



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 and the school facilities information was acquired in November 2018.

VAL VERDE STUDENT SUCCESS ACADEMY

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AN ANNUAL REPORT TO THE COMMUNITY 2017-18 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2019

PRINCIPAL'S MESSAGE

Welcome to Val Verde Student Success Academy! Val Verde Student Success Academy students continue to exceed my expectations and I am so proud of their accomplishments.

Val Verde Student Success Academy's administration believes that collaboration is the most effective way to continue with practices that promote a positive academic environment. Val Verde Student Success Academy's leadership team begins with the principal, assistant principal, teachers, support staff, and Instructional Coach. The team meets weekly to discuss school effectiveness and to evaluate current practices to ensure that our agreed upon goals are met. The team also provides input into our school's Single Plan for Student Achievement.



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

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

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

Val Verde Student Success Academy also works collaboratively with the district's high schools and middle schools to coordinate programs designed for student enrichment and credit recovery. Students' needs are addressed by evaluating each student's individual transcript, disciplinary history, CAASPP scores, ELPAC, and EDGE assessment to ensure the proper placement of students in the necessary classes towards meeting graduation requirements.

Val Verde Student Success Academy is committed to student success academically and provides a rich, rigorous, and standards based curriculum to ensure our students gain the knowledge and skills required for future endeavors, whether it be college or career. Val Verde Student Success Academy allows students to participate in Val Verde High School's programs that are pathways to school and careers.

DISTRICT & SCHOOL DESCRIPTION

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 2017-18 school year, the district's schools served more than 20,200 students residing in the rural and suburban communities of Perris, Moreno Valley, and portions of unincorporated Riverside County. The district currently operates a preschool, 12 elementary schools, 4 middle schools, 3 comprehensive high schools, a student success academy, a virtual academy, and a continuation high school.

Val Verde Student Success Academy served 10 students in grades 6-10 during the 2017-18 school year. Student enrollment included 40% qualifying for English learner support and 100% qualifying for free or reduced-price meals.

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

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

Student Enrollment by Subgroup/Grade Level 2017-18			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	30.0%	Grade 6	0
American Indian or Alaskan Native	0.0%	Grade 7	1
Asian	0.0%	Grade 8	6
Filipino	0.0%	Grade 9	1
Hawaiian or Pacific Islander	0.0%	Grade 10	2
Hispanic or Latino	70.0%		
White	0.0%		
Two or More Races	0.0%		
Socioeconomically Disadvantaged	100.0%		
English Learners	40.0%		
Students with Disabilities	0.0%		
Foster Youth	10.0%	Total Enrollment	10

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

PARENT INVOLVEMENT

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

Join Leadership Groups:

- School Site Council
- Parent Advisory Committee
- English Learner Advisory Committee

Attend Special Events & Workshops

- Back to School Night
- Student performances
- Parent conferences

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

STUDENT ACHIEVEMENT

DISTRICT BENCHMARK ASSESSMENTS

Val Verde Unified School District uses a variety of tools to evaluate and analyze student learning. District benchmark assessments supplement multiple measures of assessment to identify students' mastery of content, depth of knowledge, and skills. District benchmark assessments are aligned to the California State Standards and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2017-18 school year, all students in grades 1-5 were assessed multiple times utilizing a system of short-cycle formative assessments to identify content area mastery and specific gaps in the learning process. Students in grades 7-12 were evaluated quarterly throughout the year to determine course grades and levels of content mastery.

Multiple measures of assessment are used to identify student progress, understanding of state content standards, and mastery of subject area matter/concepts. These measures include: state summative assessments, benchmark assessments, grade level/department common assessments, classroom observations, teacher-created assessments, adaptive diagnostic assessments in reading and math, and early indicators of reading assessments. Collectively, the benchmark assessments and multiple measures aid teachers in 1) identifying areas where instruction may or may not be effective; 2) guiding classroom instruction practices and strategies; and 3) identifying students who need targeted academic assistance or intervention. Teachers and administrators are able to pinpoint any deficiencies or gaps in the learning process, identifying very specific skill sets and subject area content that needs to be retaught, reinforced, or revised to ensure every student obtains a solid foundation for future success in learning.

PHYSICAL FITNESS

In the spring of each year, Val Verde Student Success Academy is required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." During the 2017-18 school year, had zero ninth grade students were enrolled at Val Verde Student Success Academy; therefore results are not provided to protect student privacy. Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

Val Verde Student Success Academy provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Val Verde Student Success Academy shares the campus with the Val Verde High School and a county educational program. Original school buildings were constructed in 2003; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff. In the classrooms students have access to current technology and include Chromebooks (1:1 ratio) and iPads to support individualized learning.

**California Assessment of Student Performance and Progress Test Results in
English Language Arts/Literacy (ELA) and Mathematics for All Students in Grade Eleven**

Percentage of Students Meeting or Exceeding the State Standards

	VVSSA		VVUSD		CA	
	16-17	17-18	16-17	17-18	16-17	17-18
English-Language Arts/Literacy	7	0	40	42	48	50
Mathematics	0	0	25	27	37	38

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

**California Assessment of Student Performance and Progress Test Results in Science
All Students**

Percentage of Students Meeting or Exceeding the State Standards

	VVSSA		VVUSD		CA	
	16-17	17-18	16-17	17-18	16-17	17-18
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

The 2016-17 data is not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

SUPERVISION AND SAFETY

School administrators and one district security agent provide supervision of students while on campus. All students are required to carry their picture identification while at school. The campus perimeter is fenced and signs are posted stating the school's visitor policies. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival and present valid picture identification, obtain and wear a visitor's badge, and then return to the school office upon departure.

Campus Description

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

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Val Verde Student Success Academy in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. The Val Verde Unified School District partners with Hour-Zero for school emergency response planning, management, consulting, and training. Hour-Zero specialists support district and school staff with the ongoing development of a comprehensive emergency preparedness program to address critical components of emergency response planning and compliance with federal and state requirements.

Components of Val Verde Student Success Academy's safety plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan will be reviewed, updated, and shared with school staff in September 2018.

MAINTENANCE & REPAIRS

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

SCHOOL INSPECTIONS

Val Verde Student Success Academy and the Val Verde Unified School District's Maintenance and Operations Department (M&O) work together to ensure student safety and uphold high cleaning standards. M&O supervisors and school administration inspect facilities on a continual basis to identify and resolve concerns in a proactive and timely manner. The most recent facilities inspection at Val Verde Student Success Academy took place on July 16, 2018. 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 fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

DAILY CLEANING PRACTICES

One full-time day custodian, two full-time evening custodians, and a groundskeeper are assigned to Val Verde Student Success Academy and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and day custodian communicate daily regarding campus cleaning needs and safety concerns. Every morning before school begins, the day custodian 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.

School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: July 16, 2018				
Systems	✓			
Interior Surfaces	✓			Graphic Arts/3, Room 204 & 307 - Water stain ceiling tiles; Men's RR - Wallpaper is torn in hallway
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			Weight Room 403 - Drinking fountain is leaking at fitting
Safety	✓			MPR - No covers on fire extinguishers / injury hazard; Room 203 & 204 - Paint is chipping on interior door frame
Structural	✓			
External	✓			Girls RR - Crack in asphalt on walkway / trip hazard; Computer Room 404 & Room 406 - Door will not close properly; Room 408 - Metal weather stripping is bent on door
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

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

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

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

Val Verde Student Success 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 classroom behavior, providing students the opportunities to learn from their experiences and take an active role in changing poor behavior. School rules and discipline policies are clearly explained to students upon enrollment and at the beginning of the school year. School rules are posted in every classroom. Student conduct, district policies, dress standards, and academic expectations are also outlined in the student/parent handbook.

The Positive Behavior Support and Intervention System (PBIS) has been implemented and through it our school community will provide intentional structures for student success through positive behavior expectations. Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. When students continue having difficulty following school rules, teachers refer the student to the 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.

Suspensions and Expulsions									
	VVSSA			VVUSD			CA		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Suspensions	61.50%	61.10%	48.80%	5.70%	4.90%	5.10%	3.70%	3.60%	3.50%
Expulsions	8.65%	5.56%	0.00%	0.17%	0.11%	0.02%	0.09%	0.09%	0.08%

CLASS SIZE

The Average Class Size and Distribution table in this report illustrates the distribution of class sizes for each grade level, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students.

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Val Verde Unified School District are aligned to the California State Standards. The district's Educational Services Department selects staff development concentrations based on principal feedback, teacher survey results, California State Standards, district benchmark assessment results, and state standardized test results.

During the 2017-18 school year, Val Verde Student Success Academy held staff development focused on:

- Attendance
- Common Core State Standards
- Google Classroom
- Google Docs
- Intensive Instruction
- Smarter Balanced
- Teaching Strategies
- Training for Safe Schools
- Writing Rubrics

Average Class Size and Class Size Distribution				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
2015-16				
English	6.0	3		
Mathematics	6.0	4		
Science	7.0	3		
Social Science	9.0	3		
2016-17				
English	6.0	3		
Mathematics	4.0	5		
Science	4.0	3		
Social Science	4.0	4		
2017-18				
English	3.0	3		
Mathematics	3.0	3		
Science	3.0	3		
Social Science	3.0	1		

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

During the 2016-17, 2017-18, and 2018-19 school years, Val Verde Unified School District provided professional development on the following topics:

Professional Development Days & Topics	
Three-Year Trend	
2016-17	4 days
<ul style="list-style-type: none"> • Focus on Positive School Climate and Culture • ACCESS and EQUITY • MTSS-Tiered Supports for Breaking Down Barriers • Breaking Down Barriers Through Integrated and Designated English Language Development 	
2017-18	3 days
<ul style="list-style-type: none"> • Future iReady • Planning for Supports within the PLC • Building Classroom Communities • ELA/ELD Reading & Writing Across Content Areas • Deep Dive Electives 	
2018-19	4 days
<ul style="list-style-type: none"> • ELD Designated & Integrated • Department Professional Learning Networks (PLNs) • Department Based PLCs Focused on Secondary Assessment Cycle • Breaking Down Barriers: Return of the Equity & Access Superheroes • Deep Dive Electives • MTSS: Tiered Supports to Breaking Down Barriers 	

Val Verde Unified School District welcomes new teachers and provides intensive training to help them experience success in their new classrooms. For ongoing professional guidance, the district supports new and veteran teachers in developing their teaching skills. California Teachers Induction (CTID) program, a state-sponsored program, is designed for first- and second-year credentialed teachers and provides skills assistance over a two-year period. The Peer Assistance and Review program is designed to improve the education of students and increase the classroom performance of teachers, targeting both new and veteran teachers.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the district and Riverside County Office of Education. Professional and subject-specific offerings are consistent with the California State Standards.

Special education staff, resource specialist staff, bilingual aides, and instructional aides receive customized training to support the district's educational programs and develop strategies to increase effectiveness in teaching practices. Classified support staff receive job-related training from department supervisors and district representatives; training activities and workshops are designed to enhance and extend job performance. Long-term substitute teachers may be encouraged to participate in site-sponsored activities to enhance their understanding of Val Verde Unified School District's curriculum and classroom management practices.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Val Verde Unified School District are being aligned to the California State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education.

On September 4, 2018, 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 No.18-19-14 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 instructional materials used for its visual/performing arts curricula. During the 2018-19 school year, Val Verde Unified School District certifies that each student, including English learners, enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the California State Standards.

SCHOOL LEADERSHIP

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

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

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

SPECIALIZED INSTRUCTION

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

COLLEGE PREPARATIONS & CAREER READINESS

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

UNIVERSITY OF CALIFORNIA

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

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
English Language Arts			
2016	*	Pearson: <i>California Literature</i>	0%
2016	*	CSU: <i>ERWC</i>	0%
2016	*	Bedford/St. Martins: <i>The Essay Connection</i>	0%
2016	*	Bedford/St. Martins: <i>Perrine's Structure and Sound</i>	0%
2016	*	Bedford/St. Martins: <i>The Bedford Researcher</i>	0%
2016	*	Scott Foresman: <i>World Literature</i>	0%
2018	*	W.W. Norton: <i>Articulation Agreement RCC</i>	0%
2017	*	Houghton-Mifflin Harcourt: <i>English 3D</i>	0%
Mathematics			
2016	*	Bedford/St. Martins: <i>Graphical, Numerical and Algebraic</i>	0%
2015	*	Houghton Mifflin Harcourt: <i>Algebra I & II</i>	0%
2015	*	Houghton Mifflin Harcourt: <i>Geometry</i>	0%
2015	*	Scott Foresman - Addison Wesley: <i>Calculus of a Single Variable, 8th Edition</i>	0%
2016	*	Addison Wesley: <i>Java Software Solutions for AP Computer Science</i>	0%
2015	*	Cengage Learning: <i>Precalculus with Limits, 2014</i>	0%
2015	*	Cengage Learning: <i>Calculus I with Precalculus, 2012</i>	0%
2012	*	W. H. Freeman & Co.: <i>The Practice of Statistics, 2012</i>	0%
2016	*	Pearson: <i>Statistics Informed Decisions</i>	0%
2016	*	Cengage Learning: <i>Intermediate Algebra</i>	0%
2017	*	Cengage Learning: <i>College Algebra</i>	0%
2018	*	Cengage Learning: <i>Articulation Agreement RCC</i>	0%
Science			
2007	*	McGraw Hill: <i>Hole's Essentials of Anatomy</i>	0%
2007	*	Prentice Hall: <i>Biology</i>	0%
2007	*	Prentice Hall: <i>Earth Science</i>	0%
2007	*	Prentice Hall: <i>Chemistry</i>	0%
2008	*	Prentice Hall: <i>Chemistry: The Central Science</i>	0%
2015	*	Bedford/St. Martins: <i>Environmental Science</i>	0%
2016	*	Bedford/St. Martins: <i>Chemistry in the Community</i>	0%
2007	*	Holt: <i>Physics</i>	0%
2012	*	Pearson: <i>Biology in Focus</i>	0%
2012	*	Cengage Learning: <i>Introductory Horticulture</i>	0%
2015	*	Prentice Hall: <i>Physics, 4th Edition</i>	0%
2007	*	Prentice Hall: <i>Physics, 3rd Edition, 2007</i>	0%
2007	*	Current Publishing Corp.: <i>Life on an Ocean Planet</i>	0%
Social Science			
2006	*	Prentice Hall: <i>Magruder's American Government</i>	0%
2007	*	EMC Publishing: <i>Economics - New Ways of Thinking</i>	0%
2006	*	McDougal Littell: <i>Modern World History</i>	0%
2006	*	McDougal Littell: <i>Americans</i>	0%
2017	*	Pearson: <i>Cultural Landscapes</i>	0%
2017	*	Bedford/St. Martins: <i>America's History</i>	0%
2018	*	McGraw Hill: <i>American Democracy Now</i>	0%
2018	*	McGraw Hill: <i>Traditions and Encounters</i>	0%
2011	*	World Publishers: <i>Myers' Psychology for AP</i>	0%
2016	*	Bedford/St. Martins: <i>Psychology in Everyday Life</i>	0%
2015	*	Prentice Hall: <i>Western Heritage Since 1300</i>	0%
Foreign Language			
2016	*	Pearson: <i>Abriendo Paso Temas y Lecturas</i>	0%
2017	*	Vista Higher Learning: <i>Descubre 1, 2 & 3</i>	0%
2014	*	Dawn Sign Press: <i>Signing Naturally, Level 2</i>	0%
2016	*	Holt/McDougal Littell: <i>Abriendo Puertas Ampliando Perspectivas</i>	0%
2014	*	Dawn Sign Press: <i>Signing Naturally, Units 1-6 & 7-12, 2008</i>	0%
2015	*	Cheng & Tsui Co.: <i>Huanying Volume 1 & 2, 2009</i>	0%
Health			
2004	*	Holt: <i>Lifetime Health</i>	0%

CALIFORNIA STATE UNIVERSITY

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University website at www.calstate.edu/admission/.

PROFESSIONAL STAFF

SUPPORT SERVICES STAFF

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

Academic Counselors and Other Support Staff 2017-18		
	No. of Staff	FTE*
Academic Counselor	1	0.4
District Security Agents	1	1.0
Health Technician	1	1.0
Librarian	1	
Nurse	As Needed	0.0
Psychologist	1	0.2
Intervention Counselor	1	0.6
Average Number of Students per Academic Counselor		25

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

TEACHER ASSIGNMENT

During the 2017-18 school year, Val Verde Student Success Academy had four teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials and Assignments			
	VVSSA		
	16-17	17-18	18-19
Total Teachers	5	4	4
Teachers with Full Credential	5	4	4
Teachers without Full Credential	0	0	0
Teaching Outside Subject Area (with full credential)	0	0	0
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	0	0
	VVUSD		
	16-17	17-18	18-19
Total Teachers	819	833	841
Teachers with Full Credential	795	805	817
Teachers without Full Credential	24	28	24
Teaching Outside Subject Area (with full credential)	0	0	5
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	2	0	8

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

SARC DATA & INTERNET ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Val Verde Student Success Academy and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

PUBLIC INTERNET ACCESS LOCATION

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

Perris Branch Public Library - (951) 657-2358

Hours: Sunday 1-5

Monday 10 -6

Tuesday-Wednesday 12-8

Thursday-Saturday 10-6

Number of computers available: 17

Number of printers available: 1

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

EXPENDITURES PER STUDENT

For the 2016-17 school year, Val Verde Unified School District spent an average of \$10,846 of total general funds to educate each student (based on 2016-17 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

	VVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	50,940	49,512
Mid-Range Teacher Salary	82,595	77,880
Highest Teacher Salary	100,259	96,387
Average Principal Salaries:		
Elementary School	135,966	123,139
Middle School	144,374	129,919
High School	140,658	140,111
Superintendent Salary	244,394	238,324
Percentage of Budget For:		
Teacher Salaries	31.0	36.0
Administrative Salaries	5.0	5.0

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

Expenditures Per Pupil	Dollars Spent Per Student				
	VVSSA	VVUSD	State Average		
			% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	3,856	N/A	N/A	N/A	N/A
Restricted (Supplemental)	3,619	N/A	N/A	N/A	N/A
Unrestricted (Basic)	237	5,400	4.4%	7,125	75.8%
Average Teacher Salary	80,859	82,145	98.4%	79,665	103.1%

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

In addition to general fund state funding, Val Verde Unified School District receives state and federal categorical funding for special programs. For the 2016-17 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Agricultural Career Technical Education Incentive
- California Clean Energy Jobs Act
- Career Technical Education Incentive Grant Program
- College Readiness Block Grant
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB Title I, II, III
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Vocational Programs

Note: The California Department of Education issued guidance to LEAs on August 1, 2018 regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

