



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 September 2011 and school facilities information was acquired in January 2012.

VAL VERDE ACADEMY

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AN ANNUAL REPORT TO THE COMMUNITY

2010-11 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2012

A MESSAGE FROM THE PRINCIPAL



Welcome to Val Verde Academy. As a brand new school we are building the foundation, creating excellence, and committing ourselves to high standards of teaching and learning.

Our greatest commitment is to prepare students for college.

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

Val Verde Academy provides quality programs to enrich the educational experiences of our students. Children have a right to learn and our teachers are here to make that happen. Our staff are hardworking, dedicated professionals determined to make a positive impact on the lives of our students.

We invite you to visit our campus. You will see the outcomes of focused students determined to be at their personal best. You will experience a student-centered environment where children come first. You will behold the present, experience the now, and see the future in the making.

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 2010-11 school year, the district's schools served more than 19,500 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, 2 comprehensive high schools, a student success academy, a virtual academy, and a continuation high school.

During the 2010-11 school year and its first year of operation, Val Verde Academy served 60 students in grades 10-12. Student enrollment included 40% qualifying for English learner support and 30% qualifying for free or reduced-price meals. In 2011-12, Val Verde Academy expended enrollment to include eighth grade. In the future, the curriculum will serve grades K-12.

Val Verde Academy is a school of choice and enrollment is open to all students in the district in grades 6-12. Courses are taken through an Independent Study model. Students complete coursework through an on-line curriculum which is a blended program with direct fac-to-face classes taught

by credentialed teachers. Classroom support and tutoring are available four hours a day Monday through Friday. Students may complete a portion of their work in the 30-station computer lab.

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

Percentage of Students by Ethnicity/Grade Level 2010-11			
Ethnic Group	%	Grade Level	#
African American	18.3%	Grade 9	8
American Indian or Alaskan Native	1.7%	Grade 10	10
Asian	5.0%	Grade 11	14
Filipino	0.0%	Grade 12	28
Hawaiian or Pacific Islander	0.0%		
Hispanic or Latino	68.3%		
White (not Hispanic)	5.0%		
Two or More Races	1.7%		
Total Enrollment			60

PARENT INVOLVEMENT

Parent involvement is highly welcomed to support school and student success. Val Verde Academy encourages parents to become involved in their child's education by understanding their day-to-day progress and by participating in organized committees. Parents seeking more information or who are interested in participating in any of the activities listed below may contact the principal at (951) 443-2450.

Join Leadership Groups:

- School Site Council
- English Learner Advisory Council
- WASC Focus Group (Western Association of Schools and Colleges)

Attend Special Events & Workshops

- Back to School Night
- College Fair
- Concurrent Orientation

School-to-home communication is provided in both English and Spanish. The principal publishes a monthly newsletter which features information on school policy changes, special events, announcements, and helpful student/parent tips. The school website offers a wide range of information and resources, for both parents and students. TeleParent, an automated parent notification system, is used to quickly broadcast important announcements to every student's home telephone.

STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress, Val Verde Academy offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, classroom observation, report card grades, benchmark assessments, summative tests, and results of standardized tests.

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 in alignment with California State Content Standards and Frameworks and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2010-11 school year, all students in grades 1-5 were tested three times throughout the school year to identify subject area mastery and specific gaps in the learning process. Students in grades 7-12 were evaluated twice 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, end-of-unit exams, and classroom observations. Collectively, the benchmark assessments and multiple measures aids teachers in 1) identifying areas where instruction may or may not be effective, 2) guiding classroom instruction practices and strategies, and 3) identifying students who need targeted academic assistance or intervention. Teachers and administrators are able to pinpoint any deficiencies or gaps in the learning process, identifying very specific skill sets and subject area content that needs to be retaught, reinforced, or revised to ensure every student obtains a solid foundation for future success in learning.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies the student's proficiency level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

STANDARDIZED STATE ASSESSMENTS

Students at Val Verde Academy participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of

STAR Results									
All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	Val Verde Academy			VVUSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	-	-	29	44	47	49	49	52	54
Math	-	-	6	48	52	51	46	48	50
Science	-	-	19	47	53	56	50	54	57
History	-	-	37	43	47	48	41	44	48

