



VAL VERDE UNIFIED SCHOOL DISTRICT

www.valverde.edu

BOARD OF EDUCATION

Shelly Yarbrough, President
Wraymond Sawyer, Vice President
Stacey Guzman, Clerk
Freyde 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.

VAL VERDE HIGH SCHOOL

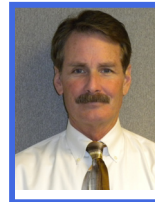
Accredited by the Western Association of Schools and Colleges
California State Model Continuation High School

972 West Morgan Street, Perris, CA 92571
Phone: (951) 940-6155 • Fax: (951) 940-6158

Dan Flower, Principal • dflower@valverde.edu

AN ANNUAL REPORT TO THE COMMUNITY 2010-11 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2012

A MESSAGE FROM THE PRINCIPAL



What a thrill and pleasure it is for me to be the new principal of Val Verde High School. I have spent the last several years admiring the excellent programs that have been established at Val Verde High School and how well students take to the academic and opportunities that are made available to them. As we begin the 2011-2012 school year I would like to ensure all parents and students that I will continue to support the programs that have made Val Verde High School a "Model of Excellence" school. Each student that attends Val Verde High School will have the chance to grow as an individual and young adult, as they explore various career options and pathways they wish to pursue. Programs available to students include our national and international award winning Video Productions – Newscast program, our equally impressive Graphics Manufacturing courses, Medical Occupations (R.O.P.) courses which include; Pharmacy Clerk, Medical Front Office, and First Responders class. Each student will have a class designed to "explore" careers and to develop future plans for college and career exploration. I believe that within each student is the ability to work hard, set goals, and attend college or enter the work force in a career that offers students the opportunity to lead a life that is rich and full. To this end the dedicated Val Verde High School faculty have created the following "mission statement."

The mission of Val Verde High School is to provide students with quality standards-based education, career technical opportunities, and a School-to-Career/Advisory Program that promote their success in school, the community, the workforce, and post-secondary education.

Experience has taught us that developing career goals helps students prepare for their future, but students must also develop the academic skills necessary to be successful in the future. Val Verde High School offers a rigorous curriculum that is "standards based" and instills within each student the knowledge and academic skills necessary for achievement. Students are expected to meet or exceed grade level standards academically and to maintain an appropriate grade point average. By taking advantage of all the opportunities available to students at Val Verde High School, students can take pride in themselves and our school, becoming "Noble Knights."

VAL VERDE MODEL CONTINUATION HIGH SCHOOL'S GUIDING PRINCIPLES

- Students will be challenged by relevant academic core classes and a School-to-Career curriculum that provides high standards and expectations for every level of ability and interest.
- Students will have multiple opportunities to make informed decisions in a supportive, caring environment where respect, dignity, honesty, and trust are practiced.

- Students will attend a safe and secure campus where students, staff, parents, and community promote social and individual responsibility.
- Students' needs will be monitored through a continuous process of assessment that requires and values the active participation and contributions of students, staff, parents, and community members.
- Students will be engaged in high quality curricular and co-curricular programs where student achievement is recognized and rewarded.
- Students will acquire, apply, and practice knowledge, skills, and behaviors that are relevant to real-life applications.

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, Val Verde High School served 525 students in grades 10-12. Student enrollment included 3% qualifying for special education, 17% qualifying for English learner support, and 73.6% qualifying for free or reduced-price meals. Val Verde High School, recognized as a Model Continuation High School by the California Department of Education, provides an alternative high school program to students in grades ten through twelve; ninth grade students may enroll provided they are at least 16 years of age. The new Val Verde High School opened its doors in August 2004, but has been offering a high quality core curriculum, strong school-to-career programs, and award-winning co-curricular and extracurricular programs for seventeen years.

Percentage of Students by Ethnicity/Grade Level 2010-11			
Ethnic Group	%	Grade Level	#
African American	19.6%	Grade 9	0
American Indian or Alaskan Native	0.4%	Grade 10	10
Asian	0.2%	Grade 11	208
Filipino	0.4%	Grade 12	307
Hawaiian or Pacific Islander	0.2%		
Hispanic or Latino	72.4%		
White (not Hispanic)	5.7%		
Two or More Races	1.2%		
Total Enrollment			525

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

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

PARENT INVOLVEMENT

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

Join Leadership Groups:

- School Site Council
- English Learner Advisory Council
- Parent Teacher Organization

Attend Special Events & Workshops

- Back to School Night
- Open House
- Student performances
- Parent conferences
- Unity Days

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

STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress, Val 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

STAR Results All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Val Verde High			VVUSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	5	9	7	44	47	49	49	52	54
Math	1	1	1	48	52	51	46	48	50
Science	4	12	0	47	53	56	50	54	57
History	6	10	7	43	47	48	41	44	48

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results Ethnic Subgroups Percentage of Students Scoring at Proficient and Advanced Levels 2010-11										
	Val Verde High									
	African American	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races		
English-Language Arts	7	*			6	*	8	*		
Math	*	*			2	*	*	*		
Science	*				*	*	*	*		
History	5	*			7	*	8	*		
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education				
English-Language Arts	7	6	*	6						
Math	2	*	*	1						
Science	*	*	*	*			*			
History	9	2	1	7			*			

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									
	Val Verde High			VVUSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	19	2	10	45	43	55	52	54	59
Math	0	17	21	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
Val Verde High						
All Students	90	10	0	79	21	0
Male	89	11	0	76	24	0
Female	*	*	*	*	*	*
African American	*	*	*	*	*	*
Hispanic or Latino	83	17	0	79	21	0
White (not Hispanic)	*	*	*	*	*	*
Economically Disadvantaged	89	11	0	76	24	0
English Learners	*	*	*	*	*	*

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.

given in math, reading, and language arts. During the 2010-11 school year, all students in grades 1-5 were tested three times throughout the school year to identify subject area mastery and specific gaps in the learning process. Students in grades 7-12 were evaluated twice throughout the year to determine course grades and levels of content mastery.

Multiple measures of assessment are used to identify student progress, understanding of state content standards, and mastery of subject area matter/concepts. These measures include: state standardized tests, end-of-unit exams, and classroom observations. Collectively, the benchmark assessments and multiple measures aids teachers in 1) identifying areas where instruction may or may not be effective, 2) guiding classroom instruction practices and strategies, and 3) identifying students who need targeted academic assistance or intervention. Teachers and administrators are able to pinpoint any deficiencies or gaps in the learning process, identifying very specific skill sets and subject area content that needs to be retaught, reinforced, or revised to ensure every student obtains a solid foundation for future success in learning.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies the student's proficiency level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

STANDARDIZED STATE ASSESSMENTS

Students at Val 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 proficiency. Results are shown only for subgroups with ten students or more taking the exam. 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; 50% of Val Verde High School's tenth grade students who took the test in 2010-11 passed the math portion of the exam and 55% passed the English/language arts portions 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/.

PHYSICAL FITNESS

In the spring of each year, Val 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."

During the 2010-11 school year, there were no ninth grade students enrolled at Val Verde High School; therefore results are not provided in this report. Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pfi/.

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 measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Due to its small population and unique demographics, Val Verde High School participates in the Alternative School Accountability Model (ASAM) as its measurement tool to determine schoolwide growth in academic proficiency. More information on the ASAM is provided in the following section of this report.

ALTERNATIVE SCHOOL ACCOUNTABILITY MODEL

Schools that cannot participate in the API due to student population size may apply to participate in the Alternative School Accountability Model (ASAM). Val Verde High has adopted ASAM which is based on the results of standardized tests and other state board- and district-approved performance indicators. Alternative schools, like all schools, must seek to meet state standards of learning and achievement. Schools serving a majority of students who are at high risk for behavioral or educational failure, expelled or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts must also meet the challenge of addressing personal and social issues that confront students and interfere with their abilities to reach grade level standards. ASAM accurately reflects the growth of students enrolled in alternative schools based on multiple indicators of progress including academic performance as well as other aspects of growth. Val Verde High's performance indicators used to evaluate progress are:

1. Suspension (the percentage of long-term students who received out-of-school suspensions)
2. Attendance (the percentage of attendance by long-term students)
3. High School Graduation (the percentage of long-term students who received a high school diploma)

2010-11 ASAM school performance data was not available at the time this report was published. For more information on ASAM, visit the state's website at www.cde.ca.gov/ta/ac/am/.

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 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%.

Academic Performance Index Three-Year Performance Comparison										
		Val Verde High Base API Rank:								
		2008	2009		2010					
Statewide Rank		-	-		-					
Similar Schools Rank		-	-		-					
		Val Verde High			Val Verde High		VVUSD		State	
		Increase/Decrease in API			# of Students	Growth	# of Students	Growth	# of Students	Growth
		2008-09	2009-10	2010-11	2010-11		2010-11		2010-11	
All Students		-2	30	19	149	579	13,575	789	4,683,676	778
Ethnic Subgroups										
African American					28	527	2,001	766	317,856	696
Hispanic or Latino				36	106	585	9,935	784	2,406,749	729
Other Subgroups										
Economically Disadvantaged				-2	121	567	11,195	779	2,731,843	726
English Learners				42	63	575	5,477	755	1,521,844	705

**Adequate Yearly Progress
Results Reported by Indicator
and Compared to
District Performance**

2010-11

Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?

AYP Criteria	Val Verde High	VVUSD
Overall Performance	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes
Graduation Rate	No	No

AYP Performance Level

Number of AYP Criteria		
Met Out of the Total	5/6	29/42
Number of Criteria Possible		

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/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

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. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2010-11, Val Verde High School did not participate in the Title I program and is therefore not required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

**Title I PI Status
2011-12**

	Val Verde High	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/.

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

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

Campus Description

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

2010-11 Campus Improvement Projects:

- Expanded kitchen to facilitate self-serve activity
- Altered exterior mural to promote student success

2011-12 Campus Improvement Projects:

- Convert a portion of administration building to create facilities for substance abuse counseling services

SUPERVISION AND SAFETY

School administrators and district security agents provide supervision of students before and after school, between passing periods, and during lunch. The campus perimeter is fenced and signs are posted stating the school's visitor policies. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office 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 Val 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 most current safety plan will be reviewed, updated, and shared with school staff in March 2012.

SCHOOL INSPECTIONS

Val Verde High School and the Val Verde Unified School District's Maintenance and Operations Department (M&O) work together to ensure student safety and uphold high cleaning standards. M&O supervisors and school administration inspect facilities on a continual basis to identify and resolve concerns in a proactive and timely manner. The most recent facilities inspection at Val Verde High School took place on December 9, 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 classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) continues to employ an electronic work order process to facilitate and improve services to Val Verde High School. Teachers and school staff communicate unscheduled maintenance needs, urgent repairs, or special projects to designated custodial and office support staff who prepare and submit work orders to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

DAILY CLEANING PRACTICES

One full-time day custodian, two full-time evening custodians, and a team of groundskeepers are assigned to Val Verde High School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal, assistant principal, and day custodian communicate as needed regarding campus cleaning needs and safety concerns. Every morning before school begins, the day custodian inspects facilities for safety hazards, graffiti, and other conditions that require immediate attention or removal prior to students and staff entering school grounds. District security agents and administrators check restrooms diligently throughout the day as part of their tardy sweeps; the custodian checks restrooms throughout the day as a proactive measure to keep restrooms fully stocked, safe, and sanitary.

School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: December 9, 2011				
Systems	✓			Room 505: no heat in room.
Interior Surfaces	✓			Rooms 203, 306, 401, 402: water stains ceiling tiles.
Cleanliness	✓			
Electrical	✓			Room 203: light panel is missing. Room 304: light panel cover is cracked. Room 306: light panel cover is cracked. Room 308: electrical outlet cover missing, exposed wires. Room 401: light panels cover missing. Room 411: light panel is missing.
Restrooms/Fountains	✓			
Safety	✓			Room 205: fire extinguisher latch is broken. Room 503: fire extinguisher latch is broken.
Structural	✓			
External	✓			Rooms 506, 508: door lock is broken.

Overall Summary of School Facility Good Repair Status

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.

Custodians are responsible for cleaning campus grounds, classrooms, restrooms, and common areas to ensure facilities remain in good working condition, clean, and safe for students, staff, and visitors. The custodians are required to inspect restrooms a minimum of two times a day and subsequently document restroom inspections in their daily inspection log. All custodians follow approved district standards and procedures for routine custodial functions and campus maintenance. Groundskeepers are on campus once a week and are responsible for general gardening and maintenance work such as trash and debris removal, landscaping care, irrigation system maintenance, and playing field maintenance.

Each custodian is provided one week of intensive training upon employment. Thereafter, training is coordinated by district maintenance supervisors and custodial staff meetings are held twice annually. Training activities in use of equipment and safety procedures are led by district risk management representatives, vendors, and department supervisors. The district's Operations Supervisor visits Val Verde High School monthly to review custodial performance, discuss campus maintenance needs with the principal, evaluate conditions of the school facility, and follow up on outstanding work order requests.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

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

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. When students continue having difficulty following school rules, teachers refer the student to the assistant principal for further intervention. Consequences and disciplinary action are based upon the student's past behavioral trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner.

Suspensions and Expulsions			
	Val Verde High		
	08-09	09-10	10-11
Suspensions (#)	248	426	316
Suspensions (%)	49.40%	97.93%	60.19%
Expulsions (#)	6	105	24
Expulsions (%)	1.20%	24.14%	4.57%
	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 later for three days is counted as two cases of suspension.

STUDENT RECOGNITION

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

ENRICHMENT & EXTRACURRICULAR ACTIVITIES

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

DROPOUTS & GRADUATION RATES

Val Verde High School's teachers and administrative staff are skilled at and have developed strategies to detect the early identification of students exhibiting the warning signs and/or behavioral traits that typically lead to dropping out of school. Administration and teaching staff work collaboratively to develop plans and strategies on how to close the achievement gaps that commonly exist among students that quit high school. The counselor closely monitors student credit completion and CAHSEE exam results 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, after-school credit recovery classes, CAHSEE prep classes, English learner support classes, and referral to Independent Study or Val Verde Academy. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 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			
	Val Verde High		
	07-08	08-09	09-10
Dropout Rate (%)	22.3	27.5	17.7
Graduation Rate (%)	74.9	77.5	76.69
	VVUSD		
	Dropout Rate (%)	4.5	5.6
Graduation Rate (%)	74.9	77.6	76.7
	CA		
	Dropout Rate (%)	4.9	5.7
Graduation Rate (%)	80.2	78.6	80.4

GRADUATION REQUIREMENTS

To earn a high school diploma from Val Verde High School, students must pass the CAHSEE exam and accumulate 200 credits from required course offerings. The following

table illustrates the percentage of students who graduated from Val 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			
	Val Verde High	VVUSD	CA
All Students	82.2%	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.

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		
		2008-09		
		1-20	21-32	33+
English	29.4	3	9	7
Math	26.3	5	10	5
Science	20.1	6	4	0
History	26.3	5	5	6
		2010-11		
		English	24.2	5
Math	26.4	5	4	8
Science	23.9	3	4	2
English	27.5	3	3	7

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

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 Val Verde High School attended. Training topics focused on leadership training and collaborative planning/articulation within core subject areas. A portion of staff development time was devoted to specific areas of need identified by each individual school site. As a supplement to district-sponsored activities and in response to site-based goals and WASC action plans, Val Verde High's staff participated in professional development activities on minimum days.

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

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. Beginning Teacher Support and Assessment (B TSA), 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 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; training activities and workshops are designed to enhance and extend job performance. Long-term substitute teachers may be encouraged to participate in district-sponsored activities to enhance their understanding of Val Verde Unified School District's curriculum and classroom management practices.

SCHOOL LEADERSHIP

Leadership at Val Verde High is a responsibility shared among the school administrators, counselors, teachers, and parents. Principal Dan Flower is responsible for the day-to-day operations and overall curriculum. The principal and assistant principal work as a team to fulfill the many responsibilities associated with the operations of a continuation high school.

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

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
Reading/Language Arts				
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
Math				
2008	*	Glencoe-McGraw Hill: <i>CA Algebra Readiness</i>	0%	9-12
2008	*	Glencoe-McGraw Hill: <i>CA Algebra I & 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
Science				
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
Social Science				
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
Foreign Language				
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
Health				
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.

Textbook information was obtained from district office personnel in September 2011.

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. Val Verde High School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

SPECIAL EDUCATION

Special education students are mainstreamed into the general education classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP teams. The IEP ensures that students with disabilities have equal access to core curriculum and educational opportunities and is used to coordinate specially-designed instruction based upon individual academic, social, and behavioral needs. During the 2009-10 school year, Val Verde High School's special education program was staffed by a highly qualified team of professionals. One full-day, self-contained special day class was supported by one special education teacher and two special education aides. Two resource specialist teachers and one resource specialist aide collaborate with general education teachers to provide in-class support in regular core classes. One special education teacher and two instructional aides provided support in one self-contained classroom for emotionally disturbed students.

ENGLISH LEARNER INSTRUCTION

All of Val Verde High's teachers are certified to provide instruction for students identified as English Learners (EL) and incorporate SDAIE (Specially Designed Academic Instruction in English) strategies into their instructional practices. SDAIE is a method of teaching in English in a manner that allows students to gain skills in both the subject material (i.e., science and social science) and in using English. Based upon their fluency and understanding of the English language, EL students may receive an additional period of English Language Development (ELD) instruction as a component of their core language arts curriculum. ELD instruction focuses on reading development, verbal language development, and vocabulary building. As students increase fluency in the English language, Val Verde High School continues to monitor student performance through CELDT results, benchmark assessments, and classroom observation to adjust instruction as needed to ensure continued success in acquiring the English language and proficiency in reading/language arts.

INTERVENTION PROGRAMS

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

- CAHSEE Prep Classes
- School-wide Academic Intervention
- EDGE Reading & Writing Intervention Program
- Concurrent Enrollment Credit Recovery
- After School Tutoring and Intervention
- A-G Course Completion through Concurrent Enrollment in Val Verde Academy

COLLEGE PREPARATION & WORK READINESS

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

COLLEGE PREPARATION COURSES

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

Enrollment in and Completion of UC/CSU-Required Courses 2009-10		%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission		49
Graduates Who Completed All Courses Required for UC/CSU Admission		0

*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 web site at 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 web site at www.calstate.edu/admission/.

WORKFORCE PREPARATION

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

interested in getting a head start on their future goals as well as to accelerate credit completion efforts.

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

Val Verde High School offers career technical education programs, School-to-Career activities during advisory period, work experience, regional occupational programs, and workability programs. Career education courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and on-the-job/classroom observation. Community partnerships and course instructors provide feedback on student progress following an established schedule based on program type.

On-Campus Regional Occupational Courses

Allied Health Occup.	Medical Front Office
Emergency Medical Tech.	Pharmacy Assistant/Clerk
First Responder	Pharmacy Technician

On-Campus Career Technical Education Courses

Work Experience Education
Broadcast Technology
Manufacturing/Materials Processing

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

Work experience students are partnered with community organizations and employers that provide on-the-job training and mentoring for students 16 years and older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, contact the school's career center.

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

Career Technical Education Program Participation

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	0

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Val Verde High School recruits and employs only the most qualified credentialed teachers. For the 2010-11 school year, the school employed 27 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at www.cde.ca.gov/nclb/sr/tq/.

Teacher Credentials and Assignments				
	Val Verde High			
	08-09	09-10	10-11	11-12
Total Teachers	21	22	27	
Teachers with Full Credential	21	21	27	
Teachers without Full Credential	0	1	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		
	Val Verde High	VVUSD
Doctorate	0.0%	0.3%
Master's Degree Plus 30 or More Semester Hours	55.6%	42.0%
Master's Degree	11.1%	15.2%
Bachelor's Degree Plus 30 or More Semester Hours	33.3%	39.1%
Bachelor's Degree	0.0%	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		
Val Verde High	100.0%	100.0%
District Totals		
All Schools	99.9%	0.1%
High-Poverty Schools	99.9%	0.1%
Low-Poverty Schools	0.0%	0.0%

SUPPORT SERVICES STAFF

Support services staff consist of psychologists, nurses, health technicians, and special education service providers. Through close collaboration, this expert team is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns. As a participating member of the Riverside County Special Education Local Plan Area (SELPA), Val Verde Unified School District and Val Verde High School have access to a full complement of professional resources and services to meet the individual needs of its students with disabilities.

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 <http://www.cde.ca.gov/ds/fd/ec/> and <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.)

Current Expense of Education Per Pupil					
2009-10					
Dollars Spent Per Student					
Expenditures Per Pupil	Val Verde High	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,766	4,706	165.0%	N/A	N/A
Restricted (Supplemental)	953	810	117.7%	N/A	N/A
Unrestricted (Basic)	6,812	3,896	174.9%	5,455	71.4%
Average Teacher Salary	65,323	66,474	98.3%	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

SARC DATA & INTERNET ACCESS

DATAQUEST

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

PUBLIC INTERNET ACCESS LOCATION

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

Perris Branch Public Library (951) 657-2358

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

Number of computers available: 14

Number of printers available: 1

Counselors and Support Personnel (Nonteaching Professional Staff)

2010-11		
	No. of Staff	FTE
Academic Counselor	1	1.0
District Security Agents	3	3.0
Psychologist	1	0.2
Speech & Language Specialist	1	0.1
Average Number of Students per Academic Counselor		525

FTE = Full-Time Equivalent

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