



VAL VERDE UNIFIED SCHOOL DISTRICT

www.valverde.edu

BOARD OF EDUCATION

Julio Gonzalez, President
Matthew Serafin, Vice President
Marla Kirkland, Clerk
Ty Liddell, Member
Marisol Roque, Member

DISTRICT ADMINISTRATION

Michael R. McCormick
Superintendent

Darrin Watters
Deputy Superintendent

Mark LeNoir
Assistant Superintendent
Education Services

Juan Cabral
Assistant Superintendent
Human Resources

The statistical information disclosed in this report is obtained from the California Department of Education and the Val Verde Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials information and the school facilities information was acquired in November 2018.

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

Steve Coelho, Principal • scoelho@valverde.edu
Jimm Toth, Assistant Principal • jtoth@valverde.edu



AN ANNUAL REPORT TO THE COMMUNITY 2017-18 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2019

PRINCIPAL'S MESSAGE



Welcome to Val Verde High School, a State recognized Model Continuation High School. Val Verde High School students continue to exceed my expectations and I am so proud of their accomplishments; including graduating over 200 seniors in May.

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

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

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

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

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

Val Verde High School is committed to student academic success academically and provides a rich, rigorous, and standards based curriculum to ensure our students gain the knowledge and skills required for future endeavors, whether it be college or career. Val Verde High School has programs that are pathways to school and careers. Our Graphics Production and Video Production programs can earn students Certificates of Completion which are useful when seeking employment.

VAL VERDE MODEL CONTINUATION HIGH SCHOOL'S GUIDING PRINCIPLES

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

DISTRICT & SCHOOL DESCRIPTION

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 2017-18 school year, the district's schools served more than 20,200 students residing in the rural and suburban communities of Perris, Moreno Valley, and portions of unincorporated Riverside County. The district currently operates a preschool, 12 elementary schools, 4 middle schools, 3 comprehensive high schools, a student success academy, a virtual academy, and a continuation high school.

During the 2017-18 school year, Val Verde High School served 373 students in grades 11-12. Val Verde High School receives additional students year-round that have transferred from another school. Student enrollment included 11.3% qualifying for special education, 20.1% qualifying for English learner support, and 83.1% 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 eleven through twelve. Val Verde High School opened its doors in August 2004, and has been offering a high quality core curriculum, strong school-to-career programs, and award-winning co-curricular and extracurricular programs for over seventeen years.

| Student Enrollment by Subgroup/Grade Level 2017-18 | | | |
|--|-----------------------|------------------|---------------|
| Student Group | % of Total Enrollment | Grade Level | # of Students |
| Black or African American | 20.2% | Grade 9 | 0 |
| American Indian or Alaskan Native | 0.5% | Grade 10 | 0 |
| Asian | 0.5% | Grade 11 | 142 |
| Filipino | 1.1% | Grade 12 | 231 |
| Hawaiian or Pacific Islander | 0.5% | | |
| Hispanic or Latino | 73.1% | | |
| White | 3.2% | | |
| Two or More Races | 0.8% | | |
| Socioeconomically Disadvantaged | 83.1% | | |
| English Learners | 20.1% | | |
| Students with Disabilities | 11.3% | | |
| Foster Youth | 5.1% | | |
| | | Total Enrollment | 373 |

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

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

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English

learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

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

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

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

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

PARENT INVOLVEMENT

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

Join Leadership Groups:

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

Attend Special Events & Workshops

- Back to School Night
- Student performances
- Parent conferences

School-to-home communication is provided in both English and Spanish. School administrators and teaching staff communicate with parents directly through phone calls, letters, flyers, and at parent conferences to discuss individual student progress and concerns. Blackboard Connect & Peach Jar, automated parent notification systems, is used to quickly broadcast important announcements to every student's home telephone. Parents may access PAMS, a student information system, through a link on the school website to obtain information about their student's grade, attendance, and assignments.

STUDENT ACHIEVEMENT

DISTRICT BENCHMARK ASSESSMENTS

Val Verde Unified School District uses a variety of tools to evaluate and analyze student learning. District benchmark assessments supplement multiple measures of assessment to identify students' mastery of content, depth of knowledge, and skills. District benchmark assessments are aligned to the California State Standards and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2017-18 school year, all students in grades 1-5 were assessed multiple times utilizing a system of short-cycle formative assessments to identify content area mastery and specific

gaps in the learning process. Students in grades 7-12 were evaluated quarterly throughout the year to determine course grades and levels of content mastery.

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

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

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

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

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

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

2017-18 Campus Improvements:

- Addition of a new CTE lab
- Addition of a new welding and logistics/warehouse
- Renovation of the video production studio
- Renovation of the library
- Repairs and replacement to asphalt
- Upgrades to the front lobby for security purposes
- Addition of office spaces

**CAASPP Test Results in ELA & Mathematics by Student Group (Grade 11)
2017-18**

| | English Language Arts/Literacy | | | | Mathematics | | | |
|---------------------------------|--------------------------------|---------------|----------------|-------------------------|------------------|---------------|----------------|-------------------------|
| | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students Tested | 175 | 161 | 92.00% | 2.48% | 174 | 158 | 90.80% | 0.00% |
| Male | 124 | 114 | 91.94% | 3.51% | 124 | 114 | 91.94% | 0.00% |
| Female | 51 | 47 | 92.16% | 0.00% | 50 | 44 | 88.00% | 0.00% |
| Black or African American | 33 | 30 | 90.91% | 0.00% | 33 | 30 | 90.91% | 0.00% |
| Filipino | -- | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | 131 | 121 | 92.37% | 3.31% | 130 | 118 | 90.77% | 0.00% |
| Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 157 | 145 | 92.36% | 2.76% | 156 | 142 | 91.03% | 0.00% |
| English Learners | 63 | 59 | 93.65% | 0.00% | 63 | 58 | 92.06% | 0.00% |
| Students with Disabilities | 16 | 14 | 87.50% | 0.00% | 16 | 14 | 87.50% | 0.00% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- | -- |

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grade Eleven | | | | | | |
|--|----------------|-------|-------|-------|-------|-------|
| Percentage of Students Meeting or Exceeding the State Standards | | | | | | |
| | Val Verde High | | VVUSD | | CA | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| English-Language Arts/Literacy | 9 | 2 | 40 | 42 | 48 | 50 |
| Mathematics | 0 | 0 | 25 | 27 | 37 | 38 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| California Assessment of Student Performance and Progress Test Results in Science All Students | | | | | | |
|---|----------------|-------|-------|-------|-------|-------|
| Percentage of Students Meeting or Exceeding the State Standards | | | | | | |
| | Val Verde High | | VVUSD | | CA | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| Science (Grades 5, 8, & 10) | N/A | N/A | N/A | N/A | N/A | N/A |

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

The 2016-17 data is not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

| 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 |

SUPERVISION AND SAFETY

School administrators and district security agents provide supervision of students before and after school, between passing periods, and during lunch. The campus perimeter is fenced and signs are posted stating the school's visitor policies. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office using the Raptor System upon arrival, they must present a 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. The Val Verde Unified School District partners with Hour-Zero for school emergency response planning, management, consulting, and training. Hour-Zero specialists support district and school staff with the ongoing development of a comprehensive emergency preparedness program to address critical components of emergency response planning and compliance with federal and state requirements.

Components of Val Verde High's safety plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan will be reviewed, updated, and shared with school staff in September 2018.

MAINTENANCE & REPAIRS

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

SCHOOL INSPECTIONS

Val Verde High School and the Val Verde Unified School District's Maintenance and Operations Department (M&O) work together to ensure student safety and uphold high cleaning standards. M&O supervisors and school administration inspect facilities on a continual basis to identify and resolve concerns in a proactive and timely manner. The most recent facilities inspection at Val Verde High School took place on July 16, 2018. 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 fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

DAILY CLEANING PRACTICES

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

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

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

| School Facility Good Repair Status | | | |
|---|---------------|------|---|
| Item Inspected | Repair Status | | |
| Inspection Date: | Good | Fair | Poor |
| July 16, 2018 | | | |
| Systems | ✓ | | |
| Interior Surfaces | ✓ | | Graphic Arts/3, Room 204 & 307 - Water stain ceiling tiles; Men's RR - Wallpaper is torn in hallway |
| Cleanliness | ✓ | | |
| Electrical | ✓ | | |
| Restrooms/Fountains | ✓ | | Weight Room 403 - Drinking fountain is leaking at fitting |
| Safety | ✓ | | MPR - No covers on fire extinguishers / injury hazard; Room 203 & 204 - Paint is chipping on interior door frame |
| Structural | ✓ | | |
| External | ✓ | | Girls RR - Crack in asphalt on walkway / trip hazard; Computer Room 404 & Room 406 - Door will not close properly; Room 408 - Metal weather stripping is bent on door |
| 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.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

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

The Positive Behavior Support and Intervention System (PBIS) has been implemented and through it our school community will provide intentional structures for student success through positive behavior expectations. Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. When students continue having difficulty following school rules, teachers refer the student to the assistant principal for further intervention. Consequences and disciplinary action are based upon the student's past behavioral trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner.

| | Suspensions and Expulsions | | | | | | | | |
|-------------|----------------------------|--------|--------|-------|-------|-------|-------|-------|-------|
| | Val Verde High | | | VVUSD | | | CA | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Suspensions | 19.10% | 17.60% | 19.30% | 5.70% | 4.90% | 5.10% | 3.70% | 3.60% | 3.50% |
| Expulsions | 12.40% | 0.74% | 0.00% | 0.17% | 0.11% | 0.02% | 0.09% | 0.09% | 0.08% |

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. Val Verde High celebrates students earning perfect attendance, citizenship, and academic awards each quarter. 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.

CLASS SIZE

The Average Class Size and 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 1-22 students, 23-32 students, and 33 or more students.

| Average Class Size and Class Size Distribution | | | | |
|--|------------|--------------------|-------|-----|
| 2015-16 | | | | |
| Subject | Average | Number of Classes* | | |
| | Class Size | 1-22 | 23-32 | 33+ |
| English | 16.0 | 11 | | |
| Mathematics | 14.0 | 12 | | |
| Science | 15.0 | 6 | | |
| Social Science | 18.0 | 11 | | |
| 2016-17 | | | | |
| English | 9.0 | 32 | 1 | |
| Mathematics | 7.0 | 28 | | |
| Science | 9.0 | 14 | 3 | |
| Social Science | 10.0 | 23 | 5 | 1 |
| 2017-18 | | | | |
| English | 9.0 | 33 | 2 | |
| Mathematics | 8.0 | 25 | 1 | |
| Science | 8.0 | 18 | 2 | |
| Social Science | 11.0 | 21 | 8 | |

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

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 class work, students produce videos that are entered in the Panasonic KID Witness News (KWN) program. Video Production is offered as an after-school course where students from Citrus Hill High, Rancho Verde High and Orange Vista High are welcome to concurrently enroll to participate. 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 to identify those students most at risk of not earning their high school diploma. The EMT (Educational Monitoring Team) meet with students who are struggling academically and have poor attendance. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, after-school credit recovery classes, English learner support classes, and referral to Independent Study or Val Verde Academy. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2016-17 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

| Dropout and Graduation Rates (Four-Year Cohort Rate) | | | |
|--|----------------|-------|-------|
| | Val Verde High | | |
| | 14-15 | 15-16 | 16-17 |
| Dropout Rate (%) | 4.9 | 10.2 | 15.4 |
| Graduation Rate (%) | 92.33 | 78.8 | 74.2 |
| VVUSD | | | |
| Dropout Rate (%) | 4.9 | 3.4 | 3.9 |
| Graduation Rate (%) | 92.30 | 93.30 | 93.20 |
| CA | | | |
| Dropout Rate (%) | 10.7 | 9.7 | 9.1 |
| Graduation Rate (%) | 82.30 | 83.80 | 82.70 |

Note: For the formula to calculate the 2016-17 adjusted cohort graduation rate, see the 2017-18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

GRADUATION REQUIREMENTS

Student must accumulate 200 course credits, complete & submit a Free Application for Federal Student Aid (FAFSA) or California Dream Act application, and 10 hours of community service to receive a high school diploma from Val Verde High School. The following table illustrates the percentage of students who graduated from Val Verde High School having met the district graduation requirements.

| Completion of High School Graduation Requirements (One-Year Rate) Graduating Class of: | | | |
|--|----------------|-------|-----|
| | 2017 | | |
| | Val Verde High | VVUSD | CA |
| All Students | 87% | 96% | 89% |
| Black or African American | 90% | 95% | 82% |
| American Indian or Alaskan Native | 100% | 100% | 83% |
| Asian | 0% | 95% | 95% |
| Filipino | 0% | 100% | 94% |
| Hispanic or Latino | 86% | 97% | 87% |
| Hawaiian or Pacific Islander | 0% | 89% | 89% |
| White | 100% | 97% | 92% |
| Two or More Races | 100% | 100% | 91% |
| Socioeconomically Disadvantaged | 88% | 98% | 89% |
| English Learners | 64% | 63% | 57% |
| Students with Disabilities | 85% | 90% | 67% |
| Foster Youth | 100% | 96% | 74% |

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

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

During the 2017-18 school year, Val Verde High School held staff development training focused on:

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

During the 2016-17, 2017-18, and 2018-19 school years, Val Verde Unified School District provided professional development on the following topics:

| Professional Development Days & Topics Three-Year Trend | |
|---|--------|
| 2016-17 | 4 days |
| <ul style="list-style-type: none"> • Focus on Positive School Climate and Culture • ACCESS and EQUITY • MTSS-Tiered Supports for Breaking Down Barriers • Breaking Down Barriers Through Integrated and Designated English Language Development | |
| 2017-18 | 3 days |
| <ul style="list-style-type: none"> • Future iReady • Planning for Supports within the PLC • Building Classroom Communities • ELA/ELD Reading & Writing Across Content Areas • Deep Dive Electives | |
| 2018-19 | 4 days |
| <ul style="list-style-type: none"> • ELD Designated & Integrated • Department Professional Learning Networks (PLNs) • Department Based PLCs Focused on Secondary Assessment Cycle • Breaking Down Barriers: Return of the Equity & Access Superheroes • Deep Dive Electives • MTSS: Tiered Supports to Breaking Down Barriers | |

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

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

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

SCHOOL LEADERSHIP

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

| Textbooks | | | |
|-----------------------|----------------------------------|--|--|
| Year Adopted | From Most Recent State Adoption? | Publisher and Series | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials |
| English Language Arts | | | |
| 2016 | * | Pearson: <i>California Literature</i> | 0% |
| 2016 | * | CSU: <i>ERWC</i> | 0% |
| 2016 | * | Bedford/St. Martins: <i>The Essay Connection</i> | 0% |
| 2016 | * | Bedford/St. Martins: <i>Perrine's Structure and Sound</i> | 0% |
| 2016 | * | Bedford/St. Martins: <i>The Bedford Researcher</i> | 0% |
| 2016 | * | Scott Foresman: <i>World Literature</i> | 0% |
| 2018 | * | W.W. Norton: <i>Articulation Agreement RCC</i> | 0% |
| 2017 | * | Houghton-Mifflin Harcourt: <i>English 3D</i> | 0% |
| Mathematics | | | |
| 2016 | * | Bedford/St. Martins: <i>Graphical, Numerical and Algebraic</i> | 0% |
| 2015 | * | Houghton Mifflin Harcourt: <i>Algebra I & II</i> | 0% |
| 2015 | * | Houghton Mifflin Harcourt: <i>Geometry</i> | 0% |
| 2015 | * | Scott Foresman - Addison Wesley: <i>Calculus of a Single Variable, 8th Edition</i> | 0% |
| 2016 | * | Addison Wesley: <i>Java Software Solutions for AP Computer Science</i> | 0% |
| 2015 | * | Cengage Learning: <i>Precalculus with Limits, 2014</i> | 0% |
| 2015 | * | Cengage Learning: <i>Calculus I with Precalculus, 2012</i> | 0% |
| 2012 | * | W. H. Freeman & Co.: <i>The Practice of Statistics, 2012</i> | 0% |
| 2016 | * | Pearson: <i>Statistics Informed Decisions</i> | 0% |
| 2016 | * | Cengage Learning: <i>Intermediate Algebra</i> | 0% |
| 2017 | * | Cengage Learning: <i>College Algebra</i> | 0% |
| 2018 | * | Cengage Learning: <i>Articulation Agreement RCC</i> | 0% |
| Science | | | |
| 2007 | * | McGraw Hill: <i>Hole's Essentials of Anatomy</i> | 0% |
| 2007 | * | Prentice Hall: <i>Biology</i> | 0% |
| 2007 | * | Prentice Hall: <i>Earth Science</i> | 0% |
| 2007 | * | Prentice Hall: <i>Chemistry</i> | 0% |
| 2008 | * | Prentice Hall: <i>Chemistry: The Central Science</i> | 0% |
| 2015 | * | Bedford/St. Martins: <i>Environmental Science</i> | 0% |
| 2016 | * | Bedford/St. Martins: <i>Chemistry in the Community</i> | 0% |
| 2007 | * | Holt: <i>Physics</i> | 0% |
| 2012 | * | Pearson: <i>Biology in Focus</i> | 0% |
| 2012 | * | Cengage Learning: <i>Introductory Horticulture</i> | 0% |
| 2015 | * | Prentice Hall: <i>Physics, 4th Edition</i> | 0% |
| 2007 | * | Prentice Hall: <i>Physics, 3rd Edition, 2007</i> | 0% |
| 2007 | * | Current Publishing Corp.: <i>Life on an Ocean Planet</i> | 0% |
| Social Science | | | |
| 2006 | * | Prentice Hall: <i>Magruder's American Government</i> | 0% |
| 2007 | * | EMC Publishing: <i>Economics - New Ways of Thinking</i> | 0% |
| 2006 | * | McDougal Littell: <i>Modern World History</i> | 0% |
| 2006 | * | McDougal Littell: <i>Americans</i> | 0% |
| 2017 | * | Pearson: <i>Cultural Landscapes</i> | 0% |
| 2017 | * | Bedford/St. Martins: <i>America's History</i> | 0% |
| 2018 | * | McGraw Hill: <i>American Democracy Now</i> | 0% |
| 2018 | * | McGraw Hill: <i>Traditions and Encounters</i> | 0% |
| 2011 | * | World Publishers: <i>Myers' Psychology for AP</i> | 0% |
| 2016 | * | Bedford/St. Martins: <i>Psychology in Everyday Life</i> | 0% |
| 2015 | * | Prentice Hall: <i>Western Heritage Since 1300</i> | 0% |
| Foreign Language | | | |
| 2016 | * | Pearson: <i>Abriendo Paso Temas y Lecturas</i> | 0% |
| 2017 | * | Vista Higher Learning: <i>Descubre 1, 2 & 3</i> | 0% |
| 2014 | * | Dawn Sign Press: <i>Signing Naturally, Level 2</i> | 0% |
| 2016 | * | Holt/McDougal Littell: <i>Abriendo Puertas Ampliando Perspectivas</i> | 0% |
| 2014 | * | Dawn Sign Press: <i>Signing Naturally, Units 1-6 & 7-12, 2008</i> | 0% |
| 2015 | * | Cheng & Tsui Co.: <i>Huanying Volume 1 & 2, 2009</i> | 0% |
| Health | | | |
| 2004 | * | Holt: <i>Lifetime Health</i> | 0% |

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

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Val Verde Unified School District are being aligned to the California State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education.

On September 4, 2018, 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 No.18-19-14 which certifies as required by Education Code §60119 that 1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a standards-aligned textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the curriculum frameworks in mathematics, science, history-social science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive. Within a six-week period prior to adoption, parents may preview recommended instructional materials at the district office or the school's office.

In addition to the core subject areas, districts are required to disclose in their SARCS the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2018-19 school year, Val Verde Unified School District certifies that each student, including English learners, enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the California State Standards.

SPECIALIZED INSTRUCTION

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

SPECIAL EDUCATION

Special education students are mainstreamed into the general education classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP teams. The IEP ensures that students with disabilities have equal access to core curriculum and educational opportunities and is used to coordinate specially-designed instruction based upon individual academic, social, and behavioral needs. Val Verde High School's special education program is staffed by a highly qualified team of professionals. Val Verde High School has one full-day, self-contained special day class that is supported by one special education teacher and two special educational aides. One resource specialist teachers and one resource specialist aide collaborate with general education teachers to provide in-class support in regular core classes. One special education teacher and one instructional aide provides 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 ELPAC results, benchmark assessments, and classroom observation to adjust instruction as needed to ensure continued success in acquiring the English language and proficiency in reading/language arts.

INTERVENTION PROGRAMS

Val Verde High School supports intervention programs to meet the needs of those students not meeting state proficiency standards in reading, language arts, and math. Educational Monitoring Teams (EMT) comprised of school administrators, teachers, and parents work together to identify individualized intervention strategies for and monitor progress of students having difficulty with academic or social development. Formal intervention programs include:

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

COLLEGE PREPARATIONS & CAREER READINESS

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

UNIVERSITY OF CALIFORNIA

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

COLLEGE PREPARATION COURSES

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

| Enrollment in and Completion of UC/CSU-Required Courses | |
|---|------|
| | % |
| 2017-18 Students Enrolled in UC/CSU Courses Required for UC/CSU Admission | 92.6 |
| 2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

*Most current data available.

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/.

CAREER READINESS

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 Moreno Valley 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 College/Career Portfolio. 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

Pharmacy Technician

Career Technical Education Courses

Broadcast Technology
Construction
Graphics Technology
Logistics/Warehouse Management
Video Production
Welding
Work Experience

Regional Occupational Programs (ROP) are offered in partnership with the Riverside County Office of Education. A variety of ROP courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. For more information on career technical programs and ROP, high school's career center, a school counselor, www.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.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

During the 2017-18 school year, Val Verde High School had 28 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

| | Val Verde High | | |
|--|----------------|-------|-------|
| | 16-17 | 17-18 | 18-19 |
| Total Teachers | 29 | 29 | 25 |
| Teachers with Full Credential | 29 | 28 | 24 |
| Teachers without Full Credential | 0 | 1 | 1 |
| Teaching Outside Subject Area (with full credential) | 0 | 0 | 0 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Teacher Vacancies | 1 | 0 | 0 |
| | VVUSD | | |
| | 16-17 | 17-18 | 18-19 |
| Total Teachers | 819 | 833 | 841 |
| Teachers with Full Credential | 795 | 805 | 817 |
| Teachers without Full Credential | 24 | 28 | 24 |
| Teaching Outside Subject Area (with full credential) | 0 | 0 | 5 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Teacher Vacancies | 2 | 0 | 8 |

*Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.*

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.

Academic Counselors and Other Support Staff

2017-18

| | No. of Staff | FTE* |
|---|--------------|------|
| Academic Counselor | 1 | 1.0 |
| District Security Agents | 3 | 2.5 |
| Psychologist | 1 | 0.8 |
| Speech & Language Specialist | As needed | |
| Nurse | 1 | 0.2 |
| Intervention Counselor | 1 | 0.6 |
| Average Number of Students per Academic Counselor | | 373 |

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

SARC DATA & INTERNET ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Val Verde High 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, CAAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

PUBLIC INTERNET ACCESS LOCATION

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

Perris Branch Public Library - (951) 657-2358

Hours: Sunday 1-5

Monday 10-6

Tuesday-Wednesday 12-8

Thursday-Saturday 10-6

Number of computers available: 17

Number of printers available: 1

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

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

EXPENDITURES PER STUDENT

For the 2016-17 school year, Val Verde Unified School District spent an average of \$10,846 of total general funds to educate each student (based on 2016-17 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2016-17

| | VVUSD | State Average of Districts in Same Category |
|-----------------------------|---------|---|
| Beginning Teacher Salary | 50,940 | 49,512 |
| Mid-Range Teacher Salary | 82,595 | 77,880 |
| Highest Teacher Salary | 100,259 | 96,387 |
| Average Principal Salaries: | | |
| Elementary School | 135,966 | 123,139 |
| Middle School | 144,374 | 129,919 |
| High School | 140,658 | 140,111 |
| Superintendent Salary | 244,394 | 238,324 |
| Percentage of Budget For: | | |
| Teacher Salaries | 31.0 | 36.0 |
| Administrative Salaries | 5.0 | 5.0 |

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

Expenditures Per Pupil and School Site Teachers Salaries 2016-17

| | Dollars Spent Per Student | | | | |
|-----------------------------------|---------------------------|--------|------------------------------------|---|---------------------------------|
| | Val Verde High | VVUSD | % Difference - School and District | State Average for Districts of Same Size and Type | % Difference - School and State |
| Expenditures Per Pupil | | | | | |
| Total Restricted and Unrestricted | 15,805 | N/A | N/A | N/A | N/A |
| Restricted (Supplemental) | 2,055 | N/A | N/A | N/A | N/A |
| Unrestricted (Basic) | 13,751 | 5,400 | 254.6% | 7,125 | 193.0% |
| Average Teacher Salary | 65,905 | 82,145 | 80.2% | 79,665 | 82.7% |

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

In addition to general fund state funding, Val Verde Unified School District receives state and federal categorical funding for special programs. For the 2016-17 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Agricultural Career Technical Education Incentive
- California Clean Energy Jobs Act
- Career Technical Education Incentive Grant Program
- College Readiness Block Grant
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB Title I, II, III
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Vocational Programs

Note: The California Department of Education issued guidance to LEAs on August 1, 2018 regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.