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results									
Ethnic Subgroups									
Percentage of Students Scoring at Proficient and Advanced Levels									
2010-11									
	Val Verde Academy								
	American American	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races	
English-Language Arts	25	*			32		*		
Math	*				4		*		
Science	*	*			23		*		
History	*				33		*		
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education			
English-Language Arts	16	39	*	26					
Math	9	5	*	6					
Science	20	18	*	21					
History	*	31	*	25					

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

California High School Exit Exam									
All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	Val Verde Academy			VVUSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	-	-	29	45	43	55	52	54	59
Math	-	-	22	46	48	53	53	54	56

California High School Exit Exam						
Tenth Grade Results by Student Group						
2010-11						
	English-Language Arts			Math		
	Percentage of Students:					
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
VVUSD						
All Students	45	31	24	47	40	13
Val Verde Academy						
All Students	71	19	10	78	22	0
Male	61	28	11	79	21	0
Female	85	8	8	77	23	0
African American	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*
Hispanic or Latino	70	17	13	77	23	0
White (not Hispanic)	*	*	*	*	*	*
Economically Disadvantaged	63	32	5	72	28	0
English Learners	*	*	*	*	*	*

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels proficiency. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

CALIFORNIA HIGH SCHOOL EXIT EXAM

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 50% of Val Verde Academy's tenth grade students who took the test in 2010-11 passed the math portion of the exam and 68% passed the English/language arts portions of the exam. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report. Detailed information about the CAHSEE can be found at www.cde.ca.gov/ta/tg/hs/.

PHYSICAL FITNESS

In the spring of each year, Val Verde Academy is required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

During the 2010-11 school year, there were no ninth grade students enrolled at Val Verde Academy; therefore results are not provided in this report. Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

ACADEMIC PERFORMANCE INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API table in this report highlights Val Verde Academy's performance during its first year. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of 1) at least 100 students with valid test scores or 2) at least 50 valid scores comprising at least 15% of the valid test scores. More information about API can be found at www.cde.ca.gov/ta/ac/ap/.

ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance		
2010-11		
Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Val Verde Academy	VVUSD
Overall Performance	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	No	No
Math	No	No
API	N/A	Yes
Graduation Rate	N/A	No
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	2/4	29/42
Number of Criteria Possible		

For the 2010-11 AYP cycle, high schools must achieve a 66.7% or higher proficiency rate in English/Language Arts and 66.1% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a high school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 710 or higher or increasing the API growth by one point, and obtaining a graduation rate of 90%.

The AYP table in this report illustrates the school's progress in meeting 2010-11 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/ accountability/.

NO CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act 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 2010-11, Val Verde Academy did not participate in the Title I program and is therefore not required to comply with program mandates. 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.

Title I PI Status		
2011-12		
	Val Verde Academy	VVUSD
PI Status	Not in PI	Not in PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
# Schools Currently In PI		
% Schools Currently In PI		

The statistical information in this table reflects the PI status during the 2011-12 school year.

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase

Academic Performance Index Three-Year Performance Comparison							
Val Verde Academy							
Base API Rank:							
2008		2009		2010			
Statewide Rank	-		-		-		
Similar Schools Rank	-		-		-		
Val Verde Academy		Val Verde Academy		VVUSD		State	
Increase/Decrease in API		# of Students		# of Students		# of Students	
2008-09	2009-10	2010-11	2010-11	2010-11	2010-11	2010-11	2010-11
All Students			14	637	13,575	789	4,683,676 778

student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ay/.

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

Val Verde Academy provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Val Verde Academy shares the campus with the Val Verde Student Success Academy and a county educational program. Original school buildings were constructed in 2003; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff.

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

2010-11 Campus Improvement Projects:

- The campus was closed and reconfigured to accommodate the Val Verde Academy and Val Verde Student Success Academy programs

2011-12 Campus Improvement Projects:

- Installation of interior and exterior surveillance system

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. Two teachers are always in the computer lab to provide support as well as supervision. The campus perimeter is fenced and signs are posted stating the

school's visitor policies. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival and present valid picture identification, obtain and wear a visitor's badge, and then return to the school office upon departure.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Val Verde Academy in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this 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, and dress code policy. The school's most current safety plan will be reviewed, updated, and shared with school staff in December 2011.

SCHOOL INSPECTIONS

Val Verde Academy and the Val Verde Unified School District's Maintenance and Operations Department (M&O) work together to ensure student safety and uphold high cleaning standards. M&O supervisors and school administration inspect facilities on a continual basis to identify and resolve concerns in a proactive and timely manner. The most recent facilities inspection at Val Verde Academy took place on December 9, 2011. 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 2010-11 school year, 100% of student restrooms were fully operational and available for student use at all times.

MAINTENANCE & REPAIRS

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) continues to employ an electronic work order process to facilitate and improve services to Val Verde Academy. Teachers and school staff communicate unscheduled maintenance needs, urgent repairs, or special projects to designated custodial and office support staff who prepare and submit work orders to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

DAILY CLEANING PRACTICES

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

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

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

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

Val Verde Academy's discipline policies and behavior expectations are aligned to district discipline policies and focus on positive behavior management and intervention. Teachers take a proactive approach to managing behavior, providing students the opportunities to learn from their experiences and take an active role in changing poor behavior. Student conduct, district policies, and academic expectations are discussed during the initial orientation meeting. School rules are posted in the computer lab and in classrooms. As needed, the principal may visit the computer lab to remind students to conduct themselves in a responsible manner. During the first three weeks of a student's enrollment, they are required to complete their assignments in the computer lab to gain an understanding of the scope and expectations of the program.

Progressive disciplinary measures are employed when students are disruptive or demonstrating poor citizenship. When students continue having difficulty following school rules, teachers refer the student to the principal or assistant principal for further intervention. Consequences and disciplinary action are based upon the student's past behavioral trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner.

Item Inspected	School Facility Good Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: December 6, 2011				
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			Nurse's Office: inadequate lighting, three bulbs out.
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

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.

Suspensions and Expulsions

	Val Verde Academy		
	08-09	09-10	10-11
Suspensions (#)	-	-	0
Suspensions (%)			0.00%
Expulsions (#)	-	-	0
Expulsions (%)			0.00%

	VVUSD All High Schools		
	08-09	09-10	10-11
Suspensions (#)	1,718	2,057	1,409
Suspensions (%)	30.98%	35.20%	23.38%
Expulsions (#)	15	146	60
Expulsions (%)	0.27%	2.50%	1.00%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month late for three days is counted as two cases of suspension.

STUDENT RECOGNITION

Val Verde Academy encourages students to make an effort to do their very best at all times. Students demonstrating outstanding achievements are recognized in special announcements which are published on the school web site. Throughout the year, the Superintendent's Recognition Award is presented to students demonstrating outstanding academic achievement.

GRADUATION REQUIREMENTS

To earn a high school diploma from Val Verde Academy, students must pass the CAHSEE exam and accumulate 200 credits from required course offerings. The following table illustrates the percentage of students who graduated from Val Verde Academy having met both CAHSEE exam requirements and district graduation requirements.

Completion of High School Graduation Requirements for the Graduation Class of: 2010

	Val Verde Academy		
	VVUSD	CA	
All Students	-	82.8%	-

The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published.

DROPOUTS & GRADUATION RATES

Val Verde Academy's teachers and administrative staff are skilled at and have developed strategies to detect the early identification of students exhibiting the warning signs and/or behavioral traits that typically lead to dropping out of school. Administration and teaching staff work collaboratively to develop plans and strategies on how to close the achievement gaps that commonly exist among students that quit high school. The counselor closely monitors student credit completion and CAHSEE exam results to identify those students most at risk of not earning their high school diploma. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, CAHSEE prep classes, and concurrent enrollment at the student's home

school. Students may gain assistance and materials to participate in the California High School Proficiency Exam (CHSPE) to earn a high school completion certification. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2009-10 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates

	Val Verde Academy		
	07-08	08-09	09-10
Dropout Rate (%)	-	-	-
Graduation Rate (%)	-	-	-

	VVUSD		
	07-08	08-09	09-10
Dropout Rate (%)	4.5	5.6	5
Graduation Rate (%)	74.9	77.6	76.7

	CA		
	07-08	08-09	09-10
Dropout Rate (%)	4.9	5.7	4.6
Graduation Rate (%)	80.2	78.6	80.4

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Val Verde Unified School District are aligned to the California State Content Standards and Frameworks. The district's Educational Services department selects staff development concentrations based on principal feedback, teacher survey results, California State Content Standards, district benchmark assessment results, and state standardized test results. During the 2010-11 school year, Val Verde Unified School District sponsored three formal days of staff development training in which teachers from Val Verde Academy attended. Training topics focused on leadership training and collaborative planning/articulation within core subject areas. A portion of staff development time was devoted to specific areas of need identified by each individual school site.

Staff Development Days Three-Year Trend

2008-09	2009-10	2010-11
3	3	3

As a supplement to district-sponsored activities and in response to site-based goals, Val Verde Academy's staff participated in professional development activities on minimum days. During the 2010-11 school year, supplemental staff development focused on:

- Pearson Learning (standards-based online curricula)
- Technology
- WASC Accreditation
- Online Learning
- TeleParent
- Exploring Intervention and Remediation
- Khan Academy
- WOLF Learning (Wolverhampton Online Learning Framework)

The district offers supplemental support year-round for new and ongoing programs tied to either specific strategies to improve student learning or district-adopted materials. Supplemental district-sponsored training sessions offered during the 2010-11 school year included:

- Collaborative Coaching and Learning (CCL) Training
- Core Content Articulation
- Doug Fisher's Gradual Release Model
- Articulated Instruction Model
- GLAD Strategies (Guided Language Acquisition Design)
- Intensive English/Language Arts Intervention - National Geographic *Inside*
- Special Education
- Step Up to Writing
- Thinking Maps
- Student Engagement Strategies
- District Benchmark Development
- Technology

A collaborative team of district administrators, instructional coaches, and school administrators is responsible for making informed decisions on improving classroom instruction, developing effective classroom strategies to increase student learning, and evaluating the progress of students meeting grade level standards. Establishing the agendas for ongoing professional development activities is based upon teacher input and results from formative and summative assessments acquired throughout the year. Using a combination of resources and techniques which include data analysis, lesson observation, lesson modeling, and teacher input, specific areas of strength and weakness are identified in classroom instruction and/or presentation of subject matter. In response, instructional practices are modified to increase the effectiveness of class lessons to subsequently improve student learning.

Val Verde Unified School District welcomes new teachers and provides three days of intensive training to help them experience success in their new classrooms. For ongoing professional guidance, the district supports new and veteran teachers and instructional assistants in developing their teaching skills. Beginning Teacher Support and Assessment (B TSA), 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 Content 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 vendors, 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 district-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 aligned to the California Content Standards and Frameworks. 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, 2011, 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 #11-12-06 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 SARCs the sufficiency of instruction materials used for its visual/performing arts curricula. During the 2011-12 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 state's content standards and curriculum frameworks.

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
Reading/Language Arts				
2009	*	Hampton Brown: <i>Inside</i>	0%	9-12
2009	*	Hampton Brown: <i>Edge</i>	0%	9-12
2010	*	Pearson: <i>Pearson Literature Grade 9</i>	0%	9
2010	*	Pearson: <i>Pearson Literature Grade 10</i>	0%	10
2010	*	Pearson: <i>Pearson American Literature</i>	0%	11
2010	*	Pearson: <i>Pearson British Literature</i>	0%	12
Math				
2008	*	Glencoe-McGraw Hill: <i>CA Algebra Readiness</i>	0%	9-12
2008	*	Glencoe-McGraw Hill: <i>CA Algebra I & II</i>	0%	9-12
2008	*	Glencoe-McGraw Hill: <i>CA Geometry</i>	0%	9-12
2006	*	Holt Rinehart Winston: <i>Pre-Calculus: A Graphing Approach</i>	0%	9-12
2006	*	McDougal Littell: <i>Calculus of a Single Variable</i>	0%	9-12
2006	*	McDougal Littell: <i>Calculus of an Applied Approach</i>	0%	9-12
Science				
2006	*	McGraw Hill: <i>Hole's Essentials of Anatomy</i>	0%	9-12
2007	*	Prentice Hall: <i>Biology</i>	0%	9-12
2006	*	Prentice Hall: <i>Earth Science</i>	0%	9-12
2007	*	Prentice Hall: <i>Chemistry</i>	0%	9-12
2008	*	Holt Rinehart Winston: <i>Environmental Science</i>	0%	9-12
2007	*	Holt Rinehart Winston: <i>Psychology</i>	0%	9-12
2007	*	Holt Rinehart Winston: <i>Physics</i>	0%	9-12
Social Science				
2006	*	Prentice Hall: <i>Magruder's American Government</i>	0%	12
2007	*	EMC Publishing: <i>Economics - New Ways of Thinking</i>	0%	12
2006	*	McDougal Littell: <i>Modern World History</i>	0%	11
2006	*	McDougal Littell: <i>Americans</i>	0%	10
2005	*	McGraw Hill/Glencoe: <i>World Geography</i>	0%	9
Foreign Language				
2006	*	Holt Rinehart Winston: <i>Aliez Viens!, French 1, French 2</i>	0%	9-12
2003	*	Holt Rinehart Winston: <i>Aliez Viens!, French 3</i>	0%	9-12
2006	*	Holt Rinehart Winston: <i>Expresate! Spanish 1-3</i>	0%	9-12
2006	*	Holt Rinehart Winston: <i>Nuevas vistas Curso</i>	0%	9-12
Health				
2010	*	American National Red Cross: <i>Positive Prevention</i>	0%	9
2010	*	Holt Rinehart Winston: <i>Lifetime Health</i>	0%	9
2007	*	AGS: <i>Life Skills Health</i>	0%	9-12

The textbooks and instructional materials used by the school comply with the California Department of Education's (CDE) curriculum frameworks and content standards. The CDE does not compile an approved adoptions list for 9-12 coursework.

Textbook information was obtained from district office personnel in September 2011.

SCHOOL LEADERSHIP

Leadership at Val Verde Academy is a responsibility shared among the school administrators, counselors, teachers, and parents. Principal Tracy Bunz 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 two teacher representatives. This team of professionals meets one a month to plan staff development, collaborate on WASC accreditation process, and discuss curricular goals and strategies to improve the virtual learning program.

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

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks and approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Val Verde Academy structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

SPECIAL EDUCATION

Special education students receive a curriculum based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. Each student's IEP is reviewed and updated annually by the 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 2010-11 school year, Val Verde Academy's special education program was staffed by a highly qualified special education teacher who was available on an as-needed basis to provide student support and instruction.

ENGLISH LEARNER INSTRUCTION

English learners must be at the basic or proficient level in English Language Arts to be successful at Val Verde Academy. Individualized support and tutoring are available for students experiencing difficulties with coursework. English Language Development is not available through the Independent Study model.

HIGH ACHIEVERS

Students requiring a more challenging curriculum may participate in an accelerated program or enroll in honors, advanced placement, and college prep courses. During the summer, students may participate in college-level programs sponsored by the University of Riverside and Harvard University.

INTERVENTION PROGRAMS

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

- CAHSEE support
- California High School Proficiency Exam support
- Super Senior Program
- Concurrent enrollment in home school or community college
- Tutoring (individual)
- Khan Academy
- WOLF

COLLEGE PREPARATION & WORK READINESS

As part of the enrollment and orientation process, the counselor introduces students to the many options and programs Val Verde Academy offers to ensure students get a head start on their college preparation and work readiness process. Career assessment and interest inventories, college prep activities, and career exploration based upon individual interests, aptitudes, and abilities are embedded in the core curriculum and counseling activities.

COLLEGE PREPARATION COURSES

Students are encouraged to take required courses if they plan on attending a four-year college or university. The following table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Enrollment in and Completion of UC/CSU-Required Courses 2009-10	
	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	-
Graduates Who Completed All Courses Required for UC/CSU Admission	-

*Most current data available.

