



VAL VERDE UNIFIED SCHOOL DISTRICT

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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.

VAL VERDE HIGH SCHOOL

Accredited by the Western Association of Schools and Colleges
California State Model Continuation High School

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

A MESSAGE FROM THE PRINCIPAL



What a pleasure it is for me to be the principal of Val Verde High School, a State recognized Model Continuation High School. Val Verde High School students continue to exceed my expectations and I am so proud of their accomplishments; including graduating over 220 seniors in May. We are in our final year of a full six year accreditation from the Western Association of Schools and Colleges (WASC) and are looking forward to another successful accreditation.

Val Verde High School administration believes that collaboration is the most effective way to continue with practices that promote a positive academic environment. Val Verde High School's leadership team begins with the principal, assistant principal, department chairs, English Language Development (ELD) Coordinator, and Instructional Coach. The team meets monthly to discuss school effectiveness and to evaluate current practices to ensure that our agreed upon goals are met. We are meeting the goals upon which we have agreed. The team also provides input into our school's Single Plan for Student Achievement.

Weekly staff development meetings are held to inform staff of issues relating to school performance, instructional strategies, and our Professional Learning Community model (PLC). Val Verde High School staff participates in district curriculum committees and advisory committees to ensure that consistent practices are followed at Val Verde High School.

Val Verde High School has a very active School Site Council (SSC) that meets monthly to monitor and approve expenditures of categorical funding. Val Verde High School has an English Language Advisory Committee (ELAC) that meets monthly to discuss how Val Verde High School can best serve our English Language Learners.

Communication with parents/guardians and stakeholders is an ongoing process and includes postings on our website, Blackboard-phone dialing and message program, Back-to-School Night, Educational Monitoring Team (EMT), and Parent Assess Monitoring System (PAMS). PAMS provides parents/guardians with instant access to their students, current grades, attendance, and discipline.

Val Verde High School also works collaboratively with Rancho Verde High School and Citrus Hill High School and coordinates other programs designed for student enrichment and credit recovery. Students' needs are addressed by evaluating each student's individual transcript, disciplinary history, CAASPP scores, CELDT, and EDGE assessment to ensure the proper placement of students in the necessary classes towards meeting graduation requirements.

Val Verde High School is committed to student success academically and provides a rich, rigorous, and standards based curriculum to ensure our students gain the knowledge and skills required for future endeavors, whether it be college or career. Val Verde High School has

a highly effective Career Technical Education focus and programs that are pathways to school and careers. Our Graphics Production and Video Production programs can earn students Certificates of Completion which are useful when seeking employment.

VAL VERDE MODEL CONTINUATION HIGH SCHOOL'S GUIDING PRINCIPLES

- Students will be engaged in high quality curricular and co-curricular programs where student achievement is recognized and rewarded.
- Students will acquire, apply, and practice knowledge, skills, and behaviors that are relevant to real-life applications.
- Students will be challenged by relevant academic core classes and a School-to-Career curriculum that provides high standards and expectations for every level of ability and interest.
- Students will have multiple opportunities to make informed decisions in a supportive, caring environment where respect, dignity, honesty, and trust are practiced.
- Students will attend a safe and secure campus where students, staff, parents, and community promote social and individual responsibility.
- Students' needs will be monitored through a continuous process of assessment that requires and values the active participation and contributions of students, staff, parents, and community members.

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, Val Verde High School served 350 students in grades 11-12. Val Verde High School receives additional students year-round that have transferred from another school. Student enrollment included 20.3% qualifying for special education, 20.3% qualifying for English learner support, and 84.9% qualifying for free or reduced-price meals. Val Verde High School, recognized as a Model Continuation High School by the California Department of Education, provides an alternative high school program to students in grades ten through twelve; ninth grade students may enroll provided they are at least 16 years of age. Val Verde High School opened its doors in August 2004, and has been offering a high quality core curriculum, strong school-to-career programs, and award-winning co-curricular and extracurricular programs for over seventeen years.

Student Enrollment by Subgroup/Grade Level 2015-16

Ethnic Group	%	Grade Level	#
African American	23.4%	Grade 9	0
American Indian or Alaskan Native	1.4%	Grade 10	0
Asian	0.0%	Grade 11	112
Filipino	0.3%	Grade 12	205
Hawaiian or Pacific Islander	0.3%		
Hispanic or Latino	69.4%		
White (not Hispanic)	4.3%		
Two or More Races	0.9%		
Socioeconomically Disadvantaged	84.9%		
English Learners	20.3%		
Students with Disabilities	20.3%		
Migrant Education	0.0%	Total	350
Foster Youth	8.0%	Enrollment	

Students who experience difficulty in a traditional high school setting often find success in an alternative program. The school provides individualized instruction, with frequent one-on-one student and teacher interaction, to meet the needs of each student. Students may concurrently enroll in the Val Verde Academy to accelerate credit completion or quickly remedy credit deficiencies.

Val Verde High School integrates school-to-career activities into the standard curriculum and offers career technical opportunities through the Work Experience Program and Regional Occupational Program (ROP). The school's newly-formed Career Technical Education Committee collaborates with private businesses specializing in video and graphics production to develop a standards-based certificated program which will help students, upon completion, qualify for entry-level positions.

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. Val Verde High School encourages parents to become involved in their child's education by understanding their day-to-day progress in school and by participating in organized committees. Parents seeking more information or who are interested in participating in any of the activities listed below may contact the principal at (951) 940-6155.

Join Leadership Groups:

- School Site Council
- Parent Advisory Committee
- English Learner Advisory Committee

Attend Special Events & Workshops

- Back to School Night
- Student performances
- Parent conferences

School-to-home communication is provided in both English and Spanish. The principal publishes a school newsletter once a month on the school website; the newsletter features valuable information on school policy changes, special events, announcements, and helpful student/parent tips. School administrators and teaching staff communicate with parents directly through phone calls, letters, flyers, and at parent conferences to discuss individual student progress and concerns. Blackboard Connect & PearchJar, automated parent notification systems, is used to quickly broadcast important announcements to every student's home telephone. Parents may access PAMS, a student information system, through a link on the school website to obtain information about their student's grade, attendance, and assignments.

STUDENT ACHIEVEMENT

DISTRICT BENCHMARK ASSESSMENTS

Val Verde Unified School District uses a variety of tools to evaluate and analyze student learning. District benchmark assessments supplement multiple measures of assessment to identify students' mastery of subject matter and skill levels. District benchmark assessments are being aligned with the California Common Core State Standards and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2015-16 school year, all students in grades 1-5 were tested three times throughout the school year to identify subject area mastery and specific gaps in the learning process. Students in grades 7-12 were evaluated quarterly throughout the year to determine course grades and levels of content mastery.

Multiple measures of assessment are used to identify student progress, understanding of state content standards, and mastery of subject area matter/concepts. These measures include: state standardized tests; benchmark assessments; classroom observations; teacher-created assessments; DIBELS; DRA; and 95% screeners for phonics/fluency. Collectively, the benchmark assessments and multiple measures aid teachers in 1) identifying areas where instruction may or may not be effective, 2) guiding classroom instruction practices and strategies, and 3) identifying students who need targeted academic assistance or intervention. Teachers and administrators are able to pinpoint any deficiencies or gaps 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.

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/.

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, Val Verde High School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Val Verde High			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)	-	-	-	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 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	198	184	92.9%	12.3%	198	182	91.9%	0.6%
Male	126	119	94.4%	9.3%	126	119	94.4%	0.9%
Female	72	65	90.3%	18.0%	72	63	87.5%	0.0%
African American	46	40	87.0%	7.9%	46	40	87.0%	0.0%
Hispanic or Latino	141	135	95.7%	14.4%	141	133	94.3%	0.8%
Socioeconomically Disadvantaged	183	171	93.4%	12.7%	183	169	92.4%	0.6%
English Learners	43	41	95.4%	2.5%	43	40	93.0%	0.0%
Students with Disabilities	28	27	96.4%	0.0%	28	26	92.9%	0.0%

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 Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Percentage of Students Meeting or Exceeding the State Standards						
	Val Verde High		VVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	4	12	38	41	44	48
Mathematics	-	1	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.

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/.

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

Val Verde High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 2003; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff. Val Verde High has a ratio of 1:1 for students with Chromebooks.

SUPERVISION AND SAFETY

School administrators and district security agents provide supervision of students before and after school, between passing periods, and during lunch. The campus perimeter is fenced and signs are posted stating the school's visitor policies. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office using the Raptor System upon arrival and present valid picture identification, obtain and wear a visitor's badge, and then return to the school office upon departure.

Federal Intervention Program 2016-17		
	Val Verde High	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.

Campus Description	
Year Built	2003
Acreage	17.3
	Quantity
# of Permanent Classrooms	21
# of Portable Classrooms	8
# of Restrooms (student use)	2 sets
Computer Lab	1
Multipurpose Room/Gym	1
Library	1
Graphics Production Studio	1
Video Production Studio	1

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Val 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.

Components of Val Verde High'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 most current safety plan will be reviewed, updated, and shared with school staff in October 2016.

MAINTENANCE & REPAIRS

School custodial staff and the district's maintenance department work together to ensure 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 Val 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.

SCHOOL INSPECTIONS

Val 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 Val Verde High School took place on August 4, 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.

DAILY CLEANING PRACTICES

One full-time day custodian, two full-time evening custodians, and a team of groundskeepers are assigned to Val Verde High School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal, assistant principal, and day custodian communicate as needed regarding campus cleaning needs and safety concerns. Every morning before school begins, the day custodian inspects facilities for safety hazards, graffiti, and other conditions that require immediate attention or removal prior to students and staff entering school grounds. District security agents and administrators check restrooms diligently throughout the day as part of their tardy sweeps; the custodian checks restrooms throughout the day 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. Groundskeepers are on campus once a week and are responsible for general gardening and maintenance work such as trash and debris removal, landscaping care, irrigation system maintenance, and playing field 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. Training activities in use of equipment and safety procedures are led by district risk management representatives, vendors, and department supervisors. The district's Operations Supervisor visits Val 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

Val Verde High School's discipline policies and behavior expectations are aligned to district discipline policies and focus on positive behavior management and intervention. Teachers take a proactive approach to managing classroom behavior, providing students the opportunities to learn from their experiences and take an active role in changing poor behavior. School rules and discipline policies are clearly explained to students upon enrollment and at the beginning of the school year. School rules are posted in every classroom. Student conduct, district policies, dress standards, and academic expectations are also outlined in the student/parent handbook.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: August 4, 2016	✓			
Systems	✓			
Interior Surfaces	✓			Graphic Arts/3 & Room 505 - Water stained ceiling tiles, wet; Room 205 - Water stained ceiling tiles; Room 308 - Wallpaper is torn; Room 411 - Water stain ceiling tile
Cleanliness	✓			
Electrical	✓			MPR - Scoreboard is loose and hanging; Room 205 & 206 - Lights are flickering (ballast); Room 308 - Inadequate lighting, three light panels are out (ballast)
Restrooms/Fountains	✓			
Safety	✓			MPR - No covers on fire extinguishers, injury hazard
Structural	✓			Computer Room 404 - Dry rot on trim
External	✓			
Overall Summary of School Facility Good Repair Status				
	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.

The Positive Behavior Support and Intervention System (PBIS) was implemented in the beginning of January 2014 and through it, our school community will provide intentional structures for student success through positive behavior expectations. 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 the student to the assistant principal 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.

	Suspensions and Expulsions								
	Val Verde High			VVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	183	111	67	1,514	1,251	1,132	279,383	243,603	230,389
Expulsions (#)	0	4	4	0	22	40	6,611	5,692	6,227

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.

STUDENT RECOGNITION

Val Verde High School encourages students to make an effort to do their very best at all times. Students demonstrating good citizenship, positive attendance, and meeting academic goals are honored throughout the year. Quarterly, Val Verde High celebrates students earning perfect attendance, citizenship, and academic awards. At the end of the grading period, students meeting academic criteria earn Honor Roll placement. Throughout the year, the Superintendent's Recognition Award is presented to students demonstrating outstanding academic achievement and citizenship. Teachers identify and select students based on academic progress, positive behavior trends, and extracurricular involvement for Val Verde High School Student of the Month and Moreno Valley Chamber of Commerce Student of the Month/Year honors.

ENRICHMENT & EXTRACURRICULAR ACTIVITIES

Through elective coursework, students at Val Verde High School are able to participate in a variety of activities that relate to video production such as writing, acting, directing, and editing. As part of elective classwork, students produce videos that are entered in the Panasonic KID Witness News (KWN) program. Video Production is offered after-school; students from Citrus Hill High and Rancho Verde High are welcome to concurrently enroll in the after-school course. Val Verde High School offers a variety of after-school sports activities such as basketball, volleyball, softball, and soccer. Students are given the opportunity to participate in Associated Student Body to develop leadership skills and plan school activities.

Teaching Load Distribution Departmentalized Instruction				
2013-14				
Subject	Average	Number of Classes*		
	Class Size	1-20	21-32	33+
English	11.0	31		
Mathematics	9.0	32		
Science	7.0	24		
History	9.0	26	4	
2014-15				
English	10.0	24		
Mathematics	6.0	38		
Science	7.0	15		
History	11.0	20		
2015-16				
English	16.0	11		
Mathematics	14.0	12		
Science	15.0	6		
History	18.0	11		

*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

Val Verde High School's teachers and administrative staff are skilled at and have developed strategies 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. The counselor closely monitors student credit completion to identify those students most at risk of not earning their high school diploma. The EMT (Educational Monitoring Team) meet with students who are struggling academically and have poor attendance. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, after-school credit recovery classes, English learner support classes, and referral to Independent Study or Val Verde Academy. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

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)				
		Val Verde High		
		12-13	13-14	14-15
Dropout Rate (%)		5.9	5.4	4.9
Graduation Rate (%)		90.2	91.18	92.33
		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

To earn a high school diploma from Val Verde High School, students must accumulate 200 credits from required course offerings. The following table illustrates the percentage of students who graduated from Val Verde High School having met the district graduation requirements.

Completion of High School Graduation Requirements for the Graduation Class of: 2015			
	Val Verde High	VVUSD	CA
All Students	90%	97%	86%
African American	92%	98%	77%
American Indian or Alaskan Native	100%	100%	75%
Asian	100%	100%	99%
Filipino	100%	97%	97%
Hispanic or Latino	88%	97%	84%
Hawaiian or Pacific Islander	-	100%	85%
White (not Hispanic)	100%	92%	87%
Two or More Races	67%	95%	91%
Socioeconomically Disadvantaged	94%	100%	77%
English Learners	79%	82%	51%
Students with Disabilities	100%	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, Val Verde High School held staff development training focused on:

- Attendance
- Common Core State Standards
- Google Classroom
- Google Docs
- Intensive Instruction
- Smarter Balanced
- Study Island
- Teaching Strategies
- Training for Safe Schools
- Writing Rubrics

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
- CCGI Training
- Curriculum & Instruction
- Formative Assessments
- HMH Textbook Training
- Next Generation Science Standards
- 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 Val Verde High is a responsibility shared among the school administrators, counselors, teachers, and parents. The principal is responsible for the day-to-day operations and overall curriculum. The principal and assistant principal work as a team to fulfill the many responsibilities associated with the operations of a continuation high school.

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 site Single Plan for Student Achievement (SPSA), safety plan, and expenditures relating to Economic Impact Aide (EIA).

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.

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. Val 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. 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. Val Verde High School's special education program is staffed by a highly qualified team of professionals. Val Verde High School has one full-day, self-contained special day class that is supported by one special education teacher and two special educational aides. One resource specialist teachers and one resource specialist aide collaborate with general education teachers to provide in-class support in regular core classes. One special education teacher and two instructional aides provide support in one self-contained classroom for emotionally disturbed students.

ENGLISH LEARNER INSTRUCTION

All of Val Verde High's teachers are certified to provide instruction for students identified as English Learners (EL) and 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 an additional period 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. As students increase fluency in the English language, Val 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.

INTERVENTION PROGRAMS

Val Verde High School supports intervention programs to meet the needs of those students not meeting state proficiency standards in reading, language arts, and math. Educational Monitoring Teams (EMT) 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:

- A-G Course Completion through Concurrent Enrollment in Val Verde Academy
- After School Tutoring and Intervention
- Concurrent Enrollment Credit Recovery
- EDGE Reading & Writing Intervention Program
- School-wide Academic Intervention
- Impact Substitutes
- Independent Study Program

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 & 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 & 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.

COLLEGE PREPARATION & WORK READINESS

As part of the enrollment and orientation process, the counselor introduces students to the many options and programs Val Verde High School offers to ensure students get a head start on their college preparation and work readiness process. Career assessment and interest inventories, college prep activities, and career exploration based upon individual interests, aptitudes, and abilities are embedded in the core curriculum and a component of advisory period activities. School-sponsored support events include financial aid and college application workshops, scholarship lists and applications, local and regional college fairs, college representative visits, military representative visits, and college tours.

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.

COLLEGE PREPARATION COURSES

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

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/.

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2015-16 Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	88
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

*Most current data available.

WORKFORCE PREPARATION

Students receive structured career planning guidance and discuss post-secondary goals and career interests as part of the advisory period curriculum. A broad range of resources are available to students to explore career and post-secondary education options; these resources include standards-based materials, videos, audiotapes, flyers, Internet research, and software-based applications. Val Verde High School encourages students to attend Career Days, field trips, and guest speaker presentations organized by the counseling center staff. Concurrent enrollment at Riverside Community College or independent study is encouraged for students who are interested in getting a head start on their future goals as well as to accelerate credit completion efforts.

Students develop job research and retention skills through core and elective coursework and are required to prepare an Individual Career Educational Portfolio (ICEP). Val Verde High School collaborates with Moreno Valley and Perris Youth Opportunity Centers, the Sunburst Academy, the Grizzly Youth Academy, and Job Corps to provide additional career-exploration opportunities for its students.

Val Verde High School offers career technical education programs, School-to-Career activities during advisory period, work experience, 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. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and on-the-job/classroom observation. Community partnerships and course instructors provide feedback on student progress following an established schedule based on program type.

On-campus Regional Occupational Courses

Allied Health Occupations
Emergency Medical Technician
Medical Front Office
Pharmacy Assistant/Clerk
Pharmacy Technician

Career Technical Education Courses

Broadcast Technology
Manufacturing/Materials Processing
Work Experience

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.rcoc.k12.ca.us, or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

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. For more information, contact the school's career center.

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.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Val Verde High School recruits and employs only the most qualified credentialed teachers. For the 2015-16 school year, the school employed 29 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/.

Teacher Credentials and Assignments			
	Val Verde High		
	14-15	15-16	16-17
Total Teachers	31	29	29
Teachers with Full Credential	31	29	29
Teachers without Full Credential	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0
Teacher Misassignments for English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	0	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		
Val Verde High	95.0%	5.0%
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 Val 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	1	1.0
District Security Agents	3	2.5
Psychologist	1	0.6
Speech & Language Specialist	As needed	
Nurse	1	0.2
Average Number of Students per Academic Counselor		350

*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.

SARC DATA & INTERNET ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Val Verde High 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 Val Verde High's SARC and access the internet at any of the county's public libraries. The closest library to Val Verde High is Perris Branch Public Library located at 163 E. San Jacinto Avenue, Perris, CA 92570.

Perris Branch Public Library - (951) 657-2358

Hours: Sunday 1-5
Monday 10-6
Tuesday-Wednesday 12-8
Thursday-Saturday 10-6

Number of computers available: 17

Number of printers available: 1

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/ and 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					
Expenditures Per Pupil	Dollars Spent Per Student				
	Val Verde High	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	18,522	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,934	N/A	N/A	N/A	N/A
Unrestricted (Basic)	16,588	4,990	332.5%	5,677	292.2%
Average Teacher Salary	68,363	75,804	90.2%	74,216	92.1%

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