



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 ELEMENTARY SCHOOL

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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 Elementary School, home of the Thunderbirds. Our student enrollment for the 2018-19 school year was approximately 713. We have a tradition of providing superior education to all our students so that they may learn and compete successfully in the global market. We want excellence for all.

The California State Standards and our high expectations for students provide the drive and impetus to daily instruction in our classrooms. There is an emphasis placed on the acquisition of basic skills in reading, language arts, writing, and math. Supplemental instruction is provided in phonics. In addition, the language arts block has been extended in an attempt to provide more learning time for all students. Our students continue to show great academic gains.

At Val Verde Elementary School, we are committed to providing a team effort that is conducive to student learning. Our teachers continue to build their capacity by participating in ongoing training in the areas of Professional Learning Communities, PBIS, and high-impact, research-based instructional strategies that promote student learning.

As the 2019-20 year unfolds, we look forward to providing an environment that fosters character building and access to a rich curriculum for the children of Val Verde Elementary School.

VISION STATEMENT

We believe all our students can and will learn the California Common Core State Standards. Learning will be continuously measured so that low-achieving students can receive support, and proficient students can be challenged utilizing teamwork and collaboration. Our safe environment has been created so that all the Val Verde Elementary community will be able to learn together and support each other.

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 Elementary served 713 students in grades K-6. Student enrollment included 12.6% receiving special education services, 30.9% qualifying for English learner support, and 90.2% qualifying for free or reduced-price meals.

Student Enrollment by Student Group and Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	5.0%	Kindergarten	118
American Indian or Alaskan Native	0.1%	Grade 1	49
Asian	0.3%	Grade 2	64
Filipino	0.1%	Grade 3	80
Hawaiian or Pacific Islander	0.3%	Grade 4	78
Hispanic or Latino	89.3%	Grade 5	67
White	3.2%	Grade 6	257
Two or More Races	1.4%		
Socioeconomically Disadvantaged	90.2%		
English Learners	30.9%		
Students with Disabilities	12.6%		
Homeless	6.2%	Total	
Foster Youth	1.0%	Enrollment	713

The principal leads a highly qualified, professional team offering a specially-designed curriculum to meet the needs of every child. Rigorous academics, and a warm, positive school environment offer students the opportunity to learn and achieve their maximum potential. In recognition of its outstanding curriculum, Val Verde Elementary has received the Title I Academic Achievement Award for the past five consecutive years!

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 a vital component to school and student success. Val Verde Elementary School offers a wide variety of opportunities for parents to support the school and their child's academic efforts through volunteering efforts or simply attending special events and activities. Parents seeking more information or who are interested in participating in any of the activities listed below may contact the school office at (951) 940-8550.

Volunteer to Help:

- In the classrooms
- In the library
- Fundraising
- Chaperone field trips
- Schoolwide activities

Join Leadership Groups:

- District Advisory Council (Title I) (DAC)
- District English Learner Advisory Council (DELAC)
- English Learner Advisory Council (ELAC)
- GATE Advisory Council (Gifted & Talented Education)
- Parent Advisory Committee
- Parent Teacher Organization (PTO)
- School Advisory Council (Title I)
- School Site Council (SSC)

Attend Special Events & Workshops:

- Back to School Night
- Open House
- Student performances
- Parent education workshops
- Science Fair
- Parent conferences
- Spring Carnival
- Spelling Bee
- Student Showcase
- Winter Program
- Student recognition assemblies

SCHOOL-TO-HOME COMMUNICATIONS

Val Verde Elementary uses PAMS (online student progress system) and Blackboard Connect, an automated telephone message system, to deliver frequent announcements to every student's home; messages are provided in both in English and Spanish. A monthly school calendar is distributed to keep parents up to date on school news. Some grade level teams prepare newsletters to share information about classroom activities. Flyers, letters, Peach Jar, and the Val Verde App are utilized as needed for special announcements and reminders. The school marquee displays dates of upcoming school events and current news. The school's website provides families with up to date information on news and events regarding school activities.

