



VAL VERDE UNIFIED SCHOOL DISTRICT

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VAL VERDE UNIFIED SCHOOL DISTRICT

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AN ANNUAL REPORT TO THE COMMUNITY
2016-17 DISTRICT ACTIVITY PUBLISHED IN JANUARY 2018

A MESSAGE FROM THE SUPERINTENDENT

The Val Verde Unified School District is a school system on the move. We persistently grow and adapt to meet the needs of our students and our community. I am excited to share with you some of the great initiatives and programs we are focused on in order to meet our students' needs.

Through a collaborative process which involved receiving input from all of our community stakeholders, we have identified four areas on which we focus upon in order to ensure sustained academic progress:

- College and career readiness
- Parent engagement
- Positive school environments
- Maintenance and modernization of school district facilities and technology



As we strengthen our effectiveness and efficiencies in these areas, we believe our school district will increase the already remarkable student achievement that will continue to be recognized by many outside entities.

The academic success of our students is a top priority. We want to ensure that all of our students are exposed to rigorous and enriching learning experiences that provide them with a solid academic foundation necessary for their post-secondary pursuits. We have implemented a unified plan for STEAM (Science, Technology, Engineering, Arts, and Math) across the district in order to integrate real world applications into classrooms. Our AVID program remains strong and exemplary at all our secondary schools and the AVID elementary program is fully implemented at all sites. We observe marked improvements in the number of students completing a-g coursework, the number of students taking Advanced Placement courses, the number of students completing a FAFSA, the number of students applying to college, and the number of students taking the PSAT, SAT, and Advanced Placement tests. These metrics will remain a priority and the costs associated with the above mentioned tests are now either completely paid for by the district or were significantly reduced through the LCAP to remove any financial barriers for our students participation. We believe this will help empower access to higher education so more of our students are college and career ready.

The Family Engagement Center System is fully operational and offers classes at many of our school facilities throughout the district. Coursework is designed to build leadership skills, enrich parenting skills, personal wellbeing, strengthen family ties, and to promote family literacy. All of these courses are offered in both English and Spanish and have received positive praise from our community. When these resources are coupled with the many school site events for parental involvement, there are significant opportunities for our community to become more engaged in the educational process of our students.

We have many indicators that reflect healthy, positive school environments which show improvement in graduation rates, attendance rates, positive ratings on the California Healthy Kids Survey, and decreases in student suspensions, expulsions, and drop-out rates. We continuously monitor and ensure that all students have appropriately credentialed staff and a guaranteed and viable curriculum. In addition, we are investigating and implementing more positive and pro-active interventions for our students. We anticipate a steady reduction in the number of students suspended from school as we find more supportive, rather than punitive, disciplinary practices with the use of the Positive Behavior Intervention and Supports (PBIS) framework.

Through the use of funds from Measure L and our Local Control Accountability Plan, our facilities have received many upgrades that enhance and support the learning experiences our students are given. Technology continues to be invested in so that our students are exposed to lessons that help them gain valuable computer literacy and 21st century learning skills. We are excited that the completion of Orange Vista High School is on track for the beginning of the 2016-2017 school year and look forward to the new exciting programs this school will offer. We will ceaselessly work to ensure that all of our schools offer clean, modernized environments that are conducive for learning.

I am proud of all of our District's accomplishments and I am thankful for the ongoing support our learning community provides. It is my personal passion and purpose to support schools efforts to enable each student to find his/her passion and purpose in life. Let's continue to work together to provide our students with the best educational experience possible.

Michael R. McCormick

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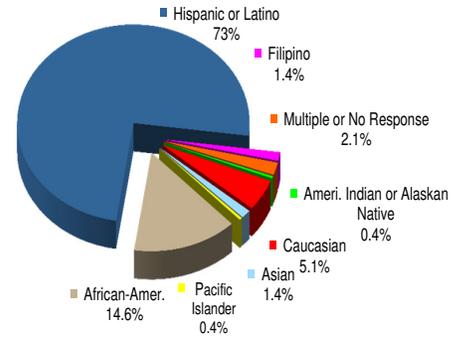
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COMMUNITY & DISTRICT PROFILE

