

VICTOR VALLEY UNION HIGH SCHOOL DISTRICT



2008-09 School Accountability Report Card | Published During the 2009-10 School Year

16350 Mojave Drive Victorville, CA 92395
Phone: (760) 955-3201 Fax: (760) 245-4634
Website: www.vvuhsd.org

Dr. Marilou Ryder
Superintendent

District Mission Statement

Victor Valley Union High School District will prepare ALL students to become Responsible, Productive Citizens. Providing a Quality Education in a Safe, Student-focused Environment.

Superintendent's Message

Students attending schools in the Victor Valley Union School District (VVUHS) bring with them a myriad of family backgrounds, life experiences, and an eclectic array of expectations of what school is all about. The VVUHS is committed to offering academic programs to assist all students in meeting the goals of No Child Left Behind and district graduation requirements. Students and parents/guardians are made aware of these programs through both district and school site communications.

Academically, our schools rank at the top when compared to similar schools across the state. This accomplishment is directly related to the hard work of our teachers and administrators who are committed to putting the best teaching practices in place to ensure the on going success of our students. To support this effort, the VVUHS has set aside specific time to allow teachers to meet together every other Friday to plan the best strategies to promote student achievement. The purpose of this teacher collaboration time is to support the expectation that each student's progress is the focus of attention for the entire school.

The VVUHS emphasizes a well balanced and rigorous curriculum for all grade levels. All courses are aligned with state and district standards. To ensure the success of every student, teachers use a variety of instructional techniques, materials and programs. The district's schools offer assistance and specialized instruction to all students who are performing below grade level upon entry to the district.

School safety and student discipline have a direct correlation to academic performance and student achievement. The governing board has prescribed rules and procedures that support school safety and student discipline. All students are required to follow these rules and procedures at all times while on school grounds and at school sponsored events. As required by law, written notification of discipline rules and procedures is provided to parents and students enrolled in the district at the beginning of each year or at the time of enrollment. The safety of our students and staff is one of the district's top priorities. The district is committed to providing a secure campus environment that improves student performance and academic achievement.

Dr. Marilou Ryder

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

District Report

This report provides district and state level reporting of student proficiency and progress towards meeting established proficiency standards as required by the federal No Child Left Behind Act. Detailed information about our schools is included in individual Annual School Report Cards prepared for each school. You may obtain an Annual School Report Card from the district or school offices, or by visiting our website at www.vvuhsd.org. This report, combined with any of the individual school report cards, fulfills Title I annual reporting requirements and California's Proposition 98 annual reporting mandates.

Board of Trustees

Judy Munoz, President
Ken Larson, Vice President
Barbara Dew, Member
Felix G. Diaz, Member
James Moitoso, Member

District Administration

Dr. Marilou Ryder,
Superintendent
Mr. Herb Calderon,
Assistant Superintendent,
Business Services
Dr. Duneen DeBruhl,
Assistant Superintendent
Educational Services

"Learning for All, Whatever It Takes"

Textbooks and Instructional Materials

Victor Valley Union High School District held a Public Hearing on October 2, 2008 and determined that each school within the District had sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual, standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and at home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Trustees.

A committee consisting of department chairs establishes selection criteria based on State standards, reviews instructional materials on the State list, and chooses those materials that best suit the curriculum. Committee members attend publishers' presentations at the County Office of Education. School site staff members review the chosen materials and provide feedback. The materials are available at a minimum of three school sites for preview by parents for 30 to 60 days. Adoption of the materials takes place after the committee, site teachers, and parents reach a consensus at a formal hearing.

Textbooks and Instructional Materials: *Middle School*

| Textbooks and Instructional Materials List | | |
|--|--------------------------------|---------|
| Subject | Textbook | Adopted |
| English-Language Arts | Prentice Hall (7-8) | 2002 |
| Mathematics | Holt, Rinehart & Winston (7-8) | 2001 |
| Science | Prentice Hall (7-8) | 2008 |
| History-Social Science | Glencoe (7-8) | 2006 |

Textbooks and Instructional Materials: *High School*

| Textbooks and Instructional Materials List | | |
|--|---------------------------------|---------|
| Subject | Textbook | Adopted |
| English-Language Arts | Holt, Rinehart & Winston (9-12) | 2003 |
| Mathematics | Holt (9-12) | 2008 |
| Mathematics | McDougal Littell (9-12) | 2008 |
| Mathematics | MPS (9-12) | 2008 |
| Mathematics | Glencoe (9-12) | 2008 |
| Mathematics | Houghton Mifflin (9-12) | 2008 |
| Mathematics | W. H. Freeman (9-12) | 2008 |
| Mathematics | Prentice Hall (9-12) | 2008 |
| Mathematics | McDougal Littell (10-11) | 2008 |
| Science | Prentice Hall (9-12) | 2007 |
| History-Social Science | McDougal Littell (10-11) | 2006 |

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbook and instructional materials:

Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

| | |
|--|----|
| Reading/Language Arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History-Social Science | 0% |
| Visual and Performing Arts | 0% |
| Foreign Language | 0% |
| Health | 0% |
| Science Laboratory Equipment (Grades 9-12) | 0% |



Textbooks and Instructional Materials: *Victor Valley Home Academy, University Preparatory, and Susie Matthews Academy*

| Textbooks and Instructional Materials List | | |
|--|---------------------------------|---------|
| Subject | Textbook | Adopted |
| English-Language Arts | Prentice Hall (7-8) | 2002 |
| English-Language Arts | Holt, Rinehart & Winston (9-12) | 2003 |
| Mathematics | Holt, Rinehart & Winston (7-12) | 2008 |
| Mathematics | McDougal Littell (9-12) | 2008 |
| Mathematics | MPS (9-12) | 2008 |
| Mathematics | Glencoe (9-12) | 2008 |
| Mathematics | Houghton-Mifflin (9-12) | 2008 |
| Mathematics | W.H. Freeman (9-12) | 2008 |
| Science | Prentice Hall (7-8) | 2001 |
| Science | Prentice-Hall (9-12) | 2007 |
| History-Social Science | Glencoe (7-8) | 2006 |
| History-Social Science | McDougal-Littell (10-12) | 2006 |
| History-Social Science | Pearson Prentice Hall (12) | 2006 |

Standardized Testing and Reporting Results for All Students: Three-Year Comparison

The STAR results are reported as performance levels in order to compare student achievement to State Standards. The five performance levels are: **Advanced** (*exceeds State Standards*); **Proficient** (*meets Standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet State Standards in that content area. The table below shows the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

| Percentage of Students Scoring At Proficient or Advanced Levels | | | | | | |
|---|--------------------|-------|-------|------------|-------|-------|
| | Victor Valley UHSD | | | California | | |
| | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 |
| English-Language Arts | 33% | 34% | 36% | 43% | 46% | 50% |
| Mathematics | 16% | 18% | 19% | 40% | 43% | 46% |
| Science | 25% | 29% | 31% | 38% | 46% | 50% |
| History-Social Science | 19% | 20% | 24% | 33% | 36% | 41% |



Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

| NAEP Reading and Mathematics Results for Grades 4 and 8 | | | | |
|---|--------------|---------|------------------|---------|
| | Reading 2007 | | Mathematics 2009 | |
| | Grade 4 | Grade 8 | Grade 4 | Grade 8 |
| Average Scale Score | | | | |
| State | 209 | 251 | 232 | 270 |
| National | 220 | 261 | 239 | 282 |
| Percent at Each Achievement Level | | | | |
| | Grade 4 | Grade 8 | Grade 4 | Grade 8 |
| Basic | 30% | 41% | 72% | 59% |
| Proficient | 18% | 20% | 30% | 23% |
| Advanced | 5% | 2% | 5% | 5% |

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

| NAEP Reading and Mathematics Results for Grades 4 and 8 | | | | |
|---|--------------|---------|------------------|---------|
| | Reading 2007 | | Mathematics 2009 | |
| | Grade 4 | Grade 8 | Grade 4 | Grade 8 |
| State Participation Rate | | | | |
| Students with Disabilities | 74.25% | 77.66% | 79.00% | 85.00% |
| English Language Learners | 93.29% | 92.10% | 96.00% | 96.00% |
| National Participation Rate | | | | |
| | Grade 4 | Grade 8 | Grade 4 | Grade 8 |
| Students with Disabilities | 65.60% | 65.60% | 84.00% | 78.00% |
| English Language Learners | 80.00% | 77.30% | 94.00% | 92.00% |

Types of Services Funded

Victor Valley Union High School District receives State and Federal categorical funding for special programs and student needs. Federal and State aid is received from the following sources to support the educational programs:

- Title I Program
- Peer Assistance and Review
- Special Education
- Educational Technology Assistance Grants
- Drug/Alcohol/Tobacco Funds
- Tenth Grade Counseling
- Vocational and Applied Technology Education Act
- Vocational Ed, Handicapped Students
- Gifted and Talented Education (GATE)
- Instructional Materials
- Home-to-School Transportation
- Economic Impact Aid (EIA)
- School Improvement Program

NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.

Adequate Yearly Progress

| Adequate Yearly Progress Criteria | | |
|-----------------------------------|------------------------------|--------------------|
| Victor Valley UHSD | | |
| Met Overall AYP | No | |
| AYP Criteria | English-Language Arts | Mathematics |
| Participation Rate | Yes | Yes |
| Percent Proficient | No | No |
| API | Yes | |
| Graduation Rate | No | |



Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percent of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The following table displays whether or not the district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.



Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2008-09 Program Improvement status for the district. For more information, please visit <http://www.cde.ca.gov/ta/ac/ay/>.

| Federal Intervention Program | |
|---|-----------|
| Victor Valley UHSD | |
| Program Improvement Status | In PI |
| First Year of Program Improvement | 2004-2005 |
| Year in Program Improvement | Year 3 |
| Number of Schools Identified for Program Improvement | 8 |
| Percent of Schools Identified for Program Improvement | 66.7% |

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the district's total enrollment) for the most recent three-year period.

| Suspension Rate | | | |
|--------------------|-------|-------|--|
| Victor Valley UHSD | | | |
| 06-07 | 07-08 | 08-09 | |
| 0.435 | 0.405 | 0.224 | |
| Expulsion Rate | | | |
| Victor Valley UHSD | | | |
| 06-07 | 07-08 | 08-09 | |
| 0.024 | 0.022 | 0.115 | |

Professional Development

VVUHS provides high quality, research-based staff development in the areas of Math and English Language Arts and in other subject area content and strategies. District trainers and professional consultants provide training to 7-12 staff at various times of the school year during the regular school day, after school and during the summer break. In 2007-08, several teachers participated in SB472 Math, Thinking Maps, and Language! training. Teams of teachers from various sites attended the off site AVID and Response to Intervention conferences as a collaborative strategy to improve student achievement. Categorically funded teachers on assignment (instructional coaches) are at each site and support teachers in instructional planning and strategies, classroom management and data analysis. Special Education Instructional Aides are being trained in reading language arts and math strategies to support the implementation of the Inclusion Model.

For the 2006-07 school year, one day was dedicated to staff and professional development. In 2007-08, no days were dedicated, and in 2008-09, two days were dedicated to staff and professional development.

Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

| Graduates and Dropouts | | | | | | |
|------------------------|--------------------|-------|-------|------------|-------|-------|
| | Victor Valley UHSD | | | California | | |
| | 05-06 | 06-07 | 07-08 | 05-06 | 06-07 | 07-08 |
| Graduation Rate | 77.0% | 64.4% | 69.8% | 83.4% | 80.6% | 80.2% |
| 1-year Dropout Rate | 10.7% | 16.3% | 10.8% | 3.5% | 4.4% | 3.9% |

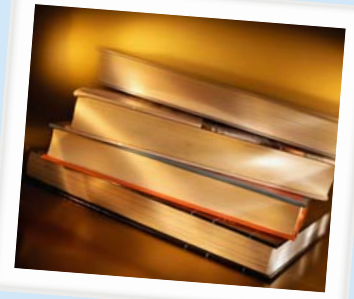
California High School Exit Exam Results

| Percentage of Students Scoring At Proficient or Advanced Levels | | | | | | |
|---|-----------------------|-------|-------|-------------|-------|-------|
| | English-Language Arts | | | Mathematics | | |
| | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 |
| Victor Valley UHSD | 46.3% | 49.3% | 38.7% | 48.4% | 47.0% | 41.1% |
| California | 48.6% | 52.9% | 52.0% | 49.9% | 51.3% | 53.3% |

Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2008-09 school year in the 12th grade) who met all state and local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit www.cde.ca.gov/ta/tg/hs.

| Completion of High School Graduation Requirements | |
|---|--------------------------|
| Group | Graduating Class of 2009 |
| | Victor Valley UHSD |
| All Students | 83.6% |
| Socioeconomically Disadvantaged | 81.4% |
| English Learners | 57.6% |
| Students with Disabilities | 30.6% |
| African American | 74.8% |
| American Indian or Alaska Native | 66.7% |
| Asian | 73.0% |
| Filipino | 87.1% |
| Hispanic or Latino | 84.9% |
| Pacific Islander | 93.8% |
| White | 89.3% |



California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.



No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified.” In general, for a teacher to be considered highly qualified, they must have a bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

| Core Academic Courses Taught by NCLB Compliant Teachers | | |
|---|--|--|
| | % of Classes Taught by NCLB Compliant Teachers | % of Classes Taught by Non-NCLB Compliant Teachers |
| All Schools in District | 97.1% | 2.9% |
| High-Poverty Schools in District | 80.1% | 19.9% |
| Low-Poverty Schools in District | ◆ | ◆ |

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.

District Financial Data

| District Salary Information – Does not include benefits | | |
|---|--------------------|------------------------|
| | Victor Valley UHSD | Similar Sized District |
| Beginning Teacher Salary | \$39,416 | \$42,810 |
| Mid-Range Teacher Salary | \$65,747 | \$69,375 |
| Highest Teacher Salary | \$81,592 | \$89,104 |
| Average Principal Salary (Middle School) | \$102,446 | \$120,314 |
| Average Principal Salary (High School) | \$110,566 | \$126,901 |
| Superintendent Salary | \$152,500 | \$198,563 |
| Teacher Salaries – Percent of Budget | 34.30% | 37.30% |
| Administrative Salaries – Percent of Budget | 4.60% | 5.20% |

Financial Data Comparison

The following table displays the district’s per pupil expenditures from unrestricted sources and the district’s average teacher salary and compares it to the state.

| Financial Data Comparison | | |
|---------------------------|--|------------------------|
| | Expenditures Per Pupil From Unrestricted Sources | Average Teacher Salary |
| Victor Valley UHSD | \$6,793 | \$75,144 |
| California | \$5,512 | \$68,332 |

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit <http://www.cde.ca.gov/ds/fd/cs> and <http://www.cde.ca.gov/ds/fd/ec>.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information

| Victor Valley UHSD | |
|-------------------------|-------|
| Teachers | 08-09 |
| With Full Credential | 463 |
| Without Full Credential | 77 |

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule.



SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of November 2009.