



## VAL VERDE UNIFIED SCHOOL DISTRICT

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

### BOARD OF EDUCATION

Shelly Yarbrough, President  
Wraymond Sawyer, Vice President  
Stacey Guzman, Clerk  
Fredy De Leon, J.D., Member  
Michael M. Vargas, Member

### DISTRICT ADMINISTRATION

Alan Jensen, Ed.D.  
Superintendent

Dr. Michelle Richardson  
Assistant Superintendent  
Business Services

Michael R. McCormick  
Assistant Superintendent  
Education Services

John Simonson  
Assistant Superintendent  
Student Services

Dr. Jay Hoffman  
Interim Administrator  
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 September 2011 and school facilities information was acquired in January 2012.

# RANCHO VERDE HIGH SCHOOL

Accredited by the Western Association of Schools and Colleges  
2009-10 AVID National Demonstration School

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

Olivier Wong, Principal • [owong@valverde.edu](mailto:owong@valverde.edu)  
Kevin Stipp, Assistant Principal • [kstipp@valverde.edu](mailto:kstipp@valverde.edu)  
Marie-Antoinette McPhee, Assistant Principal • [mmcphee@valverde.edu](mailto:mmcphee@valverde.edu)  
Steve Coelho, Assistant Principal • [scoelho@valverde.edu](mailto:scoelho@valverde.edu)  
Nereyda Gonzalez, Assistant Principal • [ngonzalez@valverde.edu](mailto:ngonzalez@valverde.edu)



## AN ANNUAL REPORT TO THE COMMUNITY

2010-11 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2012

### A MESSAGE FROM THE PRINCIPAL



Welcome to Rancho Verde High School, home of the mustangs. Rancho Verde High School consists of a hardworking, dedicated group of professional educators that are determined to provide a high quality education and positively impact the lives of our students. It is a great honor for me to continue to serve the students, parents, teachers and community of Rancho Verde High School as your principal. Our highest commitment is to prepare students to be successful after high school. Our motto is **Respect, Vision, Honor and Scholarship**.

In the 2010-11 school year, 670 seniors graduated from Rancho Verde High School and this included the standard of a 99% senior pass rate for the CAHSEE. Only five seniors received certificates of completion in 2011. As a school, we have successful programs and clubs that will meet every student's needs and interests.

As a result of student dedication and sacrifice, combined with teacher and staff expertise and direction, Rancho Verde High School has again been recognized at both the state and national level. For example, Rancho Verde High has maintained its status as a Nationally Recognized AVID Demonstration School. We have award winning Band, Dance, Choir, Theater, and Cheerleading programs. We have a highly decorated AFJROTC program and a host of other clubs.

In the spirit of continuous improvement, the staff, students, parents, and community are addressing the following areas for school-wide emphasis during the current school year.

- Continual review of year and unit curriculum plans utilizing "Understanding by Design" that are based on state and district content standards
- Creation and review of Benchmark Assessments
- A focus on teacher professional development and introduction of an instructional coach
- Increased Advanced Placement course offerings
- Continuation of a Reading Intervention class for struggling readers and math class interventions
- Meeting all components of Federal AYP goals
- Increased parent and community involvement and better school communication

As all of these areas are explored throughout the year, Rancho Verde educators are committed to making the changes necessary to provide our students with strong leadership, high expectations for success after high school, and learning experiences of the highest quality. These common goals and commitments serve to unite our entire community and encourage us to constantly strive to be the best school in the Inland Empire. Thank you for your continued support as we strive to make Rancho Verde High School a quality educational institution.

### RVHS VISION & PURPOSE

Our Vision:

To continually improve academic performance by teaching and refining a dynamic, rigorous curriculum that fosters the success of every child.

Our Purpose:

- To produce dynamic, ethical, and cooperative citizens
- To motivate and teach our students to be life long learners
- To prepare our students for success in meeting the challenges of tomorrow

### 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 2010-11 school year, the district's schools served more than 19,500 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.

During the 2010-11 school year, Rancho Verde High School served 3,320 students in grades 9-12. Student enrollment included 3.8% qualifying for special education, 8.4% qualifying for English learner support, and 70.7% qualifying for free or reduced-price meals. The current class schedule accommodates a seven-period day with a 25-minute advisory period which serves a multitude of needs including academic intervention, reading enrichment, homework help, and tutoring.

At the beginning of the 2009-10 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 specially designed to support their unique academic program and continuous achievement.

| Percentage of Students by Ethnicity/Grade Level |       |             |       |
|---|-------|-------------|-------|
| 2010-11   |       |             |       |
| Ethnic Group                                    | %     | Grade Level | #     |
| African American                                | 20.3% | Grade 9     | 880   |
| American Indian or Alaskan Native               | 0.2%  | Grade 10    | 951   |
| Asian   | 3.0%  | Grade 11    | 785   |
| Filipino  | 2.8%  | Grade 12    | 700   |
| Hawaiian or Pacific Islander                    | 0.5%  |             |       |
| Hispanic or Latino                              | 66.6% |             |       |
| White (not Hispanic)                            | 6.1%  |             |       |
| Two or More Races                               | 0.5%  |             |       |
| Total Enrollment                                |       |             | 3,316 |

### 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.

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) 485-6200.

**Volunteer to Help:**

- Coaching
- Chaperone field trips, events

**Join Leadership Groups:**

- School Site Council
- District English Learner Advisory Council
- Performing Arts Club
- WASC Team
- English Learner Advisory Council
- Parent Teachers Organization
- Booster Clubs

**Attend Special Events & Workshops**

- Back to School Night
- Student performances
- Parent conferences
- Senior Night
- Athletic events
- Open House
- Parent education workshops for parents of AVID students
- College Night
- Graduation events

School-to-home communication is provided in both English and Spanish. The principal publishes a monthly school newsletter on the school web site; 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 marquee displays current announcements and upcoming event dates. The school website is updated frequently and is a primary resource for general information, staff contact information, schedules, activities, and programs. School administrators and teachers use a web-based communications tool as the best way to communicate information to every student's home for important announcements and information. Parents may access their child's grades, attendance, and assignment information through the PAMS (Aeries) link located on the school website.

## STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress, Rancho Verde High School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, classroom observation, report card grades, benchmark assessments, summative tests, and results of standardized tests.

### 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 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 2010-11 school year, students in grades 7-12 were evaluated twice 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.

### ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. For the 2010-11 AYP cycle, high schools must achieve a 66.7% or higher proficiency rate in English/Language Arts and 66.1% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results

| STAR Results   |              |       |       |       |       |       |       |       |       |
|--|--------------|-------|-------|-------|-------|-------|-------|-------|-------|
| All Students   |              |       |       |       |       |       |       |       |       |
| Percentage of Students Scoring at Proficient and Advanced Levels |              |       |       |       |       |       |       |       |       |
|  | Rancho Verde |       |       | VVUSD |       |       | CA    |       |       |
|  | 08-09        | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 |
| English-Language Arts  | 42           | 45    | 45    | 44    | 47    | 49    | 49    | 52    | 54    |
| Math   | 29           | 35    | 27    | 48    | 52    | 51    | 46    | 48    | 50    |
| Science  | 45           | 56    | 61    | 47    | 53    | 56    | 50    | 54    | 57    |
| History  | 43           | 48    | 52    | 43    | 47    | 48    | 41    | 44    | 48    |

| STAR Results   |                  |                                   |                  |                            |                            |                              |                      |                   |                   |
|--|------------------|-----------------------------------|------------------|----------------------------|----------------------------|------------------------------|----------------------|-------------------|-------------------|
| Ethnic Subgroups   |                  |                                   |                  |                            |                            |                              |                      |                   |                   |
| Percentage of Students Scoring at Proficient and Advanced Levels |                  |                                   |                  |                            |                            |                              |                      |                   |                   |
| 2010-11  |                  |                                   |                  |                            |                            |                              |                      |                   |                   |
|  | Rancho Verde     |                                   |                  |                            |                            |                              |                      |                   |                   |
|  | American African | American Indian or Alaskan Native | Asian            | Filipino                   | Hispanic or Latino         | Hawaiian or Pacific Islander | White (not Hispanic) | Two or More Races | Migrant Education |
| English-Language Arts  | 43               | *                                 | 66               | 62                         | 44                         | 27                           | 53                   | 46                |                   |
| Math   | 22               | *                                 | 39               | 47                         | 27                         | 18                           | 34                   | 28                |                   |
| Science  | 61               | *                                 | 82               | 93                         | 58                         | *                            | 73                   | 72                |                   |
| History  | 48               | *                                 | 81               | 81                         | 49                         | *                            | 65                   | 46                |                   |
|  | Male             | Female                            | English Learners | Economically Disadvantaged | Students with Disabilities | Migrant Education            |                      |                   |                   |
|  |                  |                                   |                  |                            |                            |                              |                      |                   |                   |
| English-Language Arts  | 43               | 48                                | 5                | 43                         | 6                          |                              |                      |                   |                   |
| Math   | 27               | 27                                | 12               | 27                         | 7                          |                              |                      |                   |                   |
| Science  | 65               | 58                                | 13               | 59                         | 15                         |                              |                      |                   |                   |
| History  | 56               | 48                                | 9                | 50                         | 4                          |                              |                      |                   |                   |

*In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.*

| California High School Exit Exam                                 |              |       |       |       |       |       |       |       |       |
|--|--------------|-------|-------|-------|-------|-------|-------|-------|-------|
| All Students   |              |       |       |       |       |       |       |       |       |
| Percentage of Students Scoring at Proficient and Advanced Levels |              |       |       |       |       |       |       |       |       |
|  | Rancho Verde |       |       | VVUSD |       |       | CA    |       |       |
|  | 08-09        | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 |
| English-Language Arts  | 49           | 49    | 62    | 45    | 43    | 55    | 52    | 54    | 59    |
| Math   | 49           | 54    | 55    | 46    | 48    | 53    | 53    | 54    | 56    |

| California High School Exit Exam     |                         |            |          |                         |            |          |
|--------------------------------------|-------------------------|------------|----------|-------------------------|------------|----------|
| Tenth Grade Results by Student Group |                         |            |          |                         |            |          |
| 2010-11                              |                         |            |          |                         |            |          |
|                                      | English-Language Arts   |            |          | Math                    |            |          |
|                                      | Percentage of Students: |            |          | Percentage of Students: |            |          |
|                                      | Not Proficient          | Proficient | Advanced | Not Proficient          | Proficient | Advanced |
| VVUSD                                |                         |            |          |                         |            |          |
| All Students                         | 45                      | 31         | 24       | 47                      | 40         | 13       |
| Rancho Verde                         |                         |            |          |                         |            |          |
| All Students                         | 38                      | 35         | 27       | 45                      | 42         | 13       |
| Male                                 | 39                      | 36         | 25       | 40                      | 44         | 16       |
| Female                               | 38                      | 34         | 28       | 49                      | 40         | 11       |
| African American                     | 43                      | 35         | 22       | 52                      | 40         | 8        |
| American Indian or Alaskan Native    | *                       | *          | *        | *                       | *          | *        |
| Asian                                | 13                      | 17         | 70       | 26                      | 22         | 52       |
| Filipino                             | 26                      | 19         | 56       | 4                       | 63         | 33       |
| Hispanic or Latino                   | 40                      | 35         | 25       | 46                      | 42         | 12       |
| Hawaiian or Pacific Islander         | *                       | *          | *        | *                       | *          | *        |
| White (not Hispanic)                 | 26                      | 46         | 28       | 33                      | 37         | 30       |
| Two or More Races                    | 33                      | 46         | 21       | 46                      | 50         | 4        |
| Economically Disadvantaged           | 42                      | 34         | 24       | 47                      | 42         | 12       |
| English Learners                     | 84                      | 15         | 1        | 89                      | 9          | 2        |
| Students with Disabilities           | 90                      | 8          | 2        | 98                      | 2          | 0        |

*In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.*

only). Additional criteria contributing to whether or not a high school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 710 or higher or increasing the API growth by one point, and obtaining a graduation rate of 90%. The AYP table in this report illustrates the school's progress in meeting 2010-11 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

| Adequate Yearly Progress<br>Results Reported by Indicator<br>and Compared to<br>District Performance<br>2010-11 |              |       |
|---|--------------|-------|
| Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?     |              |       |
| AYP Criteria  | Rancho Verde | VVUSD |
| Overall Performance   | No           | No    |
| Participation Rate  |              |       |
| Language Arts   | Yes          | Yes   |
| Math  | Yes          | Yes   |
| Percent Proficient  |              |       |
| Language Arts   | No           | No    |
| Math  | No           | No    |
| API   | Yes          | Yes   |
| Graduation Rate   | No           | No    |
| AYP Performance Level   |              |       |
| Number of AYP Criteria Met Out of the Total   | 11/22        | 29/42 |
| Number of Criteria Possible   |              |       |

### STANDARDIZED STATE ASSESSMENTS

Students at Rancho Verde High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based

Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

### CALIFORNIA HIGH SCHOOL EXIT EXAM

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 85% of Rancho Verde High School's tenth grade students who took the test in 2010-11 passed the math portion of the exam and 90% passed the English/language arts portion of the exam. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report. Detailed information about the CAHSEE can be found at [www.cde.ca.gov/ta/tg/hs/](http://www.cde.ca.gov/ta/tg/hs/).

### 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/pff/](http://www.cde.ca.gov/ta/tg/pff/).

| Physical Fitness Test<br>Percentage of Students Meeting<br>California Fitness Standards<br>2010-11 |                          |        |        |
|--|--------------------------|--------|--------|
| Grade(s) Tested  | Number of Standards Met: |        |        |
|  | 4 of 6                   | 5 of 6 | 6 of 6 |
| Ninth  | 19%                      | 25%    | 33%    |

### ACADEMIC PERFORMANCE INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure

the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement. The API table in this report highlights Rancho Verde High School's progress over the past three years.

### NO CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act 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. 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 2010-11, Rancho Verde High School did not participate in the Title I program and is therefore not required to comply with program mandates.

| Title I PI Status<br>2011-12    |              |           |
|---------------------------------|--------------|-----------|
|                                 | Rancho Verde | VVUSD     |
| PI Status                       | Not in PI    | Not in PI |
| First Year of PI Implementation | N/A          | N/A       |
| Year in PI                      | N/A          | N/A       |
| # Schools Currently In PI       |              |           |
| % Schools Currently In PI       |              |           |

The statistical information in this table reflects the PI status during the 2011-12 school year.

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

### 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

| Academic Performance Index<br>Three-Year Performance Comparison |                                |         |              |               |        |         |        |               |        |
|---|--------------------------------|---------|--------------|---------------|--------|---------|--------|---------------|--------|
|   | Rancho Verde<br>Base API Rank: |         |              |               |        |         |        |               |        |
|   | 2008                           |         | 2009         |               | 2010   |         |        |               |        |
|   | Statewide Rank                 | 5       | 6            | 6             | 6      | 9       | 9      | 9             |        |
| Similar Schools Rank  | 9                              | 9       | 9            | 9             | 9      | 9       | 9      | 9             |        |
|   | Rancho Verde                   |         | Rancho Verde |               | VVUSD  |         | State  |               |        |
|   | Increase/Decrease in API       |         |              | # of Students |        | Growth  |        | # of Students |        |
|   | 2008-09                        | 2009-10 | 2010-11      | 2010-11       | Growth | 2010-11 | Growth | 2010-11       | Growth |
| All Students  | 29                             | 17      | 14           | 2338          | 771    | 13,575  | 789    | 4,683,676     | 778    |
| Ethnic Subgroups  |                                |         |              |               |        |         |        |               |        |
| African American  | 36                             | 20      | 32           | 453           | 757    | 2,001   | 766    | 317,856       | 696    |
| Asian   |                                |         |              | 53            | 854    | 222     | 893    | 398,869       | 898    |
| Filipino  |                                |         |              | 69            | 868    | 257     | 908    | 123,245       | 859    |
| Hispanic or Latino  | 28                             | 18      | 8            | 1581          | 765    | 9,935   | 784    | 2,406,749     | 729    |
| White (not Hispanic)  | 54                             | 5       | -11          | 140           | 804    | 811     | 827    | 1,258,831     | 845    |
| Other Subgroups   |                                |         |              |               |        |         |        |               |        |
| Economically Disadvantaged                                      | 29                             | 22      | 12           | 1798          | 761    | 11,195  | 779    | 2,731,843     | 726    |
| English Learners  | 20                             | 20      | 3            | 670           | 708    | 5,477   | 755    | 1,521,844     | 705    |
| Students with Disabilities                                      | 21                             | 38      | -59          | 153           | 456    | 1,238   | 588    | 521,815       | 595    |

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.

| 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                     | 3        |
| Theatre                          | 1        |
| Gym                              | 2        |
| Weight Room                      | 1        |
| Staff Dining                     | 1        |
| Library                          | 1        |
| Sports Stadium                   | 1        |
| Music/Dance/Wrestling Facilities | 3        |

#### 2010-11 Campus Improvement Projects:

- Added advanced placement class
- Constructed new career technical education classroom
- Installed hover cameras in all classrooms
- Installed additional benches to increase lunchtime seating
- Purchased 1,000 new chairs and tables
- Purchased new SAT materials
- Purchased new uniforms for football program
- Purchased new materials for the performing arts program
- Refurbished murals and motifs
- Refurbish theater

#### 2011-12 Campus Improvement Projects:

- Install artificial turf in sports stadium
- Install new guard shack

### SUPERVISION AND SAFETY

Each morning as students arrive on campus, administrators, six campus supervisors, and school resource officers 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 and at the end of the day, the principal, all assistant principals, the assistant athletics director, campus supervisors, and student resource officers 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 school office upon arrival and present valid picture identification, obtain and wear a visitor's badge, and then return to the school office upon departure.

### 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. Components of this 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, and dress code policy. The school's safety plan will be reviewed, updated, and shared with school staff in March 2012.

### 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 December 10, 2011. 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 2010-11 school year, 100% of student restrooms were fully operational and available for student use at all times.

### 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 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

| Item Inspected   |                   | School Facility Good Repair Status        |      | Repair Status   |      |
|--|-------------------|---|------|---|------|
|  |                   | Good                                      | Fair | Poor  |      |
| Inspection Date:   | December 10, 2011 | Repair Needed and Action Taken or Planned |      |   |      |
| Systems  | ✓                 |   |      |   |      |
| Interior Surfaces  | ✓                 |   |      | Rooms H705, H704: water stains ceiling tiles. Girls' Restroom: tiles missing, cracked at entry (trip hazard). P-Rooms 904, 907, 909, 914, Rooms 617, 618, 619: carpet has tears, waves, trip hazard. P-Room 905: carpet has tears, trip hazard. P-Room 921: missing light panel. Room 606: water stains ceiling tiles hallway outside entry. Room 607: ceiling tiles are missing. Room 625: water stains ceiling tiles above electrical box. Rom 627: ceiling tiles are missing. Room 630: carpet tears, trip hazard. Science Storage: water stains ceiling tiles. Room LL 401: water stains ceiling tiles, walls torn. |      |
| Cleanliness  | ✓                 |   |      |   |      |
| Electrical   | ✓                 |   |      | Room H714: two light panels loose. Room 711: two light panels out. Room 712: missing outlet cover. Room 607: exposed wires at ceiling. Room 620: inadequate lighting, one paler out, six bulbs out. Room 631: inadequate lighting, three bulbs out. Room 507: outlet cover is missing. Room 414: exposed wires. Room 412: panel out, three bulbs out. Room 409: three bulbs out. Boys' Locker Room: exposed wires, clock hanging off wall. Room 809: two light panels are loose, clip broken.   |      |
| Restrooms/Fountains  | ✓                 |   |      | Girls' Restroom: hand dryer not working. Room 629: stall door is broken.  |      |
| Safety   | ✓                 |   |      |   |      |
| Structural   | ✓                 |   |      | P-Room 906: paint chipping on eaves. P-Room 907: paint chipping on eaves.   |      |
| External   | ✓                 |   |      | Room 620: water cover is missing at entry. Girls' Restroom: downspout leaking on covered picnic area. Room 504: door lock is broken, will not lock. Boys' Restroom: trip hazard door entry. Girls' Restroom: trip hazard door entry. Room 413: door handle is broken.   |      |
| <b>Overall Summary of School Facility Good Repair Status</b> |                   |   |      |   |      |
| Overall Summary  |                   | Exemplary                                 | Good | Fair  | Poor |
|  |                   |   | ✓    |   |      |

#### 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.

both English and Spanish), and 3) reinforced at schoolwide 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.

| Suspensions and Expulsions |              |        |        |
|----------------------------|--------------|--------|--------|
|                            | Rancho Verde |        |        |
|                            | 08-09        | 09-10  | 10-11  |
| Suspensions (#)            | 783          | 897    | 591    |
| Suspensions (%)            | 24.06%       | 25.98% | 17.80% |
| Expulsions (#)             | 3            | 20     | 20     |
| Expulsions (%)             | 0.09%        | 0.58%  | 0.60%  |
| VVUSD                      |              |        |        |
| All High Schools           |              |        |        |
|                            | 08-09        | 09-10  | 10-11  |
| Suspensions (#)            | 1,718        | 2,057  | 1,409  |
| Suspensions (%)            | 30.98%       | 35.20% | 23.38% |
| Expulsions (#)             | 15           | 146    | 60     |
| Expulsions (%)             | 0.27%        | 2.50%  | 1.00%  |

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month late for three days is counted as two cases of suspension.*

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 assistance principal in charge of discipline 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.

Character education is embedded into the freshman geography class 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.

### 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 monthly awards assemblies.

### 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, extracurricular 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 and Link Crew are elective courses 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, tennis, track, volleyball, and wrestling. In the last four years, the California Interscholastic Federation awarded Rancho Verde High with the "Victory with Honor School" designation 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 |                    |                   |       |     |
| Subject                      | Average Class Size | Number of Classes |       |     |
|                              |                    | 1-20              | 21-32 | 33+ |
| 2008-09                      |                    |                   |       |     |
| English                      | 29.3               | 22                | 44    | 51  |
| Math                         | 31.2               | 8                 | 29    | 49  |
| Science                      | 32.3               | 5                 | 36    | 59  |
| History                      | 31.2               | 7                 | 36    | 40  |
| 2010-11                      |                    |                   |       |     |
| English                      | 32.1               | 16                | 36    | 72  |
| Math                         | 32.4               | 12                | 22    | 62  |
| Science                      | 33.2               | 14                | 15    | 66  |
| English                      | 35                 | 8                 | 8     | 65  |

*\*Data for 2009-10 is unavailable from the CDE.*

### DROPOUTS & GRADUATION RATES

Rancho Verde High School's teachers 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, CAHSEE exam results, 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, independent study, 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, 2009-10 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 |              |       |       |
|------------------------------|--------------|-------|-------|
|                              | Rancho Verde |       |       |
|                              | 07-08        | 08-09 | 09-10 |
| Dropout Rate (%)             | 2            | 3.9   | 3.6   |
| Graduation Rate (%)          | 84.83        | 85.61 | 79.45 |
| VVUSD                        |              |       |       |
| Dropout Rate (%)             | 4.5          | 5.6   | 5     |
| Graduation Rate (%)          | 74.9         | 77.6  | 76.7  |
| CA                           |              |       |       |
| Dropout Rate (%)             | 4.9          | 5.7   | 4.6   |
| Graduation Rate (%)          | 80.2         | 78.6  | 80.4  |

### GRADUATION REQUIREMENTS

Students must accumulate 230 course credits, pass the math portion of the CAHSEE, and pass the language arts portion of the CAHSEE 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 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 both CAHSEE exam requirements and district graduation requirements.

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

|              | 2010         |       |    |
|--------------|--------------|-------|----|
|              | Rancho Verde | VVUSD | CA |
| All Students | 82.6%        | 82.8% | -  |

*The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published.*

## CURRICULUM & INSTRUCTION

### STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Val Verde Unified School District are aligned to the California State Content Standards and Frameworks. The district's Educational Services department selects staff development concentrations based on principal feedback, teacher survey results, California State Content Standards, district benchmark assessment results, and state standardized test results. During the 2010-11 school year, Val Verde Unified School District sponsored three formal days of staff development training in which teachers from Rancho Verde High School attended. A portion of staff development time was devoted to specific areas of need identified by each individual school site.

| Staff Development Days |         |         |
|------------------------|---------|---------|
| Three-Year Trend       |         |         |
| 2008-09                | 2009-10 | 2010-11 |
| 3                      | 3       | 3       |

As a supplement to district-sponsored activities and in response to site-based goals, Rancho Verde High School's staff participated in professional development activities held one week before the beginning of the school term and throughout the year on late-start Wednesdays. During the 2010-11 school year, site-based training focused on:

- Attendance and Classroom Management
- Best Practices, Best Strategies in the Classroom
- Data Analysis
- Notetaking with an Interactive Notebook
- Response to Intervention
- STAR Testing Strategies
- Technology

The district offers supplemental support year-round 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 2010-11 school year included:

- Collaborative Coaching and Learning (CCL) Training
- Core Content Articulation
- Doug Fisher's Gradual Release Model
- Articulated Instruction Model
- GLAD Strategies (Guided Language Acquisition Design)
- Intensive English/Language Arts Intervention - National Geographic *Inside*
- Special Education
- Step Up to Writing
- Thinking Maps
- Student Engagement Strategies
- District Benchmark Development
- Technology

A collaborative team of district administrators, instructional coaches, and school administrators is responsible for making informed decisions on improving classroom instruction, developing effective classroom strategies to increase student learning, and evaluating the progress of students meeting grade level standards. Establishing the agendas for ongoing professional development activities is based upon teacher input and results from formative and summative assessments

acquired throughout the year. Using a combination of resources and techniques which include data analysis, lesson observation, lesson modeling, and teacher input, specific areas of strength and weakness are identified in classroom instruction and/or presentation of subject matter. In response, instructional practices are modified to increase the effectiveness of class lessons to subsequently improve student learning.

Val Verde Unified School District welcomes new teachers and provides three days of intensive training to help them experience success in their new classrooms. For ongoing professional guidance, the district supports new and veteran teachers and instructional assistants in developing their teaching skills.

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 Content 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 vendors, department supervisors, and district representatives. Long-term substitute teachers may be encouraged to participate in district-sponsored activities.

### SCHOOL LEADERSHIP

Leadership at Rancho Verde High is a responsibility shared among school administrators, counselors, 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, bilingual facilitator, and district's security director 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 aligned to the California Content Standards and Frameworks. 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, 2011, 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 #11-12-06 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 SARC's the sufficiency of instruction materials used for its visual/performing arts curricula. During the 2011-12 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 state's content standards and curriculum frameworks.

### SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks 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. Three 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.

### 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

| 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 |
| <b>Reading/Language Arts</b> |                                  |   |  |       |
| 2009                         | *                                | Hampton Brown: <i>Inside</i>                                    | 0%   | 9-12  |
| 2009                         | *                                | Hampton Brown: <i>Edge</i>                                      | 0%   | 9-12  |
| 2010                         | *                                | Pearson: <i>Pearson Literature Grade 9</i>                      | 0%   | 9     |
| 2010                         | *                                | Pearson: <i>Pearson Literature Grade 10</i>                     | 0%   | 10    |
| 2010                         | *                                | Pearson: <i>Pearson American Literature</i>                     | 0%   | 11    |
| 2010                         | *                                | Pearson: <i>Pearson British Literature</i>                      | 0%   | 12    |
| <b>Math</b>                  |                                  |   |  |       |
| 2008                         | *                                | Glencoe-McGraw Hill: <i>CA Algebra Readiness</i>                | 0%   | 9-12  |
| 2008                         | *                                | Glencoe-McGraw Hill: <i>CA Algebra I &amp; II</i>               | 0%   | 9-12  |
| 2008                         | *                                | Glencoe-McGraw Hill: <i>CA Geometry</i>                         | 0%   | 9-12  |
| 2006                         | *                                | Holt Rinehart Winston: <i>Pre-Calculus: A Graphing Approach</i> | 0%   | 9-12  |
| 2006                         | *                                | McDougal Littell: <i>Calculus of a Single Variable</i>          | 0%   | 9-12  |
| 2006                         | *                                | McDougal Littell: <i>Calculus of an Applied Approach</i>        | 0%   | 9-12  |
| <b>Science</b>               |                                  |   |  |       |
| 2006                         | *                                | McGraw Hill: <i>Hole's Essentials of Anatomy</i>                | 0%   | 9-12  |
| 2007                         | *                                | Prentice Hall: <i>Biology</i>                                   | 0%   | 9-12  |
| 2006                         | *                                | Prentice Hall: <i>Earth Science</i>                             | 0%   | 9-12  |
| 2007                         | *                                | Prentice Hall: <i>Chemistry</i>                                 | 0%   | 9-12  |
| 2008                         | *                                | Holt Rinehart Winston: <i>Environmental Science</i>             | 0%   | 9-12  |
| 2007                         | *                                | Holt Rinehart Winston: <i>Psychology</i>                        | 0%   | 9-12  |
| 2007                         | *                                | Holt Rinehart Winston: <i>Physics</i>                           | 0%   | 9-12  |
| <b>Social Science</b>        |                                  |   |  |       |
| 2006                         | *                                | Prentice Hall: <i>Magruder's American Government</i>            | 0%   | 12    |
| 2007                         | *                                | EMC Publishing: <i>Economics - New Ways of Thinking</i>         | 0%   | 12    |
| 2006                         | *                                | McDougal Littell: <i>Modern World History</i>                   | 0%   | 11    |
| 2006                         | *                                | McDougal Littell: <i>Americans</i>                              | 0%   | 10    |
| 2005                         | *                                | McGraw Hill/Glencoe: <i>World Geography</i>                     | 0%   | 9     |
| <b>Foreign Language</b>      |                                  |   |  |       |
| 2006                         | *                                | Holt Rinehart Winston: <i>Aliez Viens!, French 1, French 2</i>  | 0%   | 9-12  |
| 2003                         | *                                | Holt Rinehart Winston: <i>Aliez Viens!, French 3</i>            | 0%   | 9-12  |
| 2006                         | *                                | Holt Rinehart Winston: <i>Expresate! Spanish 1-3</i>            | 0%   | 9-12  |
| 2006                         | *                                | Holt Rinehart Winston: <i>Nuevas vistas Curso</i>               | 0%   | 9-12  |
| <b>Health</b>                |                                  |   |  |       |
| 2010                         | *                                | American National Red Cross: <i>Positive Prevention</i>         | 0%   | 9     |
| 2010                         | *                                | Holt Rinehart Winston: <i>Lifetime Health</i>                   | 0%   | 9     |
| 2007                         | *                                | AGS: <i>Life Skills Health</i>                                  | 0%   | 9-12  |

The textbooks and instructional materials used by the school comply with the California Department of Education's (CDE) curriculum frameworks and content standards. The CDE does not compile an approved adoptions list for 9-12 coursework.

core classes using SDAIE strategies to deliver instruction. Intervention programs to promote reading include EDGE, CAHSEE intervention, 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. During the 2009-10 school year, Rancho Verde High School's AVID program was certified by AVID® and is currently in the process to be approved as an AVID Demonstration Site.

## 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. Student Success Teams 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, English and math CAHSEE prep classes, and tutoring.

## 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

Students are encouraged to take required courses if they plan on attending 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<br>2009-10 |      |
|--|------|
|  | %    |
| Students Enrolled in UC/CSU Courses Required for UC/CSU Admission  | 65.7 |
| Graduates Who Completed All Courses Required for UC/CSU Admission  | 10.3 |

\*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 2010-11, 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<br>2010-11 |                        |                                      |
|---|------------------------|--------------------------------------|
|   | No. of Courses Offered | % of Students Enrolled in AP Courses |
| Art   | 1                      | 1.1%                                 |
| English   | 2                      | 2.8%                                 |
| Foreign Language  | 1                      | 0.8%                                 |
| Math  | 1                      | 1.6%                                 |
| Science   | 3                      | 3.4%                                 |
| Social Science  | 2                      | 5.4%                                 |
| <b>Totals</b>   | <b>10</b>              | <b>15.1%</b>                         |

## 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

| On-Campus Regional Occupational Courses       |                  |
|---|------------------|
| Fashion Merchandising                         | Retail Marketing |
| First Responder (EMT)                         | Sports Therapy   |
| Career Pathways                               |                  |
| CISCO Academy                                 |                  |
| Articulated Courses                           |                  |
| Accounting                                    |                  |
| CISCO Networking Academy 1A, 1B, 2A, 2B       |                  |
| Human Anatomy & Physiology for Health Careers |                  |
| Career Technical Courses                      |                  |
| Accounting/Computer Accounting                |                  |
| Information Processing                        |                  |
| Small Business Ownership & Management         |                  |
| Woodworking                                   |                  |

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 fully staffed and offers a full complement of career and college exploration tools. Some classes fulfill a-g entrance requirements state and university colleges.

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 2010-11 school year, partnerships were in place to support the following programs on campus:

- JROTC - Air Force
- Math, Engineering, Science Academy (University of California, Redlands)
- Solar Cup - Metropolitan Water District

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](http://www.rcoc.k12.ca.us), or visit the state's career technical website at [www.cde.ca.gov/cil/ct/](http://www.cde.ca.gov/cil/ct/).

| Career Technical Education Program Participation<br>2010-11   |       |
|---|-------|
| Total Number of Students Participating in CTE Programs  | 1,287 |
| Percentage of Students Completing a CTE Program and Earning a High School Diploma                                 | 0.0%  |
| Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 42%   |

## PROFESSIONAL STAFF

### 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.

| Counselors and Support Personnel<br>(Nonteaching Professional Staff)<br>2010-11 |              |        |
|---|--------------|--------|
|   | No. of Staff | FTE    |
| Academic Counselor  | 6            | 6.0    |
| Adaptive PE Aide  | 1            | 0.1    |
| Adaptive PE Specialist  | 1            | 0.1    |
| District Security Agents  | 6            | 6.0    |
| Health Technician   | 2            | 2.0    |
| Nurse   | 1            | 0.4    |
| Psychologist  | 1            | 1.0    |
| School Resource Officer   | 1            | 1.0    |
| Speech & Language Specialist  | 1            | 0.3    |
| Average Number of Students per Academic Counselor                               |              | 553.33 |

FTE = Full-Time Equivalent

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.

### TEACHER ASSIGNMENT

Rancho Verde High School recruits and employs only the most qualified credentialed teachers. For the 2010-11 school year, the school employed 119 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 |       |       |       |
|   | 08-09        | 09-10 | 10-11 | 11-12 |
| Total Teachers                              | 129          | 118   | 119   |       |
| Teachers with Full Credential               | 118          | 114   | 119   |       |
| Teachers without Full Credential            | 11           | 4     | 0     |       |
| Teachers Teaching Outside Subject Area      | 0            | 0     | 0     |       |
| Teacher Misassignments for English Learners | 0            | 0     | 0     | 0     |
| Total Teacher Misassignments                | 0            | 0     | 0     | 0     |
| Teacher Vacancies                           | 0            | 0     | 0     | 0     |

  

|   | VVUSD |       |       |       |
|---|-------|-------|-------|-------|
|   | 08-09 | 09-10 | 10-11 | 11-12 |
| Total Teachers                              | 831   | 778   | 753   |       |
| Teachers with Full Credential               | 787   | 767   | 753   |       |
| Teachers without Full Credential            | 44    | 11    | 0     |       |
| Teachers Teaching Outside Subject Area      | 2     | 0     | 0     |       |
| Teacher Misassignments for English Learners | 0     | 0     | 0     | 0     |
| Total Teacher Misassignments                | 0     | 0     | 0     | 0     |
| Teacher Vacancies                           | 0     | 0     | 0     | 0     |

| Teacher Education Levels 2010-11                 |              |       |
|--|--------------|-------|
|  | Rancho Verde | VVUSD |
| Doctorate  | 0.0%         | 0.3%  |
| Master's Degree Plus 30 or More Semester Hours   | 33.1%        | 42.0% |
| Master's Degree                                  | 20.7%        | 15.2% |
| Bachelor's Degree Plus 30 or More Semester Hours | 41.3%        | 39.1% |
| Bachelor's Degree                                | 5.0%         | 3.5%  |
| Less Than a Bachelor's Degree                    | 0.0%         | 0.0%  |

| NCLB Compliance                                  |                                   |                                       |
|--|-----------------------------------|---------------------------------------|
| Percentage of Classes in Core Academic Subjects: |                                   |                                       |
|  | Taught by NCLB-Compliant Teachers | Not Taught by NCLB-Compliant Teachers |
| 2010-11  |                                   |                                       |
| Rancho Verde                                     | 100.0%                            | 0.0%                                  |
| District Totals                                  |                                   |                                       |
| All Schools                                      | 99.9%                             | 0.1%                                  |
| High-Poverty Schools                             | 99.9%                             | 0.1%                                  |
| Low-Poverty Schools                              | 0.0%                              | 0.0%                                  |

## 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 API, AYP, STAR results, 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: Sunday 1-5; Monday 10 -6; Tuesday-Wednesday 12-8; Thursday-Saturday 10-6

Number of computers available: 14

Number of printers available: 1

Rancho Verde College and Career Center

Number of computers available: 20

Printers available: yes

Hours: contact the the career center technician to make arrangements

## 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 2009-10 school year, Val Verde Unified School District spent an average of \$6,740 of total general funds to educate each student (based on 2009-10 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 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 2009-10   |         |   |
|-----------------------------|---------|---|
|                             | VVUSD   | State Average of Districts in Same Category |
| Beginning Teacher Salary    | 42,247  | 41,035                                      |
| Mid-Range Teacher Salary    | 68,497  | 65,412                                      |
| Highest Teacher Salary      | 83,488  | 84,837                                      |
| Average Principal Salaries: |         |   |
| Elementary School           | 108,415 | 106,217                                     |
| Middle School               | 122,648 | 111,763                                     |
| High School                 | 116,016 | 121,538                                     |
| Superintendent Salary       | 201,400 | 197,275                                     |
| Percentage of Budget For:   |         |   |
| Teacher Salaries            | 15.0    | 39.0  |
| Administrative Salaries     | 2.0     | 5.0   |

| Current Expense of Education Per Pupil 2009-10 |              |        |                                    |   |                                 |
|--|--------------|--------|------------------------------------|---|---------------------------------|
| Dollars Spent Per Student                      |              |        |                                    |   |                                 |
| Expenditures Per Pupil                         | Rancho Verde | VVUSD  | % Difference - School and District | State Average for Districts of Same Size and Type | % Difference - School and State |
| Total Restricted and Unrestricted              | 4,418        | 4,706  | 93.9%                              | N/A   | N/A                             |
| Restricted (Supplemental)                      | 712          | 810    | 87.9%                              | N/A   | N/A                             |
| Unrestricted (Basic)                           | 3,706        | 3,896  | 95.1%                              | 5,455   | 71.4%                           |
| Average Teacher Salary                         | 65,143       | 66,474 | 98.0%                              | 67,667  | 98.2%                           |

In addition to general fund state funding, Val Verde Unified School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- ARRA: State Fiscal Stabilization Fund
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training and Student Assistance
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB Title I, II, III, IV, X
- Other Local
- Special Education
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs