



VAL VERDE UNIFIED SCHOOL DISTRICT

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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 November 2016 and the school facilities information was acquired in October 2016.

VAL VERDE ACADEMY

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AN ANNUAL REPORT TO THE COMMUNITY 2015-16 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2017

A MESSAGE FROM THE PRINCIPAL



Welcome to Val Verde Academy. We entered our fifth year of operation at the beginning of the 2015-16 school year. Staff continue to build our foundation, create excellence, and commit themselves to high standards of teaching and learning. Our greatest commitment is to prepare students for college and career readiness.

In the spirit of continuous improvement, we accomplish this through the triangle of caring. It takes the student, parents, and the school to achieve exceptional results. We are a professional learning community where staff, students, parents, and the community embrace the idea that together we can make a difference.

Val Verde Academy provides quality programs to enrich the educational experiences of our students. Our staff are hardworking, dedicated professionals determined to make a positive impact on the lives of our students. We do an excellent job of customizing learning supports for all students as well as providing individualized learning supports for students.

Val Verde Academy received a "full" six-year WASC accreditation. Val Verde Academy is fully approved to offer a full spectrum of A-G courses, as well as, AP courses, and is NCAA approved.

We invite you to visit our campus. You will see the outcomes of focused students determined to be at their personal best. We are an AVID school for grades 3-12 where you will experience a student-centered environment where children come first.

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 2015-16 school year, the district's schools served more than 19,800 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 2015-16 school year, Val Verde Academy served 100 students in grades 8-12. Student enrollment included 1% qualifying for special education, 3% qualifying for English learner support, and 66% qualifying for free or reduced-price meals. In the future, the curriculum will serve grades K-12.

Val Verde Academy is a school of choice integrating AVID at all grade levels 3-12. AVID's mission to close the achievement gap by preparing all students for college and career readiness and success in a global society. AVID Elementary and AVID Secondary is designed to be embedded into the daily instruction of all classrooms across entire grade levels to maintain school wide structures. AVID's implementation resources, trainings, and philosophy are all grounded in the idea that the growth mindset can be taught to students, and it is through the growth mindset that AVID students succeed in following their dreams and fulfilling their aspirations. AVID takes a systemic approach through the use of WICOR (writing, inquiry, collaboration, organization, and reading) and an explicit focus on high expectations, rigor, and developing a college readiness culture. AVID Elementary and AVID Secondary is designed to be embedded into the daily instruction of all classrooms across entire grade levels to maintain school wide structures. AVID takes a systemic approach through the use of WICOR (writing, inquiry, collaboration, organization, reading) and an explicit focus on high expectations, rigor, and developing a college readiness culture. AVID teaches organizational skills, communication skills, collaborative tutorials, note-taking and note-making and close reading strategies. At the High School level, we have been able to continue offering AP courses, National Honor Society, and accelerated learning paths as well as credit recovery courses for students in need.

Courses are taken through an Independent Study model. Students complete coursework through an on-line curriculum which is a blended program with direct face-to-face classes taught by credentialed teachers. Classroom support and tutoring are available two hours a day Monday through Friday. Students may complete a portion of their work in

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American	25.0%	Grade 9	9
American Indian or Alaskan Native	0.0%	Grade 10	15
Asian	1.0%	Grade 11	11
Filipino	0.0%	Grade 12	38
Hawaiian or Pacific Islander	1.0%	Grades K-8	29
Hispanic or Latino	56.0%		
White (not Hispanic)	16.0%		
Two or More Races	1.0%		
Socioeconomically Disadvantaged	66.0%		
English Learners	3.0%		
Students with Disabilities	1.0%		
Migrant Education	0.0%	Total	
Foster Youth	0.0%	Enrollment	100

the school's state-of-the-art computer lab equipped with stand-alone workstations, Chromebooks, and iPads.

Upon enrollment, students and their parents participate in an intake meeting with the guidance counselor to develop their educational path and program. Students may continue their enrollment at their home school to participate in extracurricular activities, accelerate progress in earning course credits, or to strengthen their grade point average. Advanced placement, honors, and AVID courses are available for students who are interested in graduating with the requirements to enter a four-year post-secondary institution.

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/State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement/State Priority 3: Covered in Parent Involvement.

Pupil Achievement/State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Pupil Engagement/State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate/State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes/State Priority 8: Covered in the Physical Fitness, including the Physical Fitness Test chart.

PARENT INVOLVEMENT

Parent involvement is highly welcomed to support school and student success. Val Verde Academy encourages parents to become involved in their child's education by understanding their day-to-day progress 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) 443-2450.

Join Leadership Groups:

- School Site Council
- Parent Advisory Committee
- Parent Teacher Organization
- WASC Focus Group (Western Association of Schools and Colleges)

Attend Special Events & Workshops

- Back to School Night
- Senior Cash for College Night/FASFA
- Scholar Success Celebrations
- Concurrent Orientation

School-to-home communication is provided in both English and Spanish. Teachers and families communicate daily via The AVID Agenda. The principal publishes a monthly letter which features information on school policy changes, special events, announcements, and helpful student/parent tips. The school website offers a wide range of information and resources, for both parents and students. Blackboard Connect, an automated parent notification system, is used to quickly broadcast important announcements to every student's home telephone. Parents and students may follow current events and discussions through the school's Twitter postings; links to each resource are available on the school website. Parents can access their students information through the Val Verde app.

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 subject matter and skill levels. District benchmark assessments are being aligned with the California Common Core State Standards and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2015-16 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 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 standardized tests; benchmark assessments; classroom observations; teacher-created assessments; DIBELS; and 95% screeners for phonics/fluency. 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

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

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

PHYSICAL FITNESS

In the spring of each year, Val Verde Academy 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 2015-16 school year, ten or less ninth grade students were enrolled at Val Verde Academy; therefore results are not provided to protect student privacy. Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Val Verde Academy			VVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, & 10)	50	36	44	56	48	46	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)

2015-16

	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	46	45	97.8%	44.4%
Male	15	15	100.0%	60.0%
Female	31	30	96.8%	36.7%
African American	12	12	100.0%	33.3%
Hispanic or Latino	31	30	96.8%	43.3%
Economically Disadvantaged	36	36	100.0%	44.4%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)
2015-16**

	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
Grade 7					Grade 7			
All Students Tested	11	10	90.9%	60.0%	11	10	90.9%	30.0%
Grade 8					Grade 8			
All Students Tested	14	13	92.9%	46.2%	14	13	92.9%	46.2%
Female	11	10	90.9%	50.0%	11	10	90.9%	60.0%
Socioeconomically Disadvantaged	12	12	100.0%	41.7%	12	12	100.0%	41.7%
Grade 11					Grade 11			
All Students Tested	13	13	100.0%	61.5%	13	13	100.0%	7.7%

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 on the CAAs divided by the total number of students who participated in both assessments. An asterisk (*) appears 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 Percentage of Students Meeting or Exceeding the State Standards						
	VVA		VVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	65	52	38	41	44	48
Mathematics	19	24	23	26	33	36

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.

FEDERAL INTERVENTION PROGRAM

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, 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 2015-16, Val Verde Academy did not participate in the Title I program and is therefore not subject to comply with Title I program requirements.

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. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program 2016-17		
	Val Verde Academy	VVUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2012-13
Year in PI	N/A	Year 2
# Schools Currently In PI	N/A	11
% Schools Currently In PI	N/A	50%

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

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

Val Verde Academy provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Val Verde Academy shares the campus with the Val Verde Student Success Academy and a county educational program. 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. In the classrooms and computer labs, students have access to current technology and include Netbooks, iPads to support individualized learning.

Campus Description	
Year Built	2003
Acreage	12
Bldg. Square Footage	50941
	Quantity
# of Permanent Classrooms	27
# of Portable Classrooms	9
# of Restrooms (student use)	10 sets
Library	1
Computer Lab	2
Multipurpose Room	1
Resource Room	4
Staff Lounge	1
Teacher Work Room	1

SUPERVISION AND SAFETY

School administrators and the district security agent provide supervision of students while on campus. All students are required to carry their picture identification while at school. Two teachers are always in the computer lab to provide support as well as supervision. 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 Academy 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 Academy'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 and updated in February 2016, and shared with school staff in summer 2016.

SCHOOL INSPECTIONS

Val Verde Academy 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 Academy took place on August 4, 2016. 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 2015-16 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 Academy. 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, one part-time evening custodian, and a groundskeeper are assigned to Val Verde Academy and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and day custodian communicate daily 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 check 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. The groundskeeper is 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 Academy 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		
	Good	Fair	Poor
Inspection Date:	August 4, 2016		
	Repair Needed and Action Taken or Planned		
Systems	✓		
Interior Surfaces	✓		Nurse, Library Office, Room 207 & K-3 - Water stained ceiling tiles
Cleanliness	✓		
Electrical	✓		
Restrooms/Fountains	✓		
Safety	✓		
Structural	✓		
External	✓		
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
Overall Summary	✓		

Percentage Description Rating:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

Val Verde Academy'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 behavior, providing students the opportunities to learn from their experiences and take an active role in changing poor behavior. Student conduct, district policies, and academic expectations are discussed during the initial orientation meeting. School rules in the school handbook are reviewed by the principal. During the first three weeks of a student's enrollment, they are required to complete their assignments in the computer lab to gain an understanding of the scope and expectations of the program.

2. At Val Verde Academy we use SOARING behaviors as we SOAR to success through citizenship and scholarship. Scholarly behaviors include being Studious and Responsible Learners, Our Safety Matters, Always Caring and Respectful, and Reaching and Exceeding our Goals. Students are rewarded weekly with SOAR tickets and monthly with SOARING Scholar Program fun activities with the Principal. Through the Positive Behavior Support System, our school community will provide intentional structures for student success through positive behavior expectations.

Progressive disciplinary measures are employed when students are disruptive or demonstrating poor citizenship. When students continue having difficulty following school rules, teachers refer the student to the 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 Academy			VWUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	3	2	0	1,514	1,251	1,132	279,383	243,603	230,389
Expulsions (#)	0	0	0	0	22	40	6,611	5,692	6,227

STUDENT RECOGNITION

Val Verde Academy encourages students to make an effort to do their very best at all times. Students demonstrating outstanding achievements are recognized in special announcements which are published on the school website. Throughout the year, the Superintendent's Recognition Award is presented to students demonstrating outstanding academic achievement. Students are also recognized with the Moreno Valley student of the month and honor roll first and second trimester.

Scholar Success Celebrations We will continue to celebrate students' successes at Scholar Success Celebrations quarterly. Students will be awarded for Honor Roll Academic Achievement, Academic Improvement, Character and First in Math points; in addition, students will be rewarding staff with Gratitude Awards-inspired by our Superintendent! Perfect Attendance and Student SOAR Rewards: We will be rewarding students monthly for perfect attendance with ice cream treats. Also, teachers will reward students daily and the Principal will reward students weekly with Scholar SOAR Tickets and school supply prizes. SOARING behaviors include: Studious and Responsible Learners, Our Safety Matters, Always Caring and Respectful, and Reaching and Exceeding our Goals.

DROPOUTS & GRADUATION RATES

Val Verde Academy'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. Intervention strategies used to promote attendance and

reduce dropout rates include parent conferences, evaluation meetings, counseling, credit recovery, and concurrent enrollment at the student's home school. In addition, teachers send home progress reports every seven days for high school, and every three weeks in middle school. The principal reviews every progress report and contacts parents to modify students schedules and sets up evaluation meetings with teachers, the counselor, and the principal to determine interventions. Students may gain assistance and materials to participate in the California High School Proficiency Exam (CHSPE) to earn a high school completion certification. 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, 2014-15 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. V 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 Academy		
	12-13	13-14	14-15
Dropout Rate (%)	17.9	13.9	8.7
Graduation Rate (%)	78.57	86.11	91.3
VVUSD			
Dropout Rate (%)	5.9	5.3	4.9
Graduation Rate (%)	90.20	91.18	92.30
CA			
Dropout Rate (%)	11.4	11.5	10.7
Graduation Rate (%)	80.44	90.95	82.30

GRADUATION REQUIREMENTS

Students must accumulate 220 course credits to receive a high school diploma from Val Verde Academy. Alternative methods of acquiring a diploma are available through the Val Verde Continuation High School and concurrent enrollment in a local community college for those students who have been unsuccessful in the comprehensive high school environment or have exhausted their opportunities to remain at Val Verde Academy. The following table illustrates the percentage of students who graduated from Val Verde Academy having met the district graduation requirements.

Completion of High School Graduation Requirements for the Graduation Class of: 2015			
	Val Verde Academy	VVUSD	CA
All Students	86%	97%	86%
African American	100%	98%	77%
American Indian or Alaskan Native	-	100%	75%
Asian	100%	100%	99%
Filipino	-	97%	97%
Hispanic or Latino	76%	97%	84%
Hawaiian or Pacific Islander	-	100%	85%
White (not Hispanic)	100%	92%	87%
Two or More Races	-	95%	91%
Socioeconomically Disadvantaged	86%	100%	77%
English Learners	-	82%	51%
Students with Disabilities	100%	86%	68%

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.

Staff Development Days Three-Year Trend		
2013-14	2014-15	2015-16
0	2	4

During the 2015-16 school year, Val Verde Academy held staff development focused on:

- Advance Placement Audit
- AVID
- AYP Data Analysis
- Attendance
- College and Career Guidance
- Credit Recovery
- ERWC for HS
- First in Math
- Haiku Training
- High School Writing
- Intensive Instruction
- iPad Training
- Khan Academy
- Math CCSS Training
- Motivation for Testing
- Smarter Balanced
- Teaching Strategies
- Training for Safe Schools
- WASC
- Writing to Learn Strategies
- Writing Rubrics

The district offers supplemental support year-round for new and ongoing programs related to either specific strategies to improve student learning or district-adopted materials. Supplemental training sessions offered during the 2015-16 school year included:

- 21st Century Learning: Beyond Direct Instruction
- CCGI Training
- Curriculum & Instruction
- Formative Assessments
- Next Generation Science Standards (NGSS)
- Step Up to Writing
- Technology Training

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

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

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

SCHOOL LEADERSHIP

Leadership at Val Verde Academy is a responsibility shared among the school administrators, counselors, teachers, and parents. Principal Dr. Vanessa Karwan is responsible for the day-to-day operations and overall curriculum. The principal fulfills the many responsibilities associated with the operations of an independent study, virtual learning program.

The school leadership team is comprised of the principal, secretary, counselor, and one teacher representative. This team of professionals meets one a month to plan staff development, collaborate on WASC accreditation process, and discuss curricular and action plan goals and strategies to improve the virtual learning program.

The School Site Council (SSC), consisting of school staff, parents, and students, is a major governing body that meets eight times throughout the year 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.

The Parent Teacher Organization (PTO) consisting of parent leaders, meet monthly to create culture building events and fundraisers for the Val Verde Academy library.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Val Verde Unified School District are being aligned to the California State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 13, 2016, 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 #16-17-13 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

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
English Language Arts				
2010	*	Pearson: <i>California Literature</i>	0%	9-11
2012	*	CSU: <i>ERWC</i>	0%	12
2003	*	Bedford/St. Martins: <i>The Essay Connection</i>	0%	9-12
2002	*	Bedford/St. Martins: <i>Perrine's Structure and</i>	0%	9-12
2008	*	Bedford/St. Martins: <i>The Bedford Researcher</i>	0%	9-12
2016	Yes	Houghton-Mifflin Harcourt: <i>Collections</i>	0%	8
2016	Yes	McGraw-Hill: <i>FLEX Literacy</i>	0%	8
Mathematics				
2016	*	Bedford/St. Martins: <i>Graphical, Numerical and Algebraic</i>	0%	9-12
2015	*	Houghton Mifflin Harcourt: <i>Algebra I & II</i>	0%	9-12
2015	*	Houghton Mifflin Harcourt: <i>Geometry</i>	0%	9-12
2015	*	Scott Foresman - Addison Wesley: <i>Calculus of a Single Variable, 8th Edition</i>	0%	9-12
2016	*	Addison Wesley: <i>Java Software Solutions for AP Computer Science</i>	0%	9-12
2015	*	Cengage Learning: <i>Precalculus with Limits, 2014</i>	0%	9-12
2015	*	Cengage Learning: <i>Calculus I with Precalculus, 2012</i>	0%	9-12
2012	*	W. H. Freeman & Co.: <i>The Practice of Statistics, 2012</i>	0%	9-12
2016	*	Pearson: <i>Statistics Informed Decisions</i>	0%	9-12
2014	Yes	Houghton Mifflin Harcourt: <i>Go! Math</i>	0%	8
Science				
2007	*	McGraw Hill: <i>Hole's Essentials of Anatomy</i>	0%	9-12
2007	*	Prentice Hall: <i>Biology</i>	0%	9-12
2007	*	Prentice Hall: <i>Earth Science</i>	0%	9-12
2007	*	Prentice Hall: <i>Chemistry</i>	0%	9-12
2008	*	Prentice Hall: <i>Chemistry: The Central Science</i>	0%	9-12
2008	*	Holt: <i>Environmental Science</i>	0%	9-12
2007	*	Holt: <i>Physics</i>	0%	9-12
2012	*	Pearson: <i>Biology in Focus</i>	0%	9-12
2015	*	Bedford/St. Martins: <i>Environmental Science, 2015</i>	0%	9-12
2015	*	Prentice Hall: <i>Physics, 4th Edition</i>	0%	9-12
2007	*	Prentice Hall: <i>Physics, 3rd Edition, 2007</i>	0%	9-12
2007	*	Current Publishing Corp.: <i>Life on an Ocean Planet</i>	0%	9-12
2007	Yes	Pearson Prentice Hall: <i>Focus on Physical Science</i>	0%	8
Social Science				
2006	*	Prentice Hall: <i>Magruder's American Government</i>	0%	9-12
2007	*	EMC Publishing: <i>Economics - New Ways of Thinking</i>	0%	9-12
2006	*	McDougal Littell: <i>Modern World History</i>	0%	9-12
2006	*	McDougal Littell: <i>Americans</i>	0%	9-12
2017	*	Pearson: <i>Cultural Landscapes</i>	0%	9-12
2017	*	Bedford/St. Martins: <i>America's History</i>	0%	9-12
2011	*	Pearson: <i>World Civilizations</i>	0%	9-12
2006	*	Houghton-Mifflin Harcourt: <i>American Government, 10th Edition, 2006</i>	0%	9-12
2011	*	World Publishers: <i>Myers' Psychology for AP</i>	0%	9-12
2002	*	Holt, Rhinehart, & Winston: <i>Psychology: Principles in Practice, 1998</i>	0%	9-12
2007	*	Holt, Rhinehart, & Winston: <i>Psychology: Principles in Practice, 2007</i>	0%	9-12
2006	Yes	Holt: <i>U.S. History</i>	0%	8
Foreign Language				
2016	*	Pearson: <i>Abriendo Paso Temas y Lecturas</i>	0%	9-12
2006	*	Holt: <i>Expresate! Spanish 1-3</i>	0%	9-12
2006	*	Holt: <i>Nuevas vistas Curso 1-2</i>	0%	9-12
2016	*	Holt/McDougal Littell: <i>Abriendo Puertas Ampliando Perspectivas</i>	0%	9-12
2014	*	Dawn Sign Press: <i>Signing Naturally, Units 1-12, 2008</i>	0%	9-12
2015	*	Cheng & Tsui Co.: <i>Huanying Volume 1 & 2, 2009</i>	0%	9-12
Health				
2010	*	American National Red Cross: <i>Positive Prevention</i>	0%	8-9
2010	*	Holt Rinehart Winston: <i>Lifetime Health</i>	0%	9
2007	*	AGS: <i>Life Skills Health</i>	0%	9-12

Textbook information was obtained from district office personnel in November 2016.

inclusive. Within a six-week period prior to adoption, parents may preview recommended instructional materials at the district office or the school's office.

In addition to the core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2016-17 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 Academy 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 receive a curriculum based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. Each student's IEP is reviewed and updated annually by the home school's IEP teams. The IEP ensures that students with disabilities have equal access to core curriculum and educational opportunities and is used to coordinate specially-designed instruction based upon individual academic, social, and behavioral needs.

ENGLISH LEARNER INSTRUCTION

English learners must be near the standards met or standards exceeded level in English Language Arts to be successful at Val Verde Academy. Individualized support and tutoring are available for students experiencing difficulties with coursework. Integrated and designated English Language Development is provided by classroom teachers to support any English learners.

INTERVENTION PROGRAMS

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

- AVID Tutorials
- Credit Recovery
- College and Career Study Skills Course
- Concurrent Enrollment in Community College
- iStation
- Impact Teacher Support
- Math Interventions and Math Tutorials
- Reading and Math (3-6)
- Tutoring (individual)
- SAT/PSAT Prep Courses
- Khan Academy (7-12)

COLLEGE PREPARATION & WORK READINESS

As part of the enrollment and orientation process, the counselor introduces students to the many options and programs Val Verde Academy 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 counseling activities.

COLLEGE PREPARATION COURSES

Students are encouraged to take required courses if they plan on attending a four-year college or university. The following 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	
	%
2015-16 Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	57.5
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	10.5

*Most current data available.

UNIVERSITY OF CALIFORNIA

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

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/.

ADVANCED PLACEMENT

In 2015-16, Val Verde Academy offered one advanced placement (AP) Psychology course for those students seeking to qualify for college credit.

WORKFORCE PREPARATION

Students receive structured career planning guidance and discuss post-secondary goals and career interests as part of their counseling services. Students interested in work experience, workability, and regional occupational programs may concurrently enroll in their home high school to take advantage of these opportunities.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Val Verde Academy recruits and employs only the most qualified credentialed teachers. For the 2015-16 school year, the school employed four 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.

	Val Verde Academy		
	14-15	15-16	16-17
Total Teachers	5	4	4
Teachers with Full Credential	5	4	4
Teachers without Full Credential	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0
Teacher Misassignments for English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	0	0

	VVUSD		
	14-15	15-16	16-17
Total Teachers	810	813	819
Teachers with Full Credential	809	797	795
Teachers without Full Credential	1	16	24
Teachers Teaching Outside Subject Area (with full credential)	0	5	0
Teacher Misassignments for English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	3	2

*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.*

The following table identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. 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/.

Core Academic Classes Taught by Highly Qualified Teachers		
	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
2015-16		
Val Verde Academy	100.0%	0.0%
District Totals		
All Schools	98.0%	2.0%
High-Poverty Schools	98.0%	2.0%
Low-Poverty Schools	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

SUPPORT SERVICES STAFF

Support services staff are 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 Academy have access to a full complement of professional resources and services to meet the individual needs of its students with disabilities.

Counselors and Support Personnel (Nonteaching Professional Staff) 2015-16		
	No. of Staff	FTE*
Academic Counselor	1	1.0
District Security Agents	2	2.0
Health Technician	1	1.0
Librarian	As needed	
Nurse	1	0.1
Average Number of Students per Academic Counselor		100

**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.*

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 2014-15 school year, Val Verde Unified School District spent an average of \$9,037 of total general funds to educate each student (based on 2014-15 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.)

Salary Comparison 2014-15		
	VVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	46,771	44,958
Mid-Range Teacher Salary	75,834	70,581
Highest Teacher Salary	92,216	91,469
Average Principal Salaries:		
Elementary School	126,180	113,994
Middle School	134,877	120,075
High School	132,742	130,249
Superintendent Salary	238,433	218,315
Percentage of Budget For:		
Teacher Salaries	35.0	38.0
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/>.

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 Academy and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to CAASPP, enrollment, and staffing.

PUBLIC INTERNET ACCESS LOCATION

Parents may access Val Verde Academy's SARC and access the internet at any of the county's public libraries or the school library. To access resources in the school library, parents may contact the school to make visiting arrangements. The closest library to Val Verde Academy 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

Current Expense of Education Per Pupil 2014-15

Expenditures Per Pupil	Dollars Spent Per Student				
	Val Verde Academy	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	10,399	N/A	N/A	N/A	N/A
Restricted (Supplemental)	29	N/A	N/A	N/A	N/A
Unrestricted (Basic)	10,370	4,990	207.8%	5,677	182.7%
Average Teacher Salary	61,773	75,804	81.5%	74,216	83.2%

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 2014-15 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- California Clean Energy Jobs Act
- California Health Science Capacity Building Project
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB Title I, II, III, X
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Vocational Programs