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 Elementary School is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test Results 2018-19			
	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Level			
Fifth	25.0%	5.9%	13.2%

Note: Percentages are not calculated and double dashes (--) appear in the table 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

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 (Grades 3-8)
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	510	502	98.43%	1.57%	36.25%	511	504	98.63%	1.37%	19.68%
Male	259	256	98.84%	1.16%	32.81%	260	257	98.85%	1.15%	21.01%
Female	251	246	98.01%	1.99%	39.84%	251	247	98.41%	1.59%	18.29%
Black or African American	28	26	92.86%	7.14%	0.00%	28	26	92.86%	7.14%	16.00%
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	451	447	99.11%	0.89%	36.47%	452	449	99.34%	0.66%	19.38%
Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
White	16	15	93.75%	6.25%	40.00%	16	15	93.75%	6.25%	26.67%
Two or More Races	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	489	482	98.57%	1.43%	36.31%	490	484	98.78%	1.22%	19.46%
English Learners	259	255	98.46%	1.54%	34.12%	260	258	99.23%	0.77%	15.50%
Students with Disabilities	77	76	98.70%	1.30%	10.53%	77	76	98.70%	1.30%	6.58%
Foster Youth	--	--	--	--	--	--	--	--	--	--

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 Grades Three Through Eight**

Percentage of Students Meeting or Exceeding the State Standards

	Val Verde Elem.		VVUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	38	36	42	44	50	50
Mathematics	23	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 Elem.		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 Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1960; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff. The entire campus underwent comprehensive modernization which included the construction of a two-story building to house additional classrooms and administrative offices.

The campus features vegetable gardens maintained by students as a component of their science curriculum.

2018-19 Campus Improvements:

- Addition of a new school garden
- Completion of the new library
- Addition of portable classrooms
- Installation of asphalt where needed
- Installation of cattle gates
- Installation of concrete and drainage systems where needed

2019-20 Campus Improvements in Progress:

- Painting of the exterior of the campus
- Installation of flooring in the MPR

Campus Description

Year Built	1960
Acreage	10.7
Bldg. Square Footage	72297
	Quantity
# of Permanent Classrooms	26
# of Portable Classrooms	18
# of Restrooms (student use)	3 sets
STEAM Lab	1
Library	1
Multipurpose Room	1
Resource Room	1
Staff Lounge	1
Teacher Work Room	1
Conference Room	1
Science Lab	1

SUPERVISION AND SAFETY

Each morning as students arrive on campus, a district security agent, the principal, assistant principal, and assigned teachers are strategically located on the playground and in the parking lot to monitor student activity and behavior. During recess and lunch, the principal, assistant principal, and district security agent monitor student behavior and activities in the cafeteria and on the playground. When students are dismissed at the end of the day, the district security agency, principal, assistant principal, and all teachers ensure a safe and orderly departure.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival and present valid picture identification, obtain and wear a visitor's badge, and then return to the school office upon departure. Val Verde Elementary utilizes the Raptor system, where all visitors are required to swipe their I.D. in order to print a visitor's badge with their picture on it.

SCHOOL INSPECTIONS

Val Verde Elementary School and the Val Verde Unified School District's Maintenance and Operations Department (M&O) work together to ensure student safety and uphold high cleaning standards. M&O supervisors and school administration inspect facilities on a continual basis to identify and resolve concerns in a proactive and timely manner. The most recent facilities inspection at Val Verde Elementary School took place on July 15, 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 SITE SAFETY PLAN

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

Components of Val Verde Elementary'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 was reviewed, updated, and shared with school staff in December 2019. Every staff member receives a portfolio which outlines their individual role and responsibilities during an emergency situation.

MAINTENANCE & REPAIRS

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

DAILY CLEANING PRACTICES

One full-time day custodian, one full-time mid-day custodian, one full-time evening custodian and a team of groundskeepers are assigned to Val Verde Elementary School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and day custodian communicate daily to discuss 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. Custodians check restrooms frequently as a proactive measure to keep restrooms fully stocked, safe, and sanitary.

