



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.

VISTA VERDE MIDDLE SCHOOL

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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 Vista Verde Middle School, home of the Cougars!



Vista Verde Middle School has continued to meet growth targets on its annual schoolwide API score and has continued to meet AYP growth targets for significant subgroups. Our current API score is 806, which puts us six points beyond our goal of 800! Following the adopted California Standards as our curriculum and utilizing the Val Verde Way, it is our goal to offer the students at Vista Verde Middle School the finest education possible while achieving to the level of proficient or above as measured by the California Standards Test (CST).

The concept of "middle school" is for students to acquire the necessary knowledge and skills to be successful at the high school level. At the same time, school staff skillfully assist students as they transition from the self-contained elementary school environment to the departmentalized subject-oriented structure in high school.

PROWL

- Be Positive
- Be Prepared
- Be Productive
- Be Respectful
- Be Responsible

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 student-centered, providing academic challenges, a safe environment and a creative learning atmosphere. We recognize individual talents and strive to

develop the strengths of everyone. Honesty, acceptance, cooperation and support empower our community to provide opportunities for all. Our students are high achievers in a world class school.

HONORS

2011 California Department of Education
"Schools to Watch™ - Taking Center Stage"
Model High-Performing 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 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, Vista Verde Middle School served 1,017 students in grades 6-8. Student enrollment included 5.3% receiving special education services, 8.6% qualifying for English learner support, and 67.9% qualifying for free or reduced-price meals. As a school of choice, Vista Verde Middle School accepts students from other districts within the area. For over a decade Vista Verde Middle School has been offering high quality, award-winning co-curricular and extracurricular programs.

Percentage of Students by
Ethnicity/Grade Level
2010-11

Ethnic Group	%	Grade Level	#
African American	33.1%	Kindergarten	-
American Indian or Alaskan Native	0.2%	Grade 1	-
Asian	2.0%	Grade 2	-
Filipino	3.5%	Grade 3	-
Hawaiian or Pacific Islander	0.5%	Grade 4	-
Hispanic or Latino	52.1%	Grade 5	-
White (not Hispanic)	7.6%	Grade 6	318
Two or More Races	1.0%	Grade 7	344
		Grade 8	355
		Total Enrollment	1,017

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 upon completion of the 2009-10 evaluation. 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.

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 principal at (951) 490-4690.

Volunteer Opportunities:

- Classroom
- Library
- Office

Join Leadership Groups:

- School Site Council
- English Learner Advisory Council
- GATE Advisory Council (Gifted & Talented Education)
- Band Boosters
- Parent Teacher Organization (PTO)

Attend Special Events & Workshops

- Back to School Night
- Student Performances
- Parent Conferences
- Book Fairs
- Drama Productions

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. An automated telephone message system is 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 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.

STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress, Vista Verde Middle School 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, and results of standardized tests.

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.

For the 2010-11 AYP cycle, elementary and middle schools must achieve a 67.6% or higher proficiency rate in English/Language Arts and 68.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 710 or higher or increasing the API growth by one point.

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	Vista Verde	VVUSD
Overall Performance	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	Yes	No
Math	No	No
API	Yes	Yes
Graduation Rate	N/A	No
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	16/21	29/42
Number of Criteria Possible		

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/.

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 help 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 Vista Verde Middle School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of 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 of 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 STANDARDS TEST

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated

instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards.

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 2010-11			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Seventh	21%	30%	19%

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 Vista Verde Middle School's progress over the past three years. 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 the API can be found at www.cde.ca.gov/ta/ac/ap/.

STAR Results All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Vista Verde			VVUSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	48	50	57	44	47	49	49	52	54
Math	42	52	49	48	52	51	46	48	50
Science	62	64	63	47	53	56	50	54	57
History	56	65	68	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										
	Vista Verde									
	African American	Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races		
English-Language Arts	54	*	77	97	54	*	76	26		
Math	45	*	68	89	49	*	56	26		
Science	51	*	*	92	66	*	80	*		
History	55	*	*	100	69	*	84	*		

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.

STAR Results Other Subgroups Percentage of Students Scoring at Proficient and Advanced Levels 2010-11						
	Vista Verde					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	52	61	19	53	21	
Math	48	50	25	47	20	
Science	67	60	37	60	*	
History	68	67	43	64	22	

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.

Academic Performance Index Three-Year Performance Comparison									
	Vista Verde Base API Rank:								
	2008			2009			2010		
	Statewide Rank	6			6			6	
Similar Schools Rank	10			9			10		
	Vista Verde			Vista Verde		VVUSD		State	
	Increase/Decrease in API			# of Students	Growth	# of Students	Growth	# of Students	Growth
	2008-09	2009-10	2010-11	2010-11		2010-11		2010-11	
All Students	29	16	18	918	806	13,575	789	4,683,676	778
Ethnic Subgroups									
African American	38	19	28	282	779	2,001	766	317,856	696
Asian				21	890	222	893	398,869	898
Filipino				36	975	257	908	123,245	859
Hispanic or Latino	26	16	18	480	801	9,935	784	2,406,749	729
White (not Hispanic)				72	864	811	827	1,258,831	845
Other Subgroups									
Economically Disadvantaged	35	13	25	630	789	11,195	779	2,731,843	726
English Learners		10	18	182	764	5,477	755	1,521,844	705
Students with Disabilities				73	525	1,238	588	521,815	595

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, Vista Verde Middle School 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		
	Vista Verde	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 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

SUPERVISION AND SAFETY

Each morning as students arrive on campus, teachers 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.

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.

2011-12 Campus Improvement Projects

- Installation of new roof
- Installation of new heating and air conditioning units

Campus Description	
Year Built	1992
Acreage	20.1
Bldg. Square Footage	73484
	Quantity
# of Permanent Classrooms	32
# of Portable Classrooms	8
# of Restrooms (student use)	6 sets
Computer Lab	1
Band Room	1
Library	1
Locker Rooms	1 set
Lunch Pavilion	1
Multipurpose Room	1
Staff Lounge	1
Teacher Work Room	1

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. 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 was reviewed, updated, and shared with school staff in December 2011.

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 December 7, 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 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 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

Item Inspected	School Facility Good Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: December 7, 2011				
Systems	✓			Room 507: heating unit is not working.
Interior Surfaces	✓			Nurse's Office: water stains ceiling tiles. Room 510: one ceiling tile loose, missing ceiling tiles. Prep: four missing ceiling tiles. Room 508: water stains ceiling tiles, four cabinets are broken. P-Room 811: missing four ceiling tiles. P-Room 821: water stains ceiling tiles, visible leak.
Cleanliness	✓			
Electrical	✓			Lockers: light sensor loose at entry. Boys' Restroom: light panel is cracked, broken, two light panels out. Storage/Prep: light panel cover is missing. Room 303: light panel missing.
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			P-Room 822: outside corner shows signs of rotting, water damage.
External	✓			Media Center: water stain ceiling tile, outside entry.
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
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.

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

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.

Teaching Load Distribution Departmentalized Instruction				
2008-09				
Subject	Average Class Size	Number of Classes		
		1-20	21-32	33+
English	25.7	8	28	3
Math	25	14	15	3
Science	23.3	13	12	1
History	25.1	8	16	4
2010-11				
English	30	5	6	17
Math	28.7	7	6	15
Science	31.1	3	7	13
English	31.1	3	4	16

*Data for 2009-10 is unavailable from the CDE.

DISCIPLINE & CLIMATE FOR LEARNING

Vista Verde Middle School has adopted a schoolwide discipline plan in alignment with the district policies and PROWL. School staff support an environment that teaches students, through the daily curriculum, the skills to resolve conflicts and take responsibility for their decisions.

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.

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

Suspensions and Expulsions			
Vista Verde			
	08-09	09-10	10-11
Suspensions (#)	182	450	269
Suspensions (%)	17.58%	42.06%	26.45%
Expulsions (#)	0	13	7
Expulsions (%)	0.00%	1.21%	0.69%
VVUSD All Middle Schools			
	08-09	09-10	10-11
Suspensions (#)	1,481	1,553	1,296
Suspensions (%)	32.81%	34.61%	28.95%
Expulsions (#)	6	23	29
Expulsions (%)	0.13%	0.51%	0.65%

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 later for three days is counted as two cases of suspension.

Character education lessons are presented in 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 after-school 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.

STUDENT RECOGNITION

Staff members frequently reward and encourage students exhibiting positive behavior, academic achievement, and improvement. Teachers select "Students of the Day" to encourage consistency in good behavior and academic effort. 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. Student of the Month, Citizen of the Month, Honor Roll, and End of Year Cougar Medallions are presented to students who excel in academics, citizenship, and attendance. Cougar Cards are distributed to students "caught" demonstrating kindness and good citizenship; Cougar Cards are redeemed in drawings for special incentives and privileges.

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 band, GATE, yearbook, and Associated Student Body.

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 Vista Verde Middle School 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, Vista Verde's staff participated in weekly professional development activities on minimum days. During the 2010-11 school year, site-based training focused on data analysis, technology, and instructional practices planning.

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 (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 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.

SCHOOL LEADERSHIP

Leadership at Vista Verde Middle School is a responsibility shared among the school administrators, counselors, teaching staff, 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 monthly 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 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 1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a standards-aligned textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component

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	Yes	Hampton Brown: <i>Inside</i>	0%	6-8
2002	Yes	McDougal Littell: <i>The Language of Literature</i>	0%	6-8
2002	Yes	McDougal Littell: <i>Bridges to Literature</i>	0%	6-8
2001	Yes	Houghton Mifflin: <i>Triumphs</i>	0%	6
2002	Yes	Touchstones: <i>Touchstones</i>	0%	6-8
2009	Yes	Hampton Brown: <i>High Point</i>	0%	6-8
Math				
2008	Yes	McGraw Hill: <i>California Mathematics</i>	0%	6-7
2008	Yes	Glencoe-McGraw Hill: <i>CA Algebra I</i>	0%	6-8
2008	Yes	Glencoe-McGraw Hill: <i>Algebra Readiness</i>	0%	6-8
2008	Yes	Glencoe-McGraw Hill: <i>Geometry</i>	0%	6-8
Science				
2008	Yes	Prentice Hall: <i>Focus on Earth Science</i>	0%	6
2008	Yes	Prentice Hall: <i>Focus on Life Science</i>	0%	7
2008	Yes	Prentice Hall: <i>Focus on Physical Science</i>	0%	8
Social Science				
2006	Yes	Holt Rinehart Winston: <i>World History - Ancient Civilizations</i>	0%	6
2006	Yes	Holt Rinehart Winston: <i>World History - Medieval to Early Modern Times</i>	0%	7
2006	Yes	Holt Rinehart Winston: <i>U.S. History</i>	0%	8
Health				
2010	Yes	American National Red Cross: <i>Positive Prevention</i>	0%	7

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

In addition to the core subject areas, districts are required to disclose in their SARC's the sufficiency of 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.

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. 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 three special education teachers who work in a collaborative model and provide full-day instruction in three self-contained special day classes. Three resource specialist teachers provide individual and small group support in and outside the general education environment under the direction of classroom teachers. Five 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 Hampton Brown's *Inside* curriculum, ELD instruction focuses on reading development, verbal language development, and vocabulary building. One bilingual aide collaborates with class teachers

to provide in-class small group and individual support based upon student needs. As students increase fluency in the English language, Vista Verde Middle School continues to monitor student performance through CELDT results, benchmark assessments, and classroom observation to adjust instruction as needed to ensure continued success in acquiring the English language and proficiency in reading/language arts.

GIFTED AND TALENTED EDUCATION

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 drama, guitar, and college prep explorations.

AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)

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.

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) 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:

- 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.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Vista Verde Middle School recruits and employs only the most qualified credentialed teachers. For the 2010-11 school year, the school employed 39 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.

In the table below 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/.

Teacher Credentials and Assignments

	Vista Verde				VVUSD			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
Total Teachers	46	43	39		831	778	753	
Teachers with Full Credential	42	43	39		787	767	753	
Teachers without Full Credential	4	0	0		44	11	0	
Teachers Teaching Outside Subject Area	0	0	0		2	0	0	
Teacher Misassignments for English Learners	0	0	0	0	0	0	0	0
Total Teacher Misassignments	0	0	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0	0	0

NCLB Compliance Percentage of Classes in Core Academic Subjects:

	2010-11	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
Vista Verde	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 Education Levels 2010-11

	Vista Verde	VVUSD
Doctorate	0.0%	0.3%
Master's Degree Plus 30 or More Semester Hours	47.4%	42.0%
Master's Degree	13.2%	15.2%
Bachelor's Degree Plus 30 or More Semester Hours	39.5%	39.1%
Bachelor's Degree	0.0%	3.5%
Less Than a Bachelor's Degree	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 receive evaluations once every five years. Evaluations are conducted by the principal or assistant principal who have been trained and certified for competency to perform teacher evaluations.

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 and Support Personnel (Nonteaching Professional Staff) 2010-11		
	No. of Staff	FTE
Academic Counselor	2	2.0
Adaptive PE Aide	1	0.1
Adaptive PE Teacher	1	0.2
Campus Supervisors	2	2.0
Health Technician	1	1.0
Librarian	1	0.8
Nurse	1	0.2
Psychologist	1	0.5
Speech & Language Pathologist	1	0.5
Average Number of Students per Academic Counselor		509

FTE = Full-Time Equivalent

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.

SUBSTITUTE TEACHERS

The district's Human Resources Department makes every effort to select the most qualified substitute teacher for the respective day's assignment. During the 2010-11 school year, Val Verde Unified School District's pool of substitutes was comprised of 206 teachers; the majority of substitutes were aspiring teachers, retired and

semi-retired teachers, and career substitutes. Applicants seeking a position as a substitute must have passed the CBEST (California Basic Educational Skills Test) and possess a bachelor's degree.

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 www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 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

Current Expense of Education Per Pupil 2009-10					
Dollars Spent Per Student					
Expenditures Per Pupil	Vista Verde	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	4,800	4,706	102.0%	N/A	N/A
Restricted (Supplemental)	1,088	810	134.2%	N/A	N/A
Unrestricted (Basic)	3,712	3,896	95.3%	5,455	71.4%
Average Teacher Salary	65,653	66,474	98.8%	67,667	98.2%

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

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 API, AYP, STAR results, 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: Sunday 1-5
Monday-Thursday 9-8
Friday-Saturday 9-6
Number of computers available: 25
Number of printers available: 2