UNIVERSITY OF CALIFORNIA

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

WORKFORCE PREPARATION

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

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Val Verde Academy recruits and employs only the most qualified credentialed teachers. For the 2010-11 school year, the school employed four fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments				
	Val Verde Academy			
	08-09	09-10	10-11	11-12
Total Teachers	-	-	4	
Teachers with Full Credential	-	-	4	
Teachers without Full Credential	-	-	0	
Teachers Teaching Outside Subject Area	-	-	0	
Teacher Misassignments for English Learners	-	-	0	0
Total Teacher Misassignments	-	-	0	0
Teacher Vacancies	-	-	0	0
	VVUSD			
	08-09	09-10	10-11	11-12
Total Teachers	831	778	753	
Teachers with Full Credential	787	767	753	
Teachers without Full Credential	44	11	0	
Teachers Teaching Outside Subject Area	2	0	0	
Teacher Misassignments for English Learners	0	0	0	0
Total Teacher Misassignments	0	0	0	0
Teacher Vacancies	0	0	0	0

Teacher Education Levels 2010-11		
	Val Verde Academy	VVUSD
	Doctorate	0.0%
Master's Degree Plus 30 or More Semester Hours	0.0%	42.0%
Master's Degree	50.0%	15.2%
Bachelor's Degree Plus 30 or More Semester Hours	50.0%	39.1%
Bachelor's Degree	0.0%	3.5%
Less Than a Bachelor's Degree	0.0%	0.0%

In the following table which 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/.

NCLB Compliance		
Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2010-11		
Val Verde Academy	100.0%	0.0%
District Totals		
All Schools	99.9%	0.1%
High-Poverty Schools	99.9%	0.1%
Low-Poverty Schools	0.0%	0.0%

TEACHER EVALUATIONS

Evaluation procedures and criteria adopted by the Val Verde Unified School District are defined in the district's collective bargaining agreement. Teacher evaluation criteria are based on the California Standards for the Teaching Profession. Probationary teachers are formally evaluated annually and observed frequently. Tenured teachers are evaluated once every two years. Teachers meeting specific criteria may choose to be evaluated every five years. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations.

SUPPORT SERVICES STAFF

Support services staff are instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns. As a participating member of the Riverside County Special Education Local Plan Area (SELPA), Val Verde Unified School District and Val Verde Academy have access to a full complement of professional resources and services to meet the individual needs of its students with disabilities.

Counselors and Support Personnel (Nonteaching Professional Staff) 2010-11		
	No. of Staff	FTE
Academic Counselor	1	1.0
District Security Agents	3	3.0
Health Technician	1	1.0
Librarian	As needed	
Nurse	1	0.2
Average Number of Students per Academic Counselor		60

FTE = Full-Time Equivalent

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 2009-10 school year, Val Verde Unified School District spent an average of \$6,740 of total general funds to educate each student (based on 2009-10 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 salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://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 2009-10		
	VVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	42,247	41,035
Mid-Range Teacher Salary	68,497	65,412
Highest Teacher Salary	83,488	84,837
Average Principal Salaries:		
Elementary School	108,415	106,217
Middle School	122,648	111,763
High School	116,016	121,538
Superintendent Salary	201,400	197,275
Percentage of Budget For:		
Teacher Salaries	15.0	39.0
Administrative Salaries	2.0	5.0

SARC DATA & INTERNET ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Val Verde Academy and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

PUBLIC INTERNET ACCESS LOCATION

Parents may access Val Verde Academy's SARC and access the internet at any of the county's public libraries or the school library. To access resources in the school library, parents may contact the school to make visiting arrangements. The closest library to Val Verde Academy is Perris Branch Public Library located at 163 E. San Jacinto Avenue, Perris, CA 92570.

Perris Branch Public Library (951) 657-2358

Hours: Sunday 1-5; Monday 10 -6; Tuesday-Wednesday 12-8; Thursday-Saturday 10-6

Number of computers available: 14

Number of printers available: 1

Current Expense of Education Per Pupil 2009-10					
Dollars Spent Per Student					
Expenditures Per Pupil	Val Verde Academy	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	-	4,706	-	N/A	N/A
Restricted (Supplemental)	-	810	-	N/A	N/A
Unrestricted (Basic)	-	3,896	-	5,455	-
Average Teacher Salary	-	66,474	-	67,667	-

In addition to general fund state funding, Val Verde Unified School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- ARRA: State Fiscal Stabilization Fund
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training and Student Assistance
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB Title I, II, III, IV, X
- Other Local
- Special Education
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs