



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.

VISTA VERDE MIDDLE SCHOOL

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

A MESSAGE FROM THE PRINCIPAL



It is an honor and privilege to welcome you to the home of the Cougars, Vista Verde Middle School! Our students, teachers, staff, and parents have done an exceptional job making Vista Verde one of the most successful middle schools in the area. This is evident by the exceptional programs at Vista Verde, an extremely dedicated hard-working staff, and strong parent involvement and support. Every student is important at Vista Verde and it is our mission to show our students how much we care about their present education, and their future success. Our teachers and staff have been working hard to create a college-going culture at Vista Verde. We are currently participating in our sixth year of Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). Furthermore, it is our priority to provide English Learners and Special Education students with every opportunity to be, not only high school-ready, but college-ready. We are a "Schools to Watch- Taking Center Stage," a national AVID demonstration school, and a Model High Performing school. Also, we have a successful GATE program, a "Jr. Scholars" program, ASB, and a STEAM/MESA program. Additionally, we have a strong partnership with our parent organizations which include PTO, ELAC, SSC, PIQE, GATE, and overall parent volunteers. It is our goal to continue this partnership and continue to offer parent workshops through our Parent Resource Center and parent/student symposium.

We are very excited about the myriad of things happening at VVMS as we move forward in the implementation of schoolwide STEAM, and we invite you to visit us and witness the Cougar experience where we develop Visionary InnoVators through AcadeMic SuccesS.

MISSION STATEMENT

To prepare students socially, emotionally, physically, and academically for the challenges they will face in high school. We believe that all students can achieve their full potential. We are committed to providing them a safe learning environment where high expectations are set, diversity is respected, and the opportunity for growth exists. This effort, supported by students, parents, staff members, and community members, values achievement, productivity, and the ability to meet new challenges.

VISION STATEMENT

Vista Verde Middle School is committed to providing equitable access to 21st Century learning experiences for all students. Recognizing the variety of our students' talents and interests, we are dedicated

to creating an innovative, safe, and empowering learning environment that celebrates the diversity of cultures found on our campus.

HONORS

California Business for Education Excellence
"Schools to Watch - Taking Center Stage"
Model High-Performing Middle School
California GEAR UP School
National AVID Demonstration School
Highly Certified Middle School

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, Vista Verde Middle School served 904 students in grades 6-8. Student enrollment included 11.6% receiving special education services, 5.6% qualifying for English learner support, and 79.8% qualifying for free or reduced-price meals.

Student Enrollment by Subgroup/Grade Level 2015-16

Ethnic Group	%	Grade Level	#
African American	25.1%	Kindergarten	0
American Indian or Alaskan Native	0.6%	Grade 1	0
Asian	2.2%	Grade 2	0
Filipino	4.1%	Grade 3	0
Hawaiian or Pacific Islander	0.3%	Grade 4	0
Hispanic or Latino	55.9%	Grade 5	0
White (not Hispanic)	8.2%	Grade 6	294
Two or More Races	3.5%	Grade 7	300
Socioeconomically Disadvantaged	79.8%	Grade 8	310
English Learners	5.6%		
Students with Disabilities	11.6%		
Migrant Education	0.0%	Total	
Foster Youth	1.1%	Enrollment	904

For over a decade Vista Verde Middle School has been offering high quality, award-winning co-curricular and extracurricular programs.

Vista Verde Middle School structures its program to meet the needs of its students in their transitional years between elementary school and high school. Sixth grade students share two teachers and are located in classrooms next to each other. Seventh and eighth grade classes follow a departmentalized format complemented with a broad range of elective offerings. One of the electives offered is Advancement Via Individual Determination (AVID), which received an excellent rating from state evaluators. Analyses have shown that 100% of students who participate in the AVID program at Vista Verde Middle School and continue with the program in high school are quickly accepted into their college of choice. In 2016-17 VVMS will be implementing STEM teams where teachers collaborate and design cross curricular positive behavior lessons.

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. Vista Verde Middle School offers a wide variety of opportunities for parents to support the school and their child's academic efforts. Parents seeking more information or who are interested in participating in any of the activities listed below may contact the main school office at (951) 490-4690.

Volunteer Opportunities:

- Classroom
- Library
- Office
- Parent Teacher Organization (PTO)

Join Parent Support Groups:

- School Site Council
- African American Advisory Council (AAAC)
- English Learner Advisory Council
- Parent Network & Support:
- Parent Teacher Organization (PTO)

- AVID
- Parent Advisory Committee
- GATE Advisory Council
- Jr. Scholars

Attend Special Events & Workshops

- Back to School Night
- Book Fairs
- CABC-2-Inspire
- Family Movie Nights
- Love & Logic Parenting Workshops
- Parent Conferences
- Parent Support Symposium: Working Together
- STEAM Night
- Student Performances
- Visit our school website for more information at (<http://vistaverde.valverde.edu/>)

School-to-home communication is provided in both English and Spanish. School information is published and updated on the school's website monthly and includes school policy changes, special events news, announcements, and helpful student/parent tips. PeachJar and Blackboard Connect, automated telephone message system, are used to quickly forward messages from school staff to each student's home. Parents may access PAMS, a web-based student information system and TeleParent, an automated student information system, to access their student's report cards, course grades, attendance, and homework assignments. The school's brand new electronic marquee is updated frequently with dates of upcoming events and current school news. Flyers and letters are distributed as needed throughout the year to share reminders and event information. Parents can receive information from the districts Val Verde app.

STUDENT ACHIEVEMENT

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

	Vista Verde			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)	63	53	41	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	317	309	97.5%	40.8%
Male	154	150	97.4%	40.0%
Female	163	159	97.6%	41.5%
African American	91	85	93.4%	25.9%
Asian	11	11	100.0%	54.6%
Filipino	11	11	100.0%	54.6%
Hispanic or Latino	160	159	99.4%	44.7%
White (not Hispanic)	29	28	96.6%	60.7%
Two or More Races	12	12	100.0%	16.7%
Economically Disadvantaged	258	252	97.7%	36.5%
English Learners	13	13	100.0%	0.0%
Students with Disabilities	37	36	97.3%	16.7%

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 6					Grade 6			
All Students Tested	306	303	99.0%	43.6%	305	302	99.0%	23.2%
Male	140	138	98.6%	37.0%	139	137	98.6%	23.4%
Female	166	165	99.4%	49.1%	166	165	99.4%	23.0%
African American	73	70	95.9%	34.3%	73	70	95.9%	14.3%
Filipino	11	11	100.0%	81.8%	11	11	100.0%	63.6%
Hispanic or Latino	178	178	100.0%	44.9%	177	177	100.0%	23.7%
White (not Hispanic)	25	25	100.0%	48.0%	25	25	100.0%	28.0%
Two or More Races	11	11	100.0%	18.2%	11	11	100.0%	9.1%
Socioeconomically Disadvantaged	245	243	99.2%	39.1%	244	242	99.2%	18.6%
English Learners	22	22	100.0%	4.6%	22	22	100.0%	0.0%
Students with Disabilities	36	36	100.0%	0.0%	36	36	100.0%	0.0%
Grade 7					Grade 7			
All Students Tested	307	303	98.7%	52.5%	307	303	98.7%	28.7%
Male	158	155	98.1%	45.8%	158	155	98.1%	32.9%
Female	149	148	99.3%	59.5%	149	148	99.3%	24.3%
African American	75	73	97.3%	41.1%	75	73	97.3%	21.9%
Filipino	15	14	93.3%	71.4%	15	14	93.3%	50.0%
Hispanic or Latino	168	167	99.4%	52.7%	168	167	99.4%	28.1%
White (not Hispanic)	27	27	100.0%	66.7%	27	27	100.0%	37.0%
Two or More Races	14	14	100.0%	50.0%	14	14	100.0%	21.4%
Socioeconomically Disadvantaged	250	247	98.8%	48.2%	250	247	98.8%	23.5%
English Learners	20	20	100.0%	15.0%	20	20	100.0%	5.0%
Students with Disabilities	31	31	100.0%	9.7%	31	31	100.0%	0.0%
Grade 8					Grade 8			
All Students Tested	320	314	98.1%	46.8%	319	313	98.1%	19.8%
Male	155	152	98.1%	37.5%	154	151	98.1%	19.2%
Female	165	162	98.2%	55.6%	165	162	98.2%	20.4%
African American	92	88	95.7%	31.8%	92	88	95.7%	13.6%
Asian	11	11	100.0%	63.6%	11	11	100.0%	27.3%
Filipino	11	11	100.0%	72.7%	11	11	100.0%	54.6%
Hispanic or Latino	162	161	99.4%	50.9%	161	160	99.4%	20.0%
White (not Hispanic)	29	28	96.6%	60.7%	29	28	96.6%	25.0%
Two or More Races	12	12	100.0%	25.0%	12	12	100.0%	8.3%
Socioeconomically Disadvantaged	261	256	98.1%	41.4%	260	255	98.1%	15.3%
English Learners	13	13	100.0%	0.0%	13	13	100.0%	0.0%
Students with Disabilities	37	36	97.3%	11.1%	37	36	97.3%	5.6%

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						
	Vista Verde		VVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	42	48	38	41	44	48
Mathematics	26	24	23	26	33	36

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

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, 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.

PHYSICAL FITNESS

In the spring of each year, Vista Verde Middle School is required by the state to administer a physical fitness test to all students in the seventh 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
Seventh	61.0%	42.5%	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

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, Vista Verde Middle 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/.

Federal Intervention Program 2016-17		
	Vista Verde	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

Vista Verde Middle School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1992; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff.

2015-16 Campus Improvement Projects:

- Addition of a STEAM center
- Addition of portables
- Addition of a counseling center
- Addition of a professional learning center
- Addition of an administrative conference room
- Restructure and refurbish of administration building
- Addition of school signage throughout campus
- Addition of science tables

2016-17 Planned Campus Improvements:

- Installation of a new fabric shade structure
- Resurface asphalt covered areas

Campus Description	
Year Built	1992
Acreage	20.1
Bldg. Square Footage	73484
	Quantity
# of Permanent Classrooms	32
# of Portable Classrooms	12
# of Restrooms (student use)	6 sets
Computer Lab	1
Band Room	1
STEAM & Research Innovation Center	1
Locker Rooms	4 sets
Lunch Pavilion	1
Multipurpose Room	1
Staff Lounge/Teacher Work Room	1
Parent Center	1
Intervention Center	1

SCHOOL INSPECTIONS

Vista Verde Middle 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 Vista Verde Middle School took place on July 20, 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.

SUPERVISION AND SAFETY

Each morning as students arrive on campus, teachers, administration, and two campus supervisors are strategically stationed throughout the campus to monitor activities and behavior. During the lunch period, the principal, assistant principal, and two campus supervisors are responsible for monitoring student behavior and activities in the cafeteria and outside lunch area. When students are dismissed at the end of the day, administrators, teachers, and two campus supervisors are assigned to designated areas to ensure students leave in a safe and orderly manner.

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.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Vista Verde Middle 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 Vista Verde's school 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 fall 2016.

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Inspection Date:	July 20, 2016		
	Repair Needed and Action Taken or Planned		
Systems	✓		
Interior Surfaces	✓		Nurse & Office 3 - Water stained ceiling tiles at hallway; MPR - Water stained ceiling tiles, ceiling tiles are loose, ceiling tile has holes; Coaches Office & Room 509 - Water stained ceiling tiles; Room 311 - Water stained ceiling tile at entry in hallway; Room 410 - Water stained ceiling tiles at hallway entry; Room 402 - Water stained ceiling tiles, wet, water damage to ceiling, leaking (reported to Vice Principal)
Cleanliness	✓		
Electrical	✓		Room 504 - Two light panels are loose (clip); Room 410 - Light sensor cover is
Restrooms/Fountains	✓		
Safety	✓		Parking Lots - Trip hazard, deep cracks in asphalt in visitor parking area
Structural	✓		Girls Locker Room - Exterior middle locker island is not bolted to cement frame, not attached
External	✓		Room 502 - East door will not close correctly; Media Center - No entry, deficiency noted
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
Overall Summary		✓	

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.

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 Vista Verde Middle 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.

DAILY CLEANING PRACTICES

One full-time lead day custodian, one full-time afternoon custodian, one full-time evening custodian, and a groundskeeper are assigned to Vista Verde Middle School and work closely with the assistant principal for routine maintenance, daily custodial duties, and special events. School administrators and lead custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the lead 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, teachers, and campus supervisors inspect restrooms every hour as a proactive measure in keeping 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 Vista Verde Middle 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.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

Vista Verde Middle School has adopted a schoolwide PBIS discipline plan in alignment with the district policies. School staff support an environment that teaches students, through the daily curriculum, the skills to resolve conflicts and take responsibility for their choices. VVMS teachers, students and staff work collaboratively to create a TASK (trustworthy, accountable, safe & kind) environment

Behavior management strategies emphasize a proactive, assertive approach to managing disruptive behavior and providing students with opportunities to learn from their mistakes, taking an active role in making better choices.

At the beginning of the school year, school rules, district policies, and academic expectations are 1) outlined in the "Binder Reminder", 2) shared by teachers as part of their classroom orientation process, and 3) reinforced at grade level meetings. School administrators and teaching staff remind students throughout the year to conduct themselves in a safe and respectful manner. School rules and discipline policies may be reinforced during Cougar TV announcements (morning school television broadcast), and at grade level behavior assemblies.

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.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship and appropriate interventions are not effective. When students continue having difficulty following school rules, teachers refer the student to the assistant principal. In some instances, teachers use the "buddy system" and provide a temporary place for students to compose themselves or quietly reflect upon their behavior. Interventions, consequences, and disciplinary action are based upon the student's past behavioral trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner.

In addition to core classes, student participate in a 23-minute advisory period four days a week and a 30-minute anti-bullying period once a week. Teachers use this time to deliver character education lessons, bully prevention lessons and activities, college prep and career exploration activities. Character education lessons are reinforced at thematic assemblies throughout the year. School administration and counselors lead presentations addressing social and behavioral topics such as bullying, good decision-making, sexual harassment, the importance of academic success, and preparing for high school.

Responsible students may participate in Vista Verde Middle School's peer mediation program. The assistant principal meets with participating students periodically to provide guidance and training on how students can assist peers with minor social issues. Students seeking the services of a peer mediator are directed to the counseling office to request services.

	Suspensions and Expulsions								
	Vista Verde			VVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	75	105	77	1,514	1,251	1,132	279,383	243,603	230,389
Expulsions (#)	0	1	2	0	22	40	6,611	5,692	6,227

CLASS SIZE & TEACHING LOAD

The Teaching Load table in this report illustrates the distribution of class sizes in each core subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

STUDENT RECOGNITION

Through the PBIS model staff members frequently reward and encourage students exhibiting positive behavior, academic achievement, and improvement. Students who exhibit positive behavior and have completed assignments documented in their Binder Reminder are eligible for Cougar Awards, enabling the bearer to go to the front of the lunch line. Honor Roll and End of Year Cougar Medallions are presented to students who excel in academics, citizenship, and attendance. Cougar Cash is distributed to students "caught" demonstrating kindness and good citizenship; Cougar Cash is redeemed in drawings for special incentives and privileges. Advisory release is for students who demonstrate positive behavior and the expected GPA.

EXTRACURRICULAR ACTIVITIES

Structured activities outside the core curriculum promote positive attitudes, self-esteem, and encourage mental as well as physical fitness. Vista Verde Middle School supports a physical education program providing students with outdoor activities. Vista Verde Middle School provides a variety of opportunities for students to explore their interests and talents in an elective course or after-school activity. Electives and extracurricular activities include over 20 clubs, 4 sports seasons, 5 academic programs, and over 20 electives. Additionally, all special education students participate in Universal STEAM classes.

Teaching Load Distribution Departmentalized Instruction				
2013-14				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	23.0	15	9	9
Mathematics	29.0	3	9	11
Science	28.0	4	8	12
History	29.0	4	7	12
2014-15				
English	21.0	17	10	7
Mathematics	27.0	5	12	6
Science	26.0	6	11	7
History	28.0	3	10	9
2015-16				
English	25.0	20	12	9
Mathematics	31.0	6	15	8
Science	30.0	8	14	8
History	29.0	4	14	9

*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.

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, Vista Verde Middle School held staff development training focused on:

- 21st Century Learning
- Actively Learn
- Chromebook Training
- Close Reading
- Common Core State Standards
- Equity Professional Learning
- Focus Notetaking
- Gallery Walk
- GOORU
- Haiku/Google Classroom
- Instructional Practices Planning
- Interactive Notebooks
- iReady
- Moby Max
- New ELD Standards
- OLWEUS Bully Prevention Strategies
- PBIS Training
- Professional Learning Communities
- Project Based Learning
- RCD Give'em 5
- Rewriting the Vision & Mission
- STEAM
- Student Engagement Strategies
- Technology

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 Vista Verde Middle School is a responsibility shared among the school administrators, counselors, teaching staff, department chairs, program leaders, and parents. The principal and assistant principal work as a cohesive team, sharing many of the responsibilities associated with running an effective middle school. The school's leadership team, comprised of the principal, assistant principal, counselors, department chairs, and any other staff members who would like to participate, meets bimonthly to collaboratively address student progress, evaluate the curriculum, and resolve school issues and concerns related to school climate and culture. Team members and other participants share information relating to student achievement, teaching practices, curricular programs, and testing. Department chairs are responsible for serving as a liaison to their respective departments and programs.

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

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 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 mathematics, science, history-social science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive. Within a six-week period prior to adoption, parents may preview recommended instructional materials at the district office or the school's office.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 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.

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.

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. Vista Verde Middle 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. Vista Verde Middle School's special education program is staffed by two special education teachers who work in a collaborative model and provide full-day instruction in three self-contained special day classes. Two resource specialist teachers provide individual and small group support in and outside the general education environment in conjunction with classroom teachers. Seven special education aides provide assistance to both special day class and resource special programs under the direction of special education and general education certificated teachers.

Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP teams. The IEP ensures that students with disabilities have equal access to core curriculum and educational opportunities and is used to coordinate specially-designed instruction based upon individual academic, social, and behavioral needs.

ENGLISH LEARNER INSTRUCTION

All of Vista Verde Middle School's teachers are certified and trained to provide instruction for students identified as English Learners (EL). Beginning level EL students may receive one or two full periods of English Language Development (ELD) instruction as a component of their regular language arts curriculum. Using Houghton Mifflin *Collections* curriculum, ELD instruction focuses on reading development, verbal language development, and vocabulary building. As students increase fluency in the English language, Vista Verde Middle School continues to monitor student performance through ALPAC, 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.

AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)

As a National AVID demonstration school, Vista Verde Middle School offers the Advancement via Individual Determination (AVID) program as an elective to qualifying students. The program targets students with a grade point average ranging from 2.5 to 3.5, and who may be the first of their family members to attend college. AVID equips students with the skills required to be successful in post-secondary education. Communication skills, writing in particular, are strongly emphasized. Organizational, study, and note-taking skills are key elements of the college preparation process. AVID students are placed in CP classes.

JUNIOR SCHOLARS PROGRAM

Vista Verde Middle School offers an exclusive program for accepted high achieving students. This program offers pre-AP honors classes and rigorous academic electives. The goal is to prepare students for high school AP classes, gain acceptance to the high school scholar program, and be successful in higher education.

GIFTED AND TALENTED EDUCATION

Vista Verde Middle 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 placed in advanced, college prep classes. GATE students are invited to participate in after-school enrichment three days a week. Activities include shark dissection, cougar swag, dance team, field trips, and other activities.

INTERVENTION PROGRAMS

Vista Verde Middle School supports intervention programs to meet the needs of those students not meeting state proficiency standards in reading, language arts, and math. RtI (Response to Intervention) and MTI (Multi-Tiered Instruction) 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. Embedded into the regular school day, formal intervention programs include:

- Mathematics and Language Arts Learning Center
- Academic Intervention (8th Grade)
- On Campus Behavioral Intervention Program

•Reading/Math/Writing Intervention Classes for Sixth Grade: Students are tested at the end of each year to identify gaps in basic skills in reading and math. Identified students are placed in reading and or math intervention classes in lieu of elective coursework. Certificated teachers provide intensive, targeted instruction to help students acquire the skills and concepts to reach state and district proficiency levels.

•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. for qualifying students.

•Impact Substitute Teachers: Substitute teachers in the morning and in the afternoon provides support to regular classroom teachers who conduct small group intervention in reading and math.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Vista Verde Middle 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.

	Teacher Credentials and Assignments					
	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 following table identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Core Academic Classes Taught by Highly Qualified Teachers		
	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
2015-16		
Val Verde 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.

SUPPORT SERVICES STAFF

Support services staff consist of counselors, 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.

Counselors are responsible for monitoring student progress, social skills presentations, and working with students and their parents to identify the barriers interfering with the learning process. 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 Vista Verde Middle School 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	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.)

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

Salary Comparison 2014-15		
	State Average of Districts in Same Category	VVUSD
Beginning Teacher Salary	44,958	46,771
Mid-Range Teacher Salary	70,581	75,834
Highest Teacher Salary	91,469	92,216
Average Principal Salaries:		
Elementary School	113,994	126,180
Middle School	120,075	134,877
High School	130,249	132,742
Superintendent Salary	218,315	238,433
Percentage of Budget For:		
Teacher Salaries	38.0	35.0
Administrative Salaries	5.0	5.0

Current Expense of Education Per Pupil 2014-15					
Expenditures Per Pupil	Dollars Spent Per Student				
	Val Verde Elem.	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% 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

SARC DATA & INTERNET ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Vista Verde Middle 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 Vista Verde Middle School's SARC and access the internet at any of the county's public libraries. The closest library to Vista Verde Middle School is Moreno Valley Public Library located at 25480 Alessandro Blvd., Moreno Valley, CA 92553.

Moreno Valley Public Library
(951) 413-3880

Hours: Monday-Thursday 9-8; Friday 9-6; Saturday 9-5; Sunday 12-5

Number of computers available: 25

Number of printers available: 2