



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 STUDENT SUCCESS ACADEMY

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

A MESSAGE FROM THE PRINCIPAL



What a pleasure it is for me to be the principal of Val Verde Student Success Academy. Val Verde Student Success Academy students continue to exceed my expectations and I am so proud of their accomplishments.

Val Verde Student Success Academy administration believes that collaboration is the most effective way to continue with practices that promote a positive academic environment. Val Verde Student Success Academy's leadership team begins with the principal, assistant principal, department chairs, English Language Development (ELD) Coordinator, and Instructional Coach. The team meets monthly to discuss school effectiveness and to evaluate current practices to ensure that our agreed upon goals are met. We are meeting the goals upon which we have agreed. The team also provides input into our school's Single Plan for Student Achievement.

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

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

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

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

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

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.

Val Verde Student Success Academy served 28 students in grades 6-10 during the 2015-16 school year. Student enrollment included 7.1% qualifying for special education, 32.1% qualifying for English learner support, and 78.6% qualifying for free or reduced-price meals.

Student Enrollment by Subgroup/Grade Level 2015-16

Ethnic Group	%	Grade Level	#
African American	28.6%	Grade 6	0
American Indian or Alaskan Native	0.0%	Grade 7	2
Asian	0.0%	Grade 8	5
Filipino	0.0%	Grade 9	2
Hawaiian or Pacific Islander	0.0%	Grade 10	19
Hispanic or Latino	57.1%		
White (not Hispanic)	10.7%		
Two or More Races	3.6%		
Socioeconomically Disadvantaged	78.6%		
English Learners	32.1%		
Students with Disabilities	7.1%		
Migrant Education	0.0%	Total	
Foster Youth	3.6%	Enrollment	28

Students in Opportunity Education receive instruction in the core academic subjects. The curriculum content is the same as that offered in the regular program but it is delivered to students through a variety of instructional strategies. Some strategies allow students to develop academic skills through an open-entry/open-exit approach that allows them to work on individual assignments at their own rate.

Other strategies center on instruction in larger group settings, collaborative or paired assignments for small group problem solving, frequent class meetings providing student-centered or directed communication experiences, and creative self-expression in individual or group settings.

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 Student Success 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
- English Learner Advisory Committee

Attend Special Events & Workshops

- Back to School Night
- Student performances
- Parent conferences

School-to-home communication is provided in both English and Spanish. Blackboard Connect & PeachJar, automated parent notification systems, are used to quickly broadcast important announcements to every student's home telephone. Parents can access their students information through the new 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. Students in grades 6-10 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.

PHYSICAL FITNESS

In the spring of each year, Val Verde Student Success 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, only eight ninth grade students were enrolled at Val Verde Student Success 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

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/.

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	VVSSA			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)	20	8	0	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	33	29	87.9%	0.0%
Male	24	21	87.5%	0.0%
Hispanic or Latino	20	17	85.0%	0.0%
Economically Disadvantaged	29	26	89.7%	0.0%

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.

**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

	VVSSA		VVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	-	-	38	41	44	48
Mathematics	-	-	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 Student Success Academy qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

Federal Intervention Program 2016-17		
	VVSSA	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.

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/.

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

Val Verde Student Success Academy provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Val Verde Student Success Academy shares the campus with the Val Verde 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 students have access to current technology and include Chromebooks (1:1 ratio) and iPads to support individualized learning.

Campus Description	
Year Built	2003
Acreage	17.3
	Quantity
# of Permanent Classrooms	7
# of Portable Classrooms	0
# of Restrooms (student use)	2 sets
Resource Room	1

SUPERVISION AND SAFETY

School administrators and three district security agents provide supervision of students while on campus. All students are required to carry their picture identification while at school. 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 Student Success 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 Student Success 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, updated, and shared with school staff in October 2016.

SCHOOL INSPECTIONS

Val Verde Student Success 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 Student Success 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 Student Success 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, two full-time evening custodian, and a groundskeepers are assigned to Val Verde Student Success 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

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: August 4, 2016				
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	Poor
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.

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 Student Success Academy held staff development focused on:

- Attendance
- Common Core State Standards
- Google Classroom
- Google Docs
- Intensive Instruction
- Smarter Balanced
- Study Island
- Teaching Strategies
- Training for Safe Schools
- 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
- CGGI Training
- Curriculum & Instruction
- Formative Assessments
- HMH Textbook Training
- Next Generation Science Standards
- 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

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 Student Success 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.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

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

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

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

	Suspensions and Expulsions								
	VSSA			VUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	51	57	17	1,514	1,251	1,132	279,383	243,603	230,389
Expulsions (#)	0	2	2	0	22	40	6,611	5,692	6,227

CLASS SIZE & TEACHING LOAD

The Teaching Load 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.

Subject	Teaching Load Distribution Departmentalized Instruction			
	Average Class Size	2013-14		
		1-20	21-32	33+
English	9.0	3		
Mathematics	7.0	4		
Science	6.0	1		
History	9.0	3		
		2014-15		
English	6.0	4		
Mathematics	6.0	5		
Science	5.0	6		
History	6.0	4		
		2015-16		
English	6.0	3		
Mathematics	6.0	4		
Science	7.0	3		
History	9.0	3		

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

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.

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 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.

SCHOOL LEADERSHIP

Leadership at Val Verde Student Success Academy is a responsibility shared among the school administrators, counselors, teachers, and parents. Principal Steve Coelho is responsible for the day-to-day operations and overall curriculum. The principal and assistant principal work as a team to fulfill the many responsibilities associated with the operations of an independent study, virtual learning program.

The school leadership team is comprised of the principal, assistant principal, counselor, and three teacher representatives. This team of professionals meets one a month to plan staff development, collaborate and discuss curricular goals and strategies to improve the 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

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	*	Holt: <i>Life Skills Health</i>	0%	9-12

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

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.

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 Student Success 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 school's IEP teams. The IEP ensures that students with disabilities have equal access to core curriculum and educational opportunities and is used to coordinate specially-designed instruction based upon individual academic, social, and behavioral needs. During the 2015-16 school year, Val Verde Student Success Academy's special education program was staffed by a full-time, highly qualified special education teacher and one special education instructional aide.

ENGLISH LEARNER INSTRUCTION

English learners must be at the basic or proficient level in English Language Arts to be successful at Val Verde Student Success Academy. Individualized support and tutoring are available for students experiencing difficulties with coursework.

COLLEGE PREPARATION & WORK READINESS

Val Verde Student Success Academy offers only those courses required to earn a high school diploma, and does not offer courses needed to gain entry in a four year college or university.

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/.

PROFESSIONAL STAFF

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 Student Success 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
Psychologist	1	0.2
Average Number of Students per Academic Counselor		28

*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.

TEACHER ASSIGNMENT

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

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/.

Teacher Credentials and Assignments

	VVSSA		
	14-15	15-16	16-17
Total Teachers	5	5	5
Teachers with Full Credential	5	5	5
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	1	0
	WVUSD		
	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.

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	
VVSSA	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.

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 Student Success 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 Student Success 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

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 Certified Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Current Expense of Education Per Pupil 2014-15					
Expenditures Per Pupil	Dollars Spent Per Student				
	VVSSA	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	31,648	N/A	N/A	N/A	N/A
Restricted (Supplemental)	3,426	N/A	N/A	N/A	N/A
Unrestricted (Basic)	28,222	4,990	565.6%	5,677	87.9%
Average Teacher Salary	52,569	75,804	69.3%	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