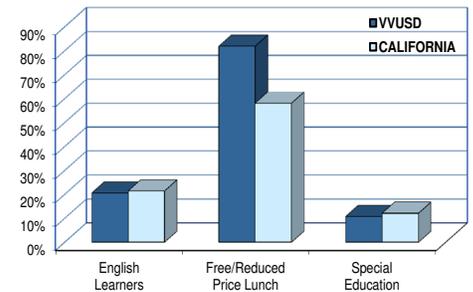
Val Verde Unified School District is located in the heart of the Inland Empire, approximately 72 miles east of Los Angeles. Neighboring the District and its communities are March Air Force Base and the Lake Perris recreational area. During the 2016-17 school year, the District's schools served more than 19,900 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, 2 comprehensive high schools, a student success academy, a virtual academy, and a continuation high school.

The District's educational program is based on the rigorous California State Standards. The District offers supplemental programs to ensure the educational needs of all students are met. This includes services to special populations, such as students learning the English language and students with disabilities. A strong educational program, dedicated and professional staff, and dynamic business and community partnerships ensure that Val Verde Unified School District will continue to focus on providing a quality education to the children of Riverside County. The demographic composition of Val Verde Unified School District's student population during the 2016-17 school year included 10.8% receiving special education services, 20.6% qualifying for English learner services, and 81.9% enrolled in the free or reduced-price meal program.

Percentage of Students by Ethnicity
2016-17 Enrollment: 19,953



% of Student Enrollment by Program
2016-17



VISION STATEMENT

The Val Verde Unified School District believes in an educational system which is committed to effective, life-long learning and provides its students with the tools and knowledge to become productive citizens of our democratic society. The Val Verde Unified School District develops academic competency to prepare students to take part as fully franchised American citizens in a safe school environment. To accomplish this, we believe in strong leadership, the development of safe schools, and high expectations from all segments of the system. We believe in actively engaged school/community partnerships with a viable accountability program to ensure success.

MISSION STATEMENT

To create a positive learning environment that produces life-long learners, who will become responsible, contributing citizens able to function in a culturally diverse society.

DISTRICT LCAP GOALS

1. College and Career Ready: Students graduating from the Val Verde Unified School District will possess the academic and technical skills required to pursue college and career options of their choosing.
2. Parent Engagement: Val Verde Unified School District is committed to embracing a collaborative culture for students, parents, teachers, staff, and the community that sustains exceptional parental involvement and promotes the social, emotional, and academic growth of our students.
3. Positive School Climate: The Val Verde Unified School District will maintain safe and effective learning environments where students develop positive social relationships and a sense of school connectedness.
4. Maintain and Modernize Facilities: The Val Verde Unified School District will offer safe, clean, and well-maintained schools that are technology enriched.

INTRODUCTION

This report provides District and state level reporting of student proficiency and progress towards meeting established proficiency standards as required by the Federal No Child Left Behind (NCLB) Act. Detailed information about Val Verde Unified School District's schools are included in individual School Accountability School Report Cards. You may obtain a copy of the School Accountability Report Card from each school or the District office or download a copy from the District's website <http://www.valverde.edu>. These reports are available in English and Spanish. Each school's report fulfills Title I and Proposition 98 annual reporting requirements. A hard copy of the SARC can be requested at the school or you may visit www.valverde.edu/sarc.

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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

STANDARDIZED STATE ASSESSMENTS

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the 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/.

PRESCHOOLS

El Potrero Preschool

ELEMENTARY SCHOOLS

Avalon Elementary

Bethune Elementary

Columbia Elementary

Lasselle Elementary

Manuel L. Real Elementary

May Ranch Elementary

Mead Valley Elementary

Rainbow Ridge Elementary

Sierra Vista Elementary

Triple Crown Elementary

Val Verde Elementary

Victoriano Elementary

MIDDLE SCHOOLS

Lakeside Middle

March Middle

Tomás Rivera Middle

Vista Verde Middle

HIGH SCHOOLS

Citrus Hill High

Orange Vista High

Rancho Verde High

Student Success Academy

Val Verde Academy

Val Verde High

ACCREDITED BY THE
WESTERN ASSOCIATION
OF SCHOOLS
AND COLLEGES

Citrus Hill High
Rancho Verde High
Val Verde Academy
Val Verde High

TITLE I ACADEMIC
ACHIEVING SCHOOL
AWARD

2011-12

Avalon Elementary
May Ranch Elementary
Sierra Vista Elementary

2010-11

Columbia Elementary
Laselle Elementary
Mary McLeod Bethune Elementary
Sierra Vista Elementary
Val Verde Elementary

CSBA GOLDEN BELL
AWARD

Citrus Hill High (2013)
Sierra Vista Elementary (2012)
Victoriano Elementary (2011)

CALIFORNIA BUSINESS
FOR EDUCATIONAL
EXCELLENCE
2012 HONOR ROLL

Laselle Elementary
May Ranch Elementary
Mead Valley Elementary
Rainbow Ridge Elementary
Val Verde Elementary
Victoriano Elementary
Vista Verde Middle

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

Percentage of Students Meeting or Exceeding the State Standards

	VVUSD		California	
	14-15	15-16	14-15	15-16
Science (Grades 5, 8 & 10)	48	56	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. The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

	English Language Arts/Literacy						
	16-17						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	All Students						
All Students Tested	10856	10695	10693	13%	27%	27%	33%
Male	5456	5374	5372	11%	24%	26%	39%
Female	5400	5321	5321	16%	30%	27%	27%
African American	1480	1441	1441	11%	22%	27%	40%
American Indian or Alaskan Native	25	25	25	4%	16%	28%	52%
Asian	152	149	149	35%	32%	16%	17%
Filipino	156	156	156	39%	31%	19%	10%
Hispanic or Latino	8220	8120	8118	12%	27%	27%	33%
Hawaiian or Pacific Islander	43	43	43	16%	28%	35%	21%
White (not Hispanic)	542	527	527	23%	28%	21%	28%
Two or More Races	206	205	205	21%	30%	25%	24%
Socioeconomically Disadvantaged	9315	9177	9175	11%	26%	28%	36%
English Learners	1916	1859	1859	1%	8%	24%	67%
Students with Disabilities	1183	1146	1146	2%	6%	13%	79%
Migrant Education							
Foster Youth							

	Mathematics						
	16-17						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	All Students						
All Students Tested	10858	10744	10740	9%	17%	29%	46%
Male	5458	5398	5396	9%	17%	27%	48%
Female	5400	5346	5344	8%	18%	31%	44%
African American	1482	1444	1443	5%	12%	26%	57%
American Indian or Alaskan Native	25	25	25	12%	4%	16%	68%
Asian	152	150	150	29%	25%	25%	21%
Filipino	156	156	156	33%	27%	21%	19%
Hispanic or Latino	8220	8164	8161	8%	17%	29%	46%
Hawaiian or Pacific Islander	43	43	43	14%	16%	30%	40%
White (not Hispanic)	542	528	528	15%	24%	27%	34%
Two or More Races	206	206	206	14%	17%	34%	36%
Socioeconomically Disadvantaged	9316	9225	9222	7%	16%	29%	48%
English Learners	1914	1899	1897	1%	7%	22%	71%
Students with Disabilities	1184	1146	1144	2%	5%	9%	85%
Migrant Education							
Foster Youth							

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

Percentage of Students Meeting or Exceeding the State Standards

	VVUSD		California	
	15-16	16-17	15-16	16-17
English-Language Arts	41	40	48	48
Math	26	25	36	37

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. An asterisk () appears in the table when the number of students tested is ten or less.*

DROPOUTS & GRADUATION RATES

Teachers and administrative staff are skilled at and have developed ways based upon statistical data 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 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, independent study, and referral to the continuation high school or Success 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.

