%	9-12
2015	*	Cengage Learning: <i>Calculus I with Precalculus, 2012</i>	0%	9-12
2012	*	W. H. Freeman & Co.: <i>The Practice of Statistics, 2012</i>	0%	9-12
2016	*	Pearson: <i>Statistics Informed Decisions</i>	0%	9-12
Science				
2007	*	McGraw Hill: <i>Hole's Essentials of Anatomy</i>	0%	9-12
2007	*	Prentice Hall: <i>Biology</i>	0%	9-12
2007	*	Prentice Hall: <i>Earth Science</i>	0%	9-12
2007	*	Prentice Hall: <i>Chemistry</i>	0%	9-12
2008	*	Prentice Hall: <i>Chemistry: The Central Science</i>	0%	9-12
2008	*	Holt: <i>Environmental Science</i>	0%	9-12
2007	*	Holt: <i>Physics</i>	0%	9-12
2012	*	Pearson: <i>Biology in Focus</i>	0%	9-12
2015	*	Bedford/St. Martins: <i>Environmental Science, 2015</i>	0%	9-12
2015	*	Prentice Hall: <i>Physics, 4th Edition</i>	0%	9-12
2007	*	Prentice Hall: <i>Physics, 3rd Edition, 2007</i>	0%	9-12
2007	*	Current Publishing Corp.: <i>Life on an Ocean Planet</i>	0%	9-12
Social Science				
2006	*	Prentice Hall: <i>Magruder's American Government</i>	0%	9-12
2007	*	EMC Publishing: <i>Economics - New Ways of Thinking</i>	0%	9-12
2006	*	McDougal Littell: <i>Modern World History</i>	0%	9-12
2006	*	McDougal Littell: <i>Americans</i>	0%	9-12
2017	*	Pearson: <i>Cultural Landscapes</i>	0%	9-12
2017	*	Bedford/St. Martins: <i>America's History</i>	0%	9-12
2011	*	Pearson: <i>World Civilizations</i>	0%	9-12
2006	*	Houghton-Mifflin Harcourt: <i>American Government, 10th Edition, 2006</i>	0%	9-12
2011	*	World Publishers: <i>Myers' Psychology for AP</i>	0%	9-12
2002	*	Holt, Rhinehart, & Winston: <i>Psychology: Principles in Practice, 1998</i>	0%	9-12
2007	*	Holt, Rhinehart, & Winston: <i>Psychology: Principles in Practice, 2007</i>	0%	9-12
Foreign Language				
2016	*	Pearson: <i>Abriendo Paso Temas y Lecturas</i>	0%	9-12
2006	*	Holt: <i>Expresate! Spanish 1-3</i>	0%	9-12
2006	*	Holt: <i>Nuevas vistas Curso 1-2</i>	0%	9-12
2016	*	Holt/McDougal Littell: <i>Abriendo Puertas Ampliando Perspectivas</i>	0%	9-12
2014	*	Dawn Sign Press: <i>Signing Naturally, Units 1-12, 2008</i>	0%	9-12
2015	*	Cheng & Tsui Co.: <i>Huanying Volume 1 &amp; 2, 2009</i>	0%	9-12
Health				
2004	*	Holt: <i>Lifetime Health</i>	0%	9-12

Textbook information was obtained from district office personnel in November 2016.

## SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Standards and approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Rancho Verde High School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

## SPECIAL EDUCATION

Special education students are mainstreamed into the general education classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. Rancho Verde High's special education program is staffed by twelve special education professionals who provide full-period and full-day support. Resource specialist staff provide in-class support under the direction of each student's teacher. Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP teams. The IEP ensures that students with disabilities have equal access to core curriculum and educational opportunities and is used to coordinate specially-designed instruction based upon individual academic, social, and behavioral needs. Rancho Verde High houses two classes for autistic students.

## ENGLISH LEARNER INSTRUCTION

All of Rancho Verde High's teachers are certified to provide instruction for students identified as English Learners (EL). Teachers incorporate SDAIE (Specially Designed Academic Instruction in English) strategies into their instructional practices. SDAIE is a method of teaching in English in a manner that allows students to gain skills in both the subject material (i.e., science and social science) and in using English. Based upon their fluency and understanding of the English language, EL students may receive one to two periods of English Language Development (ELD) instruction as a component of their core language arts curriculum. ELD instruction focuses on reading development, verbal language development, and vocabulary building. Two bilingual aides provided in-class support for core classes using SDAIE strategies to deliver instruction. Intervention programs to promote reading include EDGE, and Power-Up classes. As students increase fluency in the English language, Rancho Verde High School continues to monitor student performance through CELDT results, benchmark assessments, and classroom observation to adjust instruction as needed to ensure continued success in acquiring the English language and proficiency in reading/language arts. Rancho Verde High School recently initiated the Power Up program as an ELD intervention program specially-designed to help English learners increase their language arts skills to reach the Basic level and above on CST exams and experience success in core language arts classes. English learners who are nearing reclassification as fluent English are placed in the Power Up class. Course content features ELD instruction and emphasizes reading and writing standards to support core language arts classes.

## AVID

Rancho Verde High School offers the Advancement Via Individual Determination (AVID) program to qualifying students. The program targets students with a grade point average ranging from 2.5 to 3.5, and who may be the first of their family members to attend college. AVID equips students with the skills required to be successful in post-secondary education. Communication skills, writing in particular, are strongly emphasized. Organizational, study, and note-taking skills are key elements of the college preparation process. Rancho Verde High School was re-certified by AVID® as a National AVID Demonstration School and welcomes visitors to observe its dynamic methodologies and strategies supporting college readiness efforts.

## INTERVENTION PROGRAMS

Rancho Verde High School supports intervention programs to meet the needs of those students not meeting state proficiency standards in reading, language arts, and math. EMTs are comprised of school administrators, teachers, and parents work together to identify individualized intervention strategies for and monitor progress of students having difficulty with academic or social development. Formal intervention programs include English and math prep classes, EDGE language development classes, advanced period, and tutoring. Impact subs come in the morning and afternoon to provide support to the regular classroom teachers who conduct small group intervention in reading and math. At risk freshman students are strongly encouraged to attend a bridge program at the end of the year.

## COLLEGE PREPARATION & WORK READINESS

Counselors help students develop their four-year high school plan, identify career goals, and explore options and programs Rancho Verde High School offers to prepare for college and the work environment. Ninth grade students are enrolled in a general career class to help develop a foundation for future goals and objectives. All students are encouraged to attend the high school's Career Day; industry representatives from a wide variety of professions visit the campus to share their expertise, knowledge, and guidance. Career assessment and interest inventories are integrated into the curriculum and opportunities are provided to explore career options based upon individual interests, aptitudes, and abilities.

## COLLEGE PREPARATION COURSES

All students are encouraged to take required A-G courses giving them the ability to attend a four-year college or university. The table below illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

### Enrollment in and Completion of UC/CSU-Required Courses

	%
2015-16 Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	72.7
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	53

*\*Most current data available.*

## UNIVERSITY OF CALIFORNIA

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

## CALIFORNIA STATE UNIVERSITY

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

## ADVANCED PLACEMENT

In 2015-16, Rancho Verde High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

### Advanced Placement Courses Offered and Student Participation Rates 2015-16

	No. of Courses Offered	% of Students Enrolled in AP Courses
Art	2	N/A
English	3	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	6	N/A
<b>Totals</b>	<b>19</b>	<b>0.3%</b>

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



## WORKFORCE PREPARATION

Students in grades nine through twelve receive structured career planning guidance from counseling staff regarding post-secondary goals and career planning. Students are introduced to Rancho Verde High School's career technical education programs, work experience program, regional occupational programs, and workability programs. Career education courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Rancho Verde High School's career center is staffed by a full-time guidance technician and offers a full complement of career and college exploration tools. Some classes fulfill A-G entrance requirements state and university colleges.

### Career Pathways & Career Technical Courses

Accounting/Computer Accounting  
Agriculture and Natural Resources  
Building Trades and Construction  
Engineering and Architecture  
Floral Design  
Health Science and Medical Technology  
Information Processing  
Information Technology  
Media and Design Arts  
Small Business Ownership & Management  
Video Production and Editing  
Woodworking

### On-campus Regional Occupational Courses

Allied Health  
Child Development  
Personal Finance  
Sport Therapy

### Articulated Courses

Accounting  
Business Computer  
Child Development Careers  
Computer Essentials  
Human Anatomy & Physiology for Health Careers

Mastery of employment readiness skills and standards are acquired through the use of industry-standard assessments, clinical supervision, end-of-unit exams, and classroom observation. Surveys of Rancho Verde High School's graduates take place one year after high school graduation as a measurement of current programs; a series of questions are designed to determine if high school experiences and career technical coursework were factors in student progress in post-secondary education/employment.

Rancho Verde High School collaborates with youth, national, and local organizations to develop career interests and unique opportunities for individual growth. During the 2015-16 school year, community partnerships supported the following programs on campus:

- Get Focused, Stay Focused
- Green Technology
- Interact Club (Rotary International)
- JROTC - Air Force
- Mock Trial
- Skills USA
- UCR Mesa (Engineering Program)
- UCR Science Labs

Work experience students are partnered with community organizations and employers that provide on-the-job training and mentoring for students 16 years and older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

Regional Occupational Programs (ROP) are offered in partnership with the Riverside County Office of Education. A variety of ROP courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. For more information on career technical programs and ROP, high school's career center, a school counselor, [www.rcoe.k12.ca.us](http://www.rcoe.k12.ca.us), or visit the state's career technical website at [www.cde.ca.gov/ci/ct/](http://www.cde.ca.gov/ci/ct/).

### Career Technical Education Program Participation 2015-16

Total Number of Students Participating in CTE Programs	1,205
Percentage of Students Completing a CTE Program and Earning a High School Diploma	15.2%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	24.1%

## PROFESSIONAL STAFF

### TEACHER ASSIGNMENT

Rancho Verde High School recruits and employs only the most qualified credentialed teachers. For the 2015-16 school year, the school employed 127 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

### Teacher Credentials and Assignments

	Rancho Verde		
	14-15	15-16	16-17
Total Teachers	124	130	99
Teachers with Full Credential	124	127	96
Teachers without Full Credential	0	3	3
Teachers Teaching Outside Subject Area (with full credential)	0	2	0
Teacher Misassignments for English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	2	1
	VVUSD		
	14-15	15-16	16-17
Total Teachers	810	813	819
Teachers with Full Credential	809	797	795
Teachers without Full Credential	1	16	24
Teachers Teaching Outside Subject Area (with full credential)	0	5	0
Teacher Misassignments for English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	3	2

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.

### Core Academic Classes Taught by Highly Qualified Teachers

	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
	2015-16	
Rancho Verde	98.0%	2.0%
District Totals		
All Schools	98.0%	2.0%
High-Poverty Schools	98.0%	2.0%
Low-Poverty Schools	0.0%	0.0%

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

## SUPPORT SERVICES STAFF

Support services staff consist of psychologists, nurses, health technicians, and special education service providers. Through close collaboration, this expert team is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

As a participating member of the Riverside County Special Education Local Plan Area (SELPA), Val Verde Unified School District and Rancho Verde High School have access to a full complement of professional resources and services to meet the individual needs of its students with disabilities.

Counselors and Support Personnel (Nonteaching Professional Staff) 2015-16		
	No. of Staff	FTE*
Academic Counselor	6	6.0
Adaptive PE Aide	1	0.1
Adaptive PE Specialist	1	0.1
District Security Agents	9	9.0
Health Technician	2	2.0
Nurse	1	0.4
Psychologists	2	1.5
School Resource Officer	1	1.0
Speech Specialist	2	0.7
Mental Health Therapist	3	0.8
Attendance Specialist	1	0.2
Guidance Technicians	3	3.0
Intervention Counselor	1	1.0
Bilingual Clerk	1	1.0
Average Number of Students per Academic Counselor		550.5

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

## DISTRICT EXPENDITURES

### SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

### EXPENDITURES PER STUDENT

For the 2014-15 school year, Val Verde Unified School District spent an average of \$9,037 of total general funds to educate each student (based on 2014-15 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2014-15		
	VVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	46,771	44,958
Mid-Range Teacher Salary	75,834	70,581
Highest Teacher Salary	92,216	91,469
Average Principal Salaries:		
Elementary School	126,180	113,994
Middle School	134,877	120,075
High School	132,742	130,249
Superintendent Salary	238,433	218,315
Percentage of Budget For:		
Teacher Salaries	35.0	38.0
Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Current Expense of Education Per Pupil 2014-15					
Dollars Spent Per Student					
Expenditures Per Pupil	Rancho Verde	VVUSD	State Average		
			% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,701	N/A	N/A	N/A	N/A
Restricted (Supplemental)	590	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,111	4,990	102.4%	5,677	90.0%
Average Teacher Salary	70,587	75,804	93.1%	74,216	95.1%

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

In addition to general fund state funding, Val Verde Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- California Clean Energy Jobs Act
- California Health Science Capacity Building Project
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB Title I, II, III, X
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Vocational Programs

# SARC DATA & INTERNET ACCESS

## DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Rancho Verde High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to CAASPP, enrollment, and staffing.

## PUBLIC INTERNET ACCESS LOCATION

Parents may access Rancho Verde High School's SARC and access the internet at any of the county's public libraries and in the Rancho Verde College and Career Center. The closest library to Rancho Verde High School is Perris Branch Public Library located at 163 E. San Jacinto Avenue, Perris, CA 92570.

Perris Branch Public Library - (951) 657-2358

Hours: Sun. 1-5

Mon. 10-6

Tues.-Wed. 12-8

Thurs.-Sat. 10-6

Number of computers available: 17

Number of printers available: 1

Rancho Verde College and Career Center

Number of computers available: 20

Printers available: yes

Hours: contact the guidance technician to make arrangements

