



VAL VERDE UNIFIED SCHOOL DISTRICT

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The statistical information disclosed in this report is obtained from the California Department of Education and the Val Verde Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials information was acquired in November 2019 and the school facilities information was acquired in October 2019.

VAL VERDE ACADEMY

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AN ANNUAL REPORT TO THE COMMUNITY 2018-19 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2020

PRINCIPAL'S MESSAGE



Welcome to Val Verde Academy. We entered our seventh year of operation at the beginning of the 2019-20 school year. Staff continue to build our foundation, create excellence, and commit themselves to high standards of teaching and learning. Our greatest commitment is to prepare students for college and career readiness.

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

Val Verde Academy provides quality programs to enrich the educational experiences of our students. Our staff are hardworking, dedicated professionals determined to make a positive impact on the lives of our students. We do an excellent job of customizing learning supports for all students as well as providing individualized learning supports for students.

Val Verde Academy received a "full" six-year WASC accreditation. Val Verde Academy is fully approved to offer a full spectrum of A-G courses, as well as, AP courses, and is NCAA approved.

We invite you to visit our campus. You will see the outcomes of focused students determined to be at their personal best. We are an AVID school for grades 3-12 where you will experience a student-centered environment where children come first.

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 2018-19 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.

During the 2018-19 school year, Val Verde Academy served 116 students in grades 8-12. Student enrollment included 45.7% qualifying for special education, 21.6% qualifying for English learner support, and 79.3% qualifying for free or reduced-price meals. In the future, the curriculum will serve grades K-12.

Student Enrollment by Subgroup/Grade Level 2018-19

Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	16.5%	Grade 9	9
American Indian or Alaskan Native	0.0%	Grade 10	9
Asian	0.9%	Grade 11	12
Filipino	0.9%	Grade 12	62
Hawaiian or Pacific Islander	0.9%	Grades K-8	28
Hispanic or Latino	63.5%		
White	14.8%		
Two or More Races	2.6%		
Socioeconomically Disadvantaged	79.3%		
English Learners	21.6%		
Students with Disabilities	45.7%		
Homeless	0.9%		
Foster Youth	0.0%		
		Total Enrollment	116

Val Verde Academy is a school of choice integrating AVID at all grade levels 3-12. AVID's mission to close the achievement gap by preparing all students for college and career readiness and success in a global society. AVID Elementary and AVID Secondary is designed to be embedded into the daily instruction of all classrooms across entire grade levels to maintain school wide structures. AVID's implementation resources, trainings, and philosophy are all grounded in the idea that the growth mindset can be taught to students, and it is through the growth mindset that AVID students succeed in following their dreams and fulfilling their aspirations. AVID takes a systemic approach through the use of WICOR (writing, inquiry, collaboration, organization, and reading) and an explicit focus on high expectations, rigor, and developing a college readiness culture. AVID Elementary and AVID Secondary is designed to be embedded into the daily instruction of all classrooms across entire grade levels to maintain school wide structures. AVID teaches organizational skills, communication skills, collaborative tutorials, note-taking and note-making and close reading strategies. At the high school level, we have been able to continue offering AP courses, National Honor Society, and accelerated learning paths as well as credit recovery courses for students in need. VVA offers credit recovery online in collaboration with Val Verde Unified School District's three high schools. Students can retake AP courses online at VVA if they have D's and F's.

Courses are taken through an Independent Study model. Students complete coursework through an on-line curriculum which is a blended program with direct face-to-face classes taught by credentialed teachers. Classroom support and tutoring are available Monday through Friday. Students may complete a portion of their work in the school's state-of-the-art computer lab equipped with stand-alone workstations, and Chromebooks.

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

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 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
- WASC Focus Group (Western Association of Schools and Colleges)

Attend Special Events & Workshops

- AVID Parent Meetings
- Back to School Night
- Parent Orientations
- Parent Reading & Math Trainings
- Senior Cash for College Night/FASFA
- Scholar Success Celebrations
- Concurrent Orientation

School-to-home communication is provided in both English and Spanish. Teachers and families communicate daily via The AVID Agenda. The principal publishes a monthly letter which features information on school policy changes, special events, announcements, and helpful student/parent tips. The school website offers a wide range of information and resources, for both parents and students. Blackboard Connect, an automated parent notification system, is used to quickly broadcast important announcements to every student's home telephone. Parents and students may follow current events and discussions through the school's Twitter postings; links to each resource are available on the school website. Parents can access their students information through the 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 2018-19 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 every other year, Val Verde Academy is required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." During the 2018-19 school year, ten or less ninth grade students were enrolled at Val Verde 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/.

**CAASPP Test Results in ELA & Mathematics by Student Group (Grade 11)
2018-19**

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	42	41	97.62%	2.38%	56.10%	42	41	97.62%	2.38%	19.51%
Male	16	15	93.75%	6.25%	40.00%	16	15	93.75%	6.25%	13.33%
Female	26	26	100.00%	0.00%	65.38%	26	26	100.00%	0.00%	23.08%
Black or African American	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	24	24	100.00%	0.00%	70.83%	24	24	100.00%	0.00%	29.17%
White	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	35	35	100.00%	0.00%	51.43%	34	35	102.94%	-2.94%	20.00%
English Learners	--	--	--	--	--	--	--	--	--	--

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Percentage of Students Meeting or Exceeding the State Standards

	VVA		VVUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	56	56	42	44	50	50
Mathematics	24	20	27	28	38	39

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

	Val Verde Academy		VVUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
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.

This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

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

2018-19 Campus Improvements:

- Installation of fencing

Campus Description

Year Built	2003
Acreage	12
Bldg. Square Footage	50941
	Quantity
# of Permanent Classrooms	27
# of Portable Classrooms	9
# of Restrooms (student use)	7sets
Library	1
Computer Lab	2
Multipurpose Room	1
Resource Room	1
Staff Lounge	1
Teacher Work Room	1

SUPERVISION AND SAFETY

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

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Val Verde Academy in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. 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 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 is reviewed and updated monthly with the site safety coordinator, and shared with school staff as needed.

SCHOOL INSPECTIONS

Val Verde Academy and the Val Verde Unified School District's Maintenance and Operations Department (M&O) work together to ensure student safety and uphold high cleaning standards. M&O supervisors and school administration inspect facilities on a continual basis to identify and resolve concerns in a proactive and timely manner. The most recent facilities inspection at Val Verde Academy took place on July 1, 2019. 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 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date: July 1, 2019	Good	Fair	Poor
	Repair Needed and Action Taken or Planned		
Systems	✓		Room 302 - Vent cover is missing on A/C unit
Interior Surfaces	✓		Room 204 & 301 - Water stain ceiling tiles
Cleanliness	✓		
Electrical	✓		
Restrooms/Fountains	✓		
Safety	✓		Room 204 & 203 - Paint is chipping on interior door frame
Structural	✓		
External	✓		Parking Lots - Deep cracks throughout parking lot, trip hazard
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
Overall Summary	✓		

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

MAINTENANCE & REPAIRS

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

DAILY CLEANING PRACTICES

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

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

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

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

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

At Val Verde Academy we use SOARing behaviors as we SOAR to success through citizenship and scholarship. Scholarly behaviors include being Studious and Responsible Learners, Our Safety Matters, Always Caring and Respectful, and Reaching and Exceeding our Goals. Students are rewarded weekly with SOAR tickets and monthly with SOARing Scholar Program fun activities with the Principal. Through the Positive Behavior

	Suspensions and Expulsions								
	Val Verde Academy			VVUSD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions	0.00%	0.00%	5.60%	4.90%	5.10%	4.80%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.11%	0.02%	0.00%	0.09%	0.08%	0.10%

Support System, our school community will provide intentional structures for student success through positive behavior expectations.

Progressive disciplinary measures are employed when students are disruptive or demonstrating poor citizenship. When students continue having difficulty following school rules, teachers refer the student to the principal 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.

STUDENT RECOGNITION

Val Verde Academy encourages students to make an effort to do their very best at all times. Students demonstrating outstanding achievements are recognized in special announcements which are published on the school website. Throughout the year, the Superintendent's Recognition Award is presented to students demonstrating outstanding academic achievement. Students are also recognized with the Moreno Valley student of the month and honor roll first and second trimester.

We will continue to celebrate students' successes at Scholar Success Celebrations quarterly. Students will be awarded for Honor Roll Academic Achievement, Academic Improvement, Character, iReady and Khan Academy points; in addition, students will be rewarding staff with Gratitude Awards, Perfect Attendance and Student SOAR Rewards: We will be rewarding students monthly for perfect attendance with ice cream treats. Also, teachers will reward students daily and the Principal will reward students weekly with Scholar SOAR Tickets and school supply prizes. SOARing behaviors include: Studious and Responsible Learners, Our Safety Matters, Always Caring and Respectful, and Reaching and Exceeding our Goals.

DROPOUTS & GRADUATION RATES

Val Verde Academy's teachers and administrative staff are skilled at and have developed strategies to detect the early identification of students exhibiting the warning signs and/or behavioral traits that typically lead to dropping out of school. Administration and teaching staff work collaboratively to develop plans and strategies on how to close the achievement gaps that commonly exist among students that quit high school. The counselor closely monitors student credit completion to identify those students most at risk of not earning their high school diploma. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, evaluation meetings, counseling, credit recovery, and concurrent enrollment at the student's home school. In addition, teachers send home progress reports every seven days for high school, and every three weeks in middle school. The principal reviews every progress report and contacts parents to modify students schedules and sets up evaluation meetings with teachers, the counselor, and the principal to determine interventions. Students may gain assistance and materials to participate in the California High School Proficiency Exam (CHSPE) to earn a high school completion certification. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2017-18 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates (Four-Year Cohort Rate)

	Val Verde Academy		
	15-16	16-17	17-18
Dropout Rate (%)	0	0	4.3
Graduation Rate (%)	100	100	91.3
VVUSD			
Dropout Rate (%)	3.4	3.9	4.1
Graduation Rate (%)	93.30	93.20	93.20
CA			
Dropout Rate (%)	9.7	9.1	9.6
Graduation Rate (%)	83.80	82.70	83.00

Note: For the formula to calculate the 2016-17 adjusted cohort graduation rate, see the 2017-18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

GRADUATION REQUIREMENTS

Student must accumulate 220 course credits, complete & submit a Free Application for Federal Student Aid (FAFSA) or California Dream Act application, and 40 hours of community service to receive a high school diploma from Val Verde Academy. Alternative methods of acquiring a diploma are available through the Val Verde Continuation High School and concurrent enrollment in a local community college for those students who have been unsuccessful in the comprehensive high school environment or have exhausted their opportunities to remain at Val Verde Academy.

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 2018-19 school year, Val Verde Academy held staff development focused on:

- Advanced Placement Courses
- Attendance
- AVID
- AVID WICOR Strategies
- CAASPP Data Analysis
- Close Reading Strategies
- College and Career Guidance
- Credit Recovery
- ERWC for HS
- Focused Notetaking
- High School Writing
- Initiative & Activities for Students
- iReady (Elementary & High School)
- Khan Academy
- Math CCSS Training
- WASC
- Writing to Learn Strategies
- Writing Rubrics

During the 2017-18, 2018-19, and 2019-20 school years, Val Verde Unified School District provided professional development on the following topics:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement

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 Superheros • Deep Dive Electives • MTSS: Tiered Supports to Breaking Down Barriers 	
2019-20	4 days
<ul style="list-style-type: none"> • Integrated & Designated ELD Instructional Practices • Early Literacy Strategies • Restorative Practices • Common Collaborative Assessment Process • Math Performance Tasks and Instructional Strategies • Instructional Technology • Equity & Access for All Students • Universal Design for Learning • Professional Learning Communities 	

During the 2019-20 school year, teachers also had the opportunity to participate in the following professional development trainings:

- Restorative Practices & Restorative Circles
- Classroom Management Techniques
- Inclusive Practices
- Redefining "Giftedness"
- Summer EL Institute
- Lego Education for STEAM Learning
- Math Instructional Routines "Capturing Quantities"

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.

SCHOOL LEADERSHIP

Leadership at Val Verde 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 fulfills the many responsibilities associated with the operations of an independent study, virtual learning program.

The school leadership team is comprised of the principal, assistant principal, secretary, counselor, and one teacher representative. This team of professionals meet once a month to plan staff development, collaborate on WASC accreditation process, and discuss curricular and action plan goals and strategies to improve the virtual learning program.

The School Site Council (SSC), consisting of school staff, parents, and students, is a major governing body that meets 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.

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 3, 2019, 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.19-20-10 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 2019-20 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.

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 Academy structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

SPECIAL EDUCATION

Special education students at VVA work in collaboration with their home school and receive a curriculum based upon their IEP (Individual Education Plan) and are provided instruction in the least restrictive environment. Each student's IEP is reviewed and updated annually by the home 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

English learners must be near the standards met or standards exceeded level in English Language Arts to be successful at Val Verde Academy. Individualized support and tutoring are available for students experiencing difficulties with coursework. Integrated and designated English Language Development is provided by classroom teachers to support any English learners.

INTERVENTION PROGRAMS

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

- AVID Tutorials
- California College Guidance Initiative (CCGI)
- Credit Recovery
- College and Career Activities
- Concurrent Enrollment in Community College
- iReady
- IMPACT Teacher Support
- Math Interventions and Math Tutorials
- Reading and Math (3-6)
- Tutoring (individual)
- SAT/PSAT Prep Courses
- Khan Academy (7-12)

COLLEGE PREPARATIONS & CAREER READINESS

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

COLLEGE PREPARATION COURSES

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

Enrollment in and Completion of UC/CSU-Required Courses		%
2018-19 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission		36.84
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission		38.1

*Most current data available.

Textbooks			Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Year Adopted	From Most Recent State Adoption?	Publisher and Series	
English Language Arts			
2010	*	Pearson: <i>California Literature</i>	0%
2012	*	CSU: <i>ERWC</i>	0%
2003	*	Bedford/St. Martins: <i>The Essay Connection</i>	0%
2002	*	Bedford/St. Martins: <i>Perrine's Structure and Sound</i>	0%
2008	*	Bedford/St. Martins: <i>The Bedford Researcher</i>	0%
2016	Yes	Houghton-Mifflin Harcourt: <i>Collections</i>	0%
2016	Yes	McGraw-Hill: <i>FLEX Literacy</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%
2014	Yes	Houghton Mifflin Harcourt: <i>Go! Math</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%
2008	*	Holt: <i>Environmental Science</i>	0%
2007	*	Holt: <i>Physics</i>	0%
2012	*	Pearson: <i>Biology in Focus</i>	0%
2015	*	Bedford/St. Martins: <i>Environmental Science, 2015</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%
2007	Yes	Pearson Prentice Hall: <i>Focus on Physical Science</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%
2011	*	Pearson: <i>World Civilizations</i>	0%
2006	*	Houghton-Mifflin Harcourt: <i>American Government, 10th Edition, 2006</i>	0%
2011	*	World Publishers: <i>Myers' Psychology for AP</i>	0%
2002	*	Holt, Rhinehart, & Winston: <i>Psychology: Principles in Practice, 1998</i>	0%
2007	*	Holt, Rhinehart, & Winston: <i>Psychology: Principles in Practice, 2007</i>	0%
2006	Yes	Holt: <i>U.S. History</i>	0%
Foreign Language			
2016	*	Pearson: <i>Abriendo Paso Temas y Lecturas</i>	0%
2006	*	Holt: <i>Expresate! Spanish 1-3</i>	0%
2006	*	Holt: <i>Nuevas vistas Curso 1-2</i>	0%
2016	*	Holt/McDougal Littell: <i>Abriendo Puertas Ampliando Perspectivas</i>	0%
2014	*	Dawn Sign Press: <i>Signing Naturally, Units 1-12, 2008</i>	0%
2015	*	Cheng & Tsui Co.: <i>Huanying Volume 1 & 2, 2009</i>	0%
Health			
2010	*	American National Red Cross: <i>Positive Prevention</i>	0%
2010	*	Holt Rinehart Winston: <i>Lifetime Health</i>	0%
2007	*	AGS: <i>Life Skills Health</i>	0%

UNIVERSITY OF CALIFORNIA

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

CALIFORNIA STATE UNIVERSITY

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

ADVANCED PLACEMENT

In 2018-19, Val Verde Academy offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement (AP) Courses		
2018-19		
	No. of AP Courses Offered*	% of Students in AP Courses
Art	2	N/A
Computer Education	2	N/A
English	2	N/A
Foreign Language	1	N/A
Mathematics	4	N/A
Music	1	N/A
Science	3	N/A
Social Science	5	N/A
Totals	20	10.6%

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

* Where there are student course enrollments of at least one student.

CAREER READINESS

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

PROFESSIONAL STAFF

SUPPORT SERVICES STAFF

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

Academic Counselors and Other Support Staff		
2018-19		
	No. of Staff	FTE*
Academic Counselor	1	0.4
District Security Agents	1	1.0
Health Technician	1	1.0
Librarian	1	0.2
Nurse	As Needed	
Average Number of Students per Academic Counselor	290	

*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 2018-19 school year, Val Verde Academy had seven 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

	Val Verde Academy		
	17-18	18-19	19-20
Total Teachers	4	7	7
Teachers with Full Credential	4	7	7
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
	WVUSD		
	17-18	18-19	19-20
Total Teachers	833	841	850
Teachers with Full Credential	805	817	820
Teachers without Full Credential	28	24	30
Teaching Outside Subject Area (with full credential)	0	5	8
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	8	6

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.

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 2017-18 school year, Val Verde Unified School District spent an average of \$11,189 of total general funds to educate each student (based on 2017-18 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.)

Teacher and Administrative Salaries 2017-18		
	VVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	52,045	51,374
Mid-Range Teacher Salary	84,387	80,151
Highest Teacher Salary	112,391	100,143
Average Principal Salaries:		
Elementary School	136,895	126,896
Middle School	144,176	133,668
High School	146,638	143,746
Superintendent Salary	244,394	245,810
Percentage of Budget For:		
Teacher Salaries	31.0	35.0
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/>.

SARC DATA & INTERNET ACCESS

DATAQUEST

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

PUBLIC INTERNET ACCESS LOCATION

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

Perris Branch Public Library - (951) 657-2358

Hours: Sunday 1-5

Monday 10 -6

Tuesday-Wednesday 12-8;

Thursday-Saturday 10-6

Number of computers available: 17

Number of printers available: 1

Expenditures Per Pupil and School Site Teachers Salaries 2017-18					
Expenditures Per Pupil	Dollars Spent Per Student				
	Val Verde Academy	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	2,161	N/A	N/A	N/A	N/A
Restricted (Supplemental)	111	N/A	N/A	N/A	N/A
Unrestricted (Basic)	2,050	5,473	37.5%	7,507	27.3%
Average Teacher Salary	88,413	83,822	105.5%	82,031	107.8%

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 2017-18 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 Program
- Career Technical Education Incentive Grant Program
- College Readiness Block Grant
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Ongoing & Major Maintenance Account
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III, IX
- Tobacco-Use Prevention Education