Dropout & Graduation Rates (Four-Year Cohort Rate)

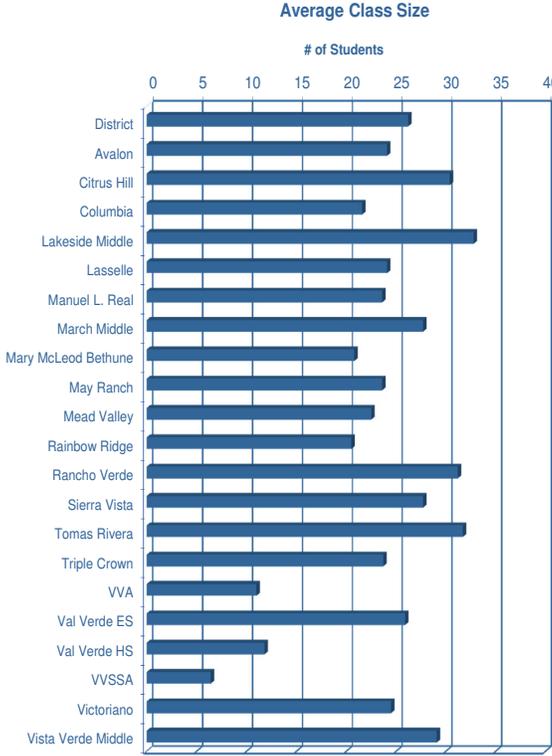
	VVUSD		
	13-14	14-15	15-16
Dropout Rate (%)	5.3	4.9	3.4
Graduation Rate (%)	91.2	92.3	93.3
	California		
	13-14	14-15	15-16
Dropout Rate (%)	11.5	10.7	9.7
Graduation Rate (%)	90.9	82.3	83.8

SCHOOL SAFETY

Val Verde Unified School District provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Schools are all up-to-date and provide adequate space for students and staff. Relocatable classrooms have been installed as needed on each campus to accommodate growth in enrollment.

AVERAGE CLASS SIZES

Val Verde Unified School District maintained an overall average class size of 26.2 students for the 2016-17 school year; the average class size for schools in the state is 23.9 students.



CURRICULUM DEVELOPMENT

All curriculum and instructional improvement activities at Val Verde Unified School District are being aligned to the California State Standards. The district's Educational Services department selects staff development concentrations based on principal surveys, teacher input, Elementary Curriculum Council, Secondary Curriculum Council, subject area coordinator input, California State Standards, district benchmark assessment results and state standardized test results. During the 2016-17 school year, Val Verde Unified School District held staff development training. Throughout the year, supplemental support is provided for new and ongoing programs tied to either specific strategies to improve student learning or district-adopted materials. Supplemental district-sponsored training sessions offered during the 2016-17 school year included:

- Digital Citizenship
- Elementary Reading Assessment and Intervention
- English Language Arts/English Language Development
- ACCESS and EQUITY
- MTSS-Tiered Supports for Breaking Down Barriers
- Breaking Down Barriers Through Integrated and Designated English Language Development

2011 CDE SCHOOLS TO WATCH MODEL HIGH-PERFORMING MIDDLE SCHOOL

Vista Verde Middle School

2012 AP DISTRICT OF THE YEAR

Val Verde Unified School District

2010 CALIFORNIA STATE MODEL CONTINUATION HIGH SCHOOL

Val Verde High

2015 BRONZE BEST HIGH SCHOOL U.S. NEWS AWARD

- Citrus Hill High
- Rancho Verde High
- Val Verde Academy

FEATURED DISTRICT FOR MOVING YOUR NUMBERS

Val Verde Unified School District

2013 BEST COMMUNITIES FOR MUSIC EDUCATION

Val Verde Unified School District

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.

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 12, 2017, the Val Verde Unified School District's Board of Education held a public hearing to certify the materials have been provided to students. The Board of Education adopted Resolution #17-18-08 which certifies as required by Education Code §60119 that 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.

SPECIALIZED INSTRUCTION

All curriculum and instruction are being 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 Unified School District 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. The special education program utilizes a team-oriented approach among special education and general education teachers to provide maximum levels of instruction in the general education environment. For a portion of the regular school day, students may receive individual and/or small group instruction from special education staff in the Learning Center. District Program Specialists meet with special education teachers regularly to provide support and assistance in developing instructional schedules and utilizing staff resources.

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.

ENGLISH LEARNER INSTRUCTION

All of Val Verde Unified School District's teachers are certified and trained to provide instruction for students identified as English Learners (EL). Beginning level EL students receive daily English Language Development (ELD) instruction as either a supplement or complement to their regular language arts curriculum. Using specially-designed materials, ELD instruction focuses on reading development, verbal language development, and vocabulary building. At the high school level, EL students may receive one or more periods of English Language Development (ELD) instruction as a component of their core language arts curriculum. Bilingual aides collaborate with class teachers to provide small group and individual support in and outside the general education classroom based upon student needs. As students increase fluency in the English language, Val Verde Unified School District 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.

GIFTED AND TALENTED EDUCATION

Val Verde Unified School District offers a Gifted and Talented Education program for students who have been recognized as high achievers by their teachers and through district testing. GATE students are clustered by grade level and/or participate in after-school activities for accelerated, differentiated instruction offering more depth and complexity on select topics.



INTERVENTION PROGRAMS

Val Verde Unified School District supports intervention programs through its extended day learning opportunities offered before and after school to meet the needs of those students not meeting state proficiency standards in reading, language arts, and math. Response to Intervention (RtI) teams comprised of school administrators, teachers, and parents work together to identify individualized intervention strategies and monitor the progress of students having difficulty with academic or social development.

COLLEGE PREPARATION & WORK READINESS

As part of the ninth grade orientation process, counselors introduce students to the many opportunities the District's high schools offer to ensure students get a head start on their college preparation and work readiness process. 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. Students are encouraged to take required courses if they plan on attending a four-year college or university. At the end of the 2015 school year, 41.2% of the District's graduates completed all coursework required for entrance into a state college, university, and other four-year secondary educational institution.

ADVANCED PLACEMENT

In 2016-17, Citrus High School, Rancho Verde High School, and Val Verde Academy 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 2016-17

	No. of Courses Offered	% of Students Enrolled in AP Courses
Art	4	
Computer Education	4	
English	6	
Foreign Language	5	
Math	10	
Music	1	
Science	8	
Social Science	12	
Totals	45	19.2%

WORKFORCE PREPARATION

All students receive structured career planning guidance from counseling staff regarding post-secondary goals and career planning at least once a year. Students have access to career technical education programs, career pathway programs, career centers, 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. Some classes fulfill A-G entrance requirements for state and university colleges. During the 2016-17 school year, Carl Perkins Career Technical Education programs included:

- Math, Engineering, Science Academy (University of California, Redlands)
- CISCO
- Arts, Media, & Entertainment, Production, and Management Pathway

PROFESSIONAL STAFF TEACHER ASSIGNMENT

During the 2016-17 school year, Val Verde Unified School District had 795 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments

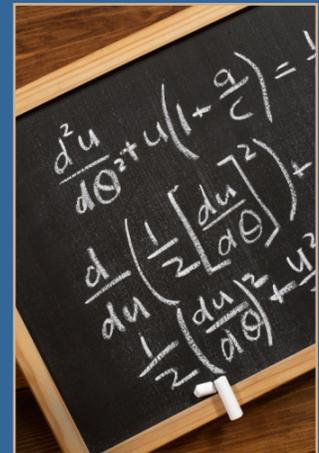
Total Teachers	819
Teachers with Full Credential	795
Teachers without Full Credential	24
Teachers Teaching Outside Subject Area	0
Teacher Misassignments - Total	0
Other Misassignments of Certificated Staff	0
Teacher Misassignments for English Learners	0
Teacher Vacancies	2

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.

Teacher Salary Comparison 2015-16

	VVUSD	Average of Districts in Same Category
Lowest Salary Offered	\$49,577	\$48,522
Mid-Range Salary Offered*	\$80,384	\$75,065
Highest Salary Offered	\$97,629	\$94,688
Average Salary Paid	\$75,863	\$72,758



EXPENDITURES PER STUDENT

For the 2015-16 school year, Val Verde Unified School District spent an average of \$10,136 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). Detailed information regarding per pupil expenditures can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/.

For the 2015-16 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
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Vocational Programs

Current Expense of Education per Pupil 2015-16

ADA	18,954
Total Restricted and Unrestricted	\$118,839,712
Restricted (Supplemental)	\$16,063,534
Unrestricted	\$102,776,178
Average Teacher Salary	\$78,795