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date: July 15, 2019	Good	Fair	Poor
Systems	✓		
Interior Surfaces	✓		P-Room 1 - Formica is missing on counter; P-Room 3 - Ceiling tile has hole, formica is broken on counter; P-Room 4 - Ceiling tile has hole; P Room 13 - Wallpaper is torn
Cleanliness	✓		
Electrical	✓		P Room 8 - Sensor cover is missing; P Room 11 - Thermostat cover is missing
Restrooms/Fountains	✓		
Safety	✓		P-Room 2 - Paint is chipping on interior of door frame; P-Room 6 - Paint is chipping on railing; P Room 9 - Paint is chipping on skirting at entry; P Room 12 - Paint is chipping on trim
Structural	✓		Room 14 - Panel/dry rot on eave; P-Room 6 - Dry rot on skirting at ramp entry
External	✓		Room 14 - Trip hazard at asphalt cement seam; P Room 8 - Trip hazard at ramp entry; P Room 12 - Metal weather stripping is bent on door
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
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 Elementary 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

A safe, clean school and an effective learning program provide the basis for Val Verde Elementary School's discipline program. School staff support an environment that teaches students, through the daily curriculum, the skills to resolve conflicts and take responsibility for their decisions. The schoolwide discipline plan focuses on a positive approach to managing disruptive behavior; students are given the opportunity to learn from their mistakes and take responsibility in making good choices in an effort to take an active role in changing their behavior.

Val Verde Elementary School utilizes Tiers I, II, and III of Positive Behavior Intervention and Support System (PBIS) to promote a safe and positive school climate that is conducive to student learning. Through the Positive Behavior Support System, our school community will provide intentional structures for student success through positive behavior expectations.

Teachers follow grade level classroom management plans in alignment with schoolwide discipline policies. Each teacher has developed individual classroom incentive programs for behavior and academics. At the beginning of the school year, school rules, district policies, and academic expectations are (1) outlined in the student handbook (provided in both English and Spanish), and (2) repeated in grade level letters/packets addressing student discipline policies, and 3) discussed in the classroom. Student recognition assemblies, monthly spirit rallies, weekly bulletins, and grade level assemblies provide opportunities for school staff to remind students to conduct themselves in a safe, responsible, and courteous manner.

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 principal or assistant principal for further intervention. Consequences and disciplinary action are based upon the student's past behavior trend and severity of infraction. Discipline measures are consistently applied in a fair and consistent manner.

Suspensions and Expulsions									
	Val Verde Elem.			VVUSD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions	4.70%	8.10%	3.10%	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%

Staff members frequently reward and encourage students exhibiting positive behavior. Awards assemblies are held to recognize three students from each classroom who have shown outstanding academic achievement, citizenship, and good attendance. Qualifying first through sixth grade students are recognized for Honor Roll and Principal's Honor Roll placement at the grading period. At the end of the year, students meeting perfect attendance criteria earn special prizes.

CHARACTER EDUCATION

Val Verde Elementary implements the Positive Behavior Intervention and Support (PBIS) system schoolwide. There are posters of the schoolwide expectation throughout campus to remind all students of what their expectations.

Val Verde Elementary promotes a college going culture and has each classroom adopt a college and learns about it. College pendants and photos are posted throughout the campus in order to get students excited about their college future.

ENRICHMENT ACTIVITIES

Students have the opportunity to participate in extracurricular activities to develop personal interests and talents beyond the classroom environment. Activities offered at Val Verde Elementary include: GATE; High Achievers Academy; Masters' Work (famous artists), Leadership class, school band, and middle school sports (flag football, cross country, soccer, girls volleyball, etc.) At the end of the sports season, the All Star teams compete against the other school at a district level. Students in the GATE program compete with students from four other schools in art, science, math, and academic decathlon.

Average Class Size and Class Size Distribution

Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
		2016-17		
K	15.0	5	1	
1	27.0		3	
2	29.0		3	
3	23.0	1	3	
4	29.0		4	
5	25.0	1	4	
6	28.0	11	40	6
		2017-18		
K	15.0	5	1	
1	25.0		3	
2	28.0		3	
3	28.0		3	
4	27.0		3	
5	25.0	1	4	
6	29.0	9	24	23
Other**	3.0	1		
		2018-19		
K	15.0	8		
1	25.0	1	1	
2	21.0	1	2	
3	20.0	1	3	
4	25.0		3	
5	21.0	1	2	
6	27.0	11	38	8
Other**	8.0	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

CLASS SIZE

The Class Size 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 1-20 students, 21-32 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 Common Core State Standards, district benchmark assessment results, and state standardized test results.

During the 2018-19 school year, Val Verde Elementary School held staff development training focused on:

- Close Reading
- Close Writing
- Common Core State Standards
- Conceptual Math Training
- Depth of Knowledge
- Elementary AVID
- Next Generation Science Standards (NGSS)
- Project Based Learning
- Step Up to Writing
- Technology Training
- Units of Study

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"> • