



VAL VERDE UNIFIED SCHOOL DISTRICT

www.valverde.edu

BOARD OF EDUCATION

Julio Gonzalez, President
Marla Kirkland, Vice President
Shelly Yarbrough, Clerk
Matthew Serafin, Member
Vacancy, 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 was acquired in November 2016 and the school facilities information was acquired in October 2016.

VAL VERDE ELEMENTARY SCHOOL

2658 Indian Avenue, Perris, CA 92571
Phone: (951) 940-8550 • Fax: (951) 940-8555

Tim Tanner, Principal
Email: ttanner@valverde.edu



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

A MESSAGE FROM THE PRINCIPAL



Welcome to Val Verde Elementary School, home of the Thunderbirds. Our student enrollment for the 2015-16 school year was approximately 876. We have a tradition of providing superior education to all our students so that they may learn and compete successfully in the global market. We want excellence for all. Our Thunderbird code reminds each and every student to never say "I can't", but to say, "Teach me how."

The California State Standards and our high expectations for students provide the drive and impetus to daily instruction in our classrooms. In the spirit of the federal mandate "No Child Left Behind (NCLB)", our goal is to have every student performing academically at or above the proficient level. There is an emphasis placed on the acquisition of basic skills in reading, language arts, writing, and math. Homogeneous reading groups have been formed to meet the differentiated needs of the students, and there is a school-wide campaign directed at promoting superior writing across grade levels. Supplemental instruction is provided in phonics. In addition, the language arts block has been extended in an attempt to provide more learning time for all students. Our students continue to show great academic gains.

At Val Verde Elementary School, we are committed to providing a team effort that is conducive to student learning. Our teachers continue to build professional excellence by participating in ongoing training in current educational methodologies. Great importance is placed on staff development in the areas of language arts, writing, curriculum development, and in meeting the differentiated needs of all students. Communications within the grade levels are cohesive and productive.

As the 2016-17 year unfolds, we look forward to providing an environment that fosters character building and access to a rich curriculum for the children of Val Verde Elementary School.

VISION STATEMENT

We believe all our children can and will learn the California California Common Core State Standards. Learning will be continuously measured so that low-achieving students will receive support, and proficient students will be challenged utilizing teamwork and collaboration. Our safe environment has been created so that all the Val Verde Elementary community will be able to learn together and support each other.

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 Elementary served 876 students in grades K-6. Student enrollment included 10.3% receiving special education services, 34.4% qualifying for English learner support, and 88.4% qualifying for free or reduced-price meals.

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American	6.3%	Kindergarten	86
American Indian or Alaskan Native	0.3%	Grade 1	84
Asian	1.3%	Grade 2	92
Filipino	0.3%	Grade 3	123
Hawaiian or Pacific Islander	0.3%	Grade 4	125
Hispanic or Latino	87.1%	Grade 5	123
White (not Hispanic)	3.2%	Grade 6	243
Two or More Races	1.1%	Grade 7	0
Socioeconomically Disadvantaged	88.4%	Grade 8	0
English Learners	34.4%		
Students with Disabilities	10.3%		
Migrant Education	0.0%	Total	
Foster Youth	0.5%	Enrollment	876

The principal leads a highly qualified, professional team offering a specially-designed curriculum to meet the needs of every child. Rigorous academics, and a warm, positive school environment offer students the opportunity to learn and achieve their maximum potential. In recognition of its outstanding curriculum, Val Verde Elementary has received the Title I Academic Achievement Award for the past five consecutive years!

The Star School Award is a prestigious honor given to only the highest performing public schools in California that have a high poverty, high minority student population. In 2010, Val Verde Elementary earned CBEE Honor Roll designation for continued school achievements. While facing significant challenges, Val Verde Elementary School continues to make measurable progress in bringing students to grade level proficiency and closing achievement gaps.



- Science Fair
- Parent conferences
- Fall Carnival
- Spelling Bee
- Winter Program
- Student recognition assemblies

SCHOOL-TO-HOME COMMUNICATIONS

Val Verde Elementary uses PAMS (online student progress system) and Blackboard Connect, an automated telephone message system, to deliver frequent announcements to every student's home; messages are provided in both in English and Spanish. A monthly school calendar is distributed to keep parents up to date on school news. Some grade level teams prepare newsletters to share information about classroom activities. Flyers, letters, PeachJar, and the Val Verde App are issued as needed for special announcements and reminders. The school marquee displays dates of upcoming school events and current news.

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; DRA; 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/.

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.

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 a vital component to school and student success. Val Verde Elementary School offers a wide variety of opportunities for parents to support the school and their child's academic efforts through volunteering efforts or simply attending special events and activities. Parents seeking more information or who are interested in participating in any of the activities listed below may contact the school office at (951) 940-8550.

Volunteer to Help:

- In the classrooms
- In the library
- Fundraising
- Chaperone field trips
- Schoolwide activities

Join Leadership Groups:

- District Advisory Council (Title I) (DAC)
- District English Learner Advisory Council (DELAC)
- English Learner Advisory Council (ELAC)
- GATE Advisory Council (Gifted & Talented Education)
- Parent Advisory Committee
- Parent Teacher Organization (PTO)
- School Advisory Council (Title I)
- School Site Council (SSC)

Attend Special Events & Workshops:

- Back to School Night
- Open House
- Student performances
- Parent education workshops

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Val Verde Elem.			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)	44	35	46	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	125	121	96.8%	46.3%
Male	61	59	96.7%	45.8%
Female	64	62	96.9%	46.8%
Hispanic or Latino	110	106	96.4%	43.4%
Economically Disadvantaged	114	112	98.3%	45.5%
English Learners	29	27	93.1%	18.5%
Students with Disabilities	12	12	100.0%	58.3%

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 3					Grade 3			
All Students Tested	126	121	96.0%	26.5%	126	123	97.6%	30.1%
Male	60	58	96.7%	22.4%	60	59	98.3%	33.9%
Female	66	63	95.5%	30.2%	66	64	97.0%	26.6%
Hispanic or Latino	113	109	96.5%	28.4%	113	111	98.2%	32.4%
Socioeconomically Disadvantaged	115	112	97.4%	25.9%	115	114	99.1%	29.8%
English Learners	57	56	98.3%	21.4%	57	57	100.0%	28.1%
Students with Disabilities	14	14	100.0%	0.0%	14	14	100.0%	14.3%
Grade 4					Grade 4			
All Students Tested	125	124	99.2%	37.1%	125	125	100.0%	23.2%
Male	77	77	100.0%	28.6%	77	77	100.0%	18.2%
Female	48	47	97.9%	51.1%	48	48	100.0%	31.3%
Hispanic or Latino	115	114	99.1%	36.8%	115	115	100.0%	21.7%
Socioeconomically Disadvantaged	112	111	99.1%	36.9%	112	112	100.0%	23.2%
English Learners	48	48	100.0%	20.8%	48	48	100.0%	10.4%
Students with Disabilities	18	18	100.0%	0.0%	18	18	100.0%	5.6%
Grade 5					Grade 5			
All Students Tested	125	121	96.8%	42.2%	125	122	97.6%	22.1%
Male	61	59	96.7%	33.9%	61	59	96.7%	22.0%
Female	64	62	96.9%	50.0%	64	63	98.4%	22.2%
Hispanic or Latino	110	106	96.4%	39.6%	110	107	97.3%	19.6%
Socioeconomically Disadvantaged	114	112	98.3%	41.1%	114	113	99.1%	21.2%
English Learners	29	27	93.1%	0.0%	29	28	96.6%	0.0%
Students with Disabilities	12	12	100.0%	0.0%	12	12	100.0%	0.0%
Grade 6					Grade 6			
All Students Tested	249	246	98.8%	30.1%	249	247	99.2%	16.6%
Male	115	114	99.1%	22.8%	115	115	100.0%	18.3%
Female	134	132	98.5%	36.4%	134	132	98.5%	15.2%
African American	25	25	100.0%	28.0%	25	25	100.0%	12.0%
Hispanic or Latino	212	209	98.6%	30.1%	212	210	99.1%	16.7%
Socioeconomically Disadvantaged	226	223	98.7%	28.7%	226	224	99.1%	15.2%
English Learners	52	50	96.2%	2.0%	52	51	98.1%	2.0%
Students with Disabilities	30	30	100.0%	3.3%	30	30	100.0%	6.7%

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						
	Val Verde Elem.		VVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	36	33	38	41	44	48
Mathematics	22	22	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 Elementary School qualified for Schoolwide Title I funding and is therefore 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/.

PHYSICAL FITNESS

In the spring of each year, Val Verde Elementary School is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pfi/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	55.7%	35.2%	17.2%

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
2016-17**

	Val Verde Elem.	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		11
% Schools Currently In PI		50%

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

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

Val Verde Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1960; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff. The entire campus underwent comprehensive modernization which included the construction of a two-story building to house additional classrooms and administrative offices.

The campus features vegetable gardens maintained by students as a component of their science curriculum.

2015-16 Campus Improvement Projects:

- Addition of a STEAM lab
- Addition of a conference center
- Upgrades to counselors office
- Painting of lines on blacktop
- Addition of shade screens on building windows

2016-17 Planned Campus Improvements:

- Addition of tables outside for students
- Addition of eight Chromebook carts
- Upgrades to internet bandwidth
- Addition of ten Windows laptops for teachers
- Upgrades to computers

Campus Description	
Year Built	1960
Acreage	10.7
Bldg. Square Footage	72297
	Quantity
# of Permanent Classrooms	26
# of Portable Classrooms	18
# of Restrooms (student use)	3 sets
Computer Lab	1
Library	1
Multipurpose Room	1
Resource Room	1
Staff Lounge	1
Teacher Work Room	1
Conference Room	1

SUPERVISION AND SAFETY

Each morning as students arrive on campus, a district security agent, the principal, assistant principal, and assigned teachers are strategically located on the playground and in the parking lot to monitor student activity and behavior. During recess and lunch, the principal, assistant principal, and district security agent monitor student behavior and activities in the cafeteria and on the playground. When students are dismissed at the end of the day, the district security agency, principal, assistant principal, and all teachers ensure a safe and orderly departure.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival and present valid picture identification, obtain and wear a visitor's badge, and then return to the school office upon departure. Val Verde Elementary utilizes the Raptor system, where all visitors are required to swipe their I.D. in order to print a visitors badge with their picture on it.

SCHOOL INSPECTIONS

Val Verde Elementary 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 Elementary School 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.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Val Verde Elementary 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 Elementary'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 was reviewed, updated, and shared with school staff in December 2016. Every staff member receives a portfolio which outlines their individual role and responsibilities during an emergency situation.

MAINTENANCE & REPAIRS

School custodial staff and the district's maintenance department work together to ensure playing fields, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) continues to employ an electronic work order process to facilitate and improve services to Val Verde Elementary 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.

Item Inspected	School Facility Good Repair Status			
	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: August 4, 2016	Good	Fair	Poor	
Systems	✓			
Interior Surfaces	✓			Room 35 - Water stained ceiling tiles
Cleanliness	✓			Communication - No access to panels (room filled with boxes, misc. low voltage)
Electrical	✓			Room 21 Library - Thermostat cover is missing, exposed wires; Room 23 & 16 - Inadequate lighting, two light panels are out (ballast); Room PS1A - Restroom fan is not working; P Room 4 - Light diffuser is missing; P Room 13 - Exposed wires, outlet cover is hanging at wall
Restrooms/Fountains	✓			
Safety	✓			Room PS1A - Paint is chipping on siding, trip hazard, dry rot, wood is splintering on ramp; P Room 7 - Dry rot on corner of siding at entry; P Room 13 - Nails are protruding on skirting
Structural	✓			
External	✓			Room 14 & 16 - Trip hazard on walkway, asphalt cement seam at door entry; Room 19 - Weather stripping is loose, bent at base of door, injury hazard; P Room 13 - Trip hazard at ramp entry, asphalt raised
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

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.

DAILY CLEANING PRACTICES

One full-time day custodian, one full-time mid-day custodian, one full-time evening custodian and a team of groundskeepers are assigned to Val Verde Elementary School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and day custodian communicate daily to discuss 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. Custodians check restrooms frequently 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 Elementary monthly to review custodial performance, discuss campus maintenance needs with the principal, evaluate conditions of the school facility, and follow up on outstanding work order requests.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

A safe, clean school and an effective learning program provide the basis for Val Verde Elementary School's discipline program. School staff support an environment that teaches students, through the daily curriculum, the skills to resolve conflicts and take responsibility for their decisions. The schoolwide discipline plan focuses on a positive approach to managing disruptive behavior; students are given the opportunity to learn from their mistakes and take responsibility in making good choices in an effort to take an active role in changing their behavior.

The OLWEUS Bully Prevention Program as well as the Positive Behavior Support System (PBIS) was implemented in the beginning of January 2014. The OLWEUS bully prevention program is a preventative program which requires active participation from all members of our school community. It is designed for all students and is preventative and responsive to any and all acts of bullying. The Positive Behavior Support System will be integrated with OLWEUS bully prevention program. Through the Positive Behavior Support System, our school community will provide intentional structures for student success through positive behavior expectations.

Teachers follow grade level classroom management plans in alignment with schoolwide discipline policies. Each teacher has developed individual classroom incentive programs for behavior and academics. At the beginning of the school year, school rules, district policies, and academic expectations are (1) outlined in the student handbook (provided in both English and Spanish), and (2) repeated in grade level letters/packets addressing student discipline policies, and (3) discussed in the classroom. Student recognition assemblies, monthly spirit rallies, weekly bulletins, TeleParent announcements, and grade level assemblies provide opportunities for school staff to remind students to conduct themselves in a safe, responsible, and courteous manner.

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 principal or assistant principal for further intervention. Consequences and disciplinary action are based upon the student's past behavior trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner.

Staff members frequently reward and encourage students exhibiting positive behavior. Awards assemblies are held to recognize three students from each classroom who have shown outstanding academic achievement, citizenship, superior writing skills, and good attendance. Qualifying first through sixth grade students are recognized for Honor Roll and Principal's Honor Roll placement at the grading period. At the end of the year, students meeting perfect attendance criteria earn special prizes.

Suspensions and Expulsions									
	Val Verde Elem.			VVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	22	81	46	1,514	1,251	1,132	279,383	243,603	230,389
Expulsions (#)	0	0	1	0	22	40	6,611	5,692	6,227

CLASS SIZE & TEACHING LOAD

The Class Size Distribution table in this report illustrates the distribution of class sizes for each grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

CHARACTER EDUCATION

Building character is an important part of the program at Val Verde Elementary School. Teachers have incorporated both the Character Counts and Positive Action programs into daily lessons and schoolwide celebrations. At the monthly Spirit Rally, one of six Character Counts behavior traits is introduced and later reinforced in class discussions. Students affirm their commitment to making good choices in behavior through the Character Counts Pledge which is recited every morning in the classroom, at the beginning of student recognition assemblies, and at monthly Spirit Rallies. Students are rewarded monthly for demonstrating positive character and good citizenship.

Val Verde Elementary implements the Positive Behavior Intervention and Support (PBIS) system schoolwide. There are posters of the schoolwide expectation throughout campus to remind all students of what they are.

The Positive Action program is a structured K-12 curriculum designed to develop good social skills and improve academic achievement. Teachers deliver a series of 20 scripted lessons that use classroom discussion, role-play, games, songs, and activity sheets/text booklets to stimulate learning and retention of lesson content.

Val Verde Elementary promotes a college going culture and has each classroom adopt a college and learn about it. College pendants and photos are posted throughout the campus in order to get students excited about their college future.

ENRICHMENT ACTIVITIES

Students have the opportunity to participate in extracurricular activities to develop personal interests and talents beyond the classroom environment. Activities offered at Val Verde Elementary include: GATE; High Achievers Academy; Masters' Work (famous artists), Leadership class, school choir, and middle school sports (flag football, cross country, soccer, girls volleyball, etc.) At the end of the sports season, the all star teams compete against the other school at a district level. Students in the GATE program compete with students from four other schools in art, science, math, and academic decathlon.

Class Size Distribution Self-Contained Classrooms				
2013-14				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	14.0	8		
1	30.0		4	
2	25.0	1	4	
3	24.0	1	5	
4	22.0	1	4	
5	24.0	1	3	
2014-15				
K	15.0	6		
1	30.0		3	
2	29.0		4	
3	29.0		4	
4	32.0		4	
5	26.0		4	
6	30.0	10	4	30
2015-16				
K	14.0	7		
1	29.0		3	
2	30.0		3	
3	30.0		4	
4	26.0	1	4	
5	30.0		4	
6	31.0		8	

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

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 California Common Core 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 Elementary School held staff development training focused on:

- Close Reading
- Close Writing
- Common Core State Standards
- Conceptual Math Training
- Depth of Knowledge
- Elementary AVID
- Next Generation Science Standards (NGSS)
- Project Based Learning
- Step Up to Writing
- Technology Training
- Units of Study

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
- AERIES Training
- Curriculum & Instruction
- Formative Assessments
- Technology Training
- Units of Study

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 Elementary is a responsibility shared among the principal, assistant principal, teachers, and parents. The school's leadership team, grade level teams, program facilitators, and School Site Council share in the decision-making and administrative processes to create an effective, safe, and nurturing learning environment.

The school's leadership team, comprised of the principal, assistant principal, instructional coach, department leads, and grade level chairs, meets monthly to 1) collaboratively address practices to improve instruction and excellence in education and 2) evaluate school programs through staff feedback and results from data analysis. Team members are responsible for supporting the principal in leading program implementation within their areas of responsibility and serving as a liaison to their respective teams.

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

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Val Verde Unified School District are aligned to the California 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 1) that 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 math, science, history-social science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive. Within a six-week period prior to adoption, parents may preview recommended instructional materials at the district office or the school's office.

In addition to the core subject areas, districts are required to disclose in their SARC's the sufficiency of 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 Elementary 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. Special education teachers, special education aides, and general education teachers collaboratively utilize a team-oriented approach to provide maximum levels of instruction in the general education environment. For a portion of the regular school day, students may receive individual and/or small group instruction from special education staff in the Learning Center. A District Program Specialist meets with special education teachers regularly

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
English Language Arts				
2016	Yes	McGraw-Hill: <i>Wonders</i>	0%	K-5
2017	Yes	McGraw-Hill: <i>WonderWorks</i>	0%	K-5
Mathematics				
2014	Yes	Houghton Mifflin Harcourt: <i>Math Expressions</i>	0%	K-5
Science				
2007	Yes	Pearson: <i>Scott Foresman: California Science</i>	0%	K-5
Social Science				
2006	Yes	Pearson: <i>Scott Foresman: California History</i>	0%	K-5

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

to provide support and assistance in developing student teaching schedules and allocating staff resources.

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 behavior needs.

ENGLISH LEARNER INSTRUCTION

All of Val Verde Elementary's teachers are certified and trained to provide instruction for students identified as English Learners (EL). Beginning level EL students receive English Language Development (ELD) instruction by their class teacher for 30 minutes a day as a supplement to their regular language arts curriculum. Using specially-designed materials, ELD instruction focuses on reading development, verbal language development, and vocabulary building. Bilingual aides collaborate with class teachers to provide small group and individual support based upon student needs. As students increase fluency in the English language, Val Verde Elementary School continues to monitor student performance through CELDT results, benchmark assessments, and classroom observation to adjust instruction as needed to ensure continued success in acquiring the English language and proficiency in reading/language arts.

GIFTED AND TALENTED EDUCATION

Val Verde Elementary School offers a Gifted and Talented Education program for students who have been recognized as high achievers by their teachers and through district testing. Both GATE and non-GATE high achievers are clustered by grade level to receive accelerated, differentiated instruction that offers more depth and complexity throughout the curriculum. GATE students are invited to participate in after-school activities focusing on theme-based projects.

INTERVENTION PROGRAMS

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

- Certificated teachers provided tutoring before and after school. Instruction focuses on reading and math skills development for students who are performing at the Basic level and need additional support to achieve proficiency.
- Summer Reading Bootcamp for 2nd grade.
- The instructional coach and Impact Substitute Teachers provide classroom and small group intervention support daily for students in grades 1-6. Skills-based instruction is provided for reading and math.
- THINK Together: voluntary after-school program provided five days a week. Students are engaged in a highly structured program that provides homework assistance, tutoring, enrichment, recreational activities, and sports. The program is offered daily after school until 6:00 p.m.
- Summer Parent Workshop for kindergardener parents
- Istation: computer based games for intervention on reading, math, and writing

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Val Verde Elementary School recruits and employs only the most qualified credentialed teachers. For the 2015-16 school year, the school employed 35 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 Elem.			VVUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	39	36	37	810	813	819
Teachers with Full Credential	39	35	36	809	797	795
Teachers without Full Credential	0	1	1	1	16	24
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	5	0
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	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 adjacent 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/.

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.

The psychologist assists with academic, social, and emotional issues; provides assessments to determine eligibility for Special Education services; and facilitates coordination of Individual Education Plans (IEP). The school nurse conducts health screening programs. Health technicians provide basic aid. As a participating member of the Riverside County Special Education Local Plan Area (SELPA), Val Verde Unified School District and Val Verde Elementary School have access to a full complement of professional resources and services to meet the individual needs of its students with disabilities.

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 Elem.	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.

Counselors and Support Personnel (Nonteaching Professional Staff) 2015-16		
	No. of Staff	FTE*
Academic Counselor	1	0.5
Adaptive PE Aide	1	0.2
Adaptive PE Teacher	1	0.2
Instructional Coach	1	1.0
Library Technician	1	1.0
Health Technician	1	1.0
Psychologist	1	0.6
Speech Pathologist	1	1.0
Bilingual Clerk	1	1.0
Nurse	1	0.2

**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 Elementary 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 CAASPP, enrollment, and staffing.

PUBLIC INTERNET ACCESS LOCATION

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

Perris Branch Public Library - (951) 657-2358

Hours: Sun. 1-5; Mon. 10-6

Tues.-Wed. 12-8

Thurs.-Sat. 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 Elem.	VVUSD	State Average for Districts of Same Size and Type		
			% Difference - School and District	% Difference - School and State	% Difference - School and State
Total Restricted and Unrestricted	5,572	N/A	N/A	N/A	N/A
Restricted (Supplemental)	686	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,886	4,990	97.9%	5,677	87.9%
Average Teacher Salary	76,289	75,804	100.6%	74,216	102.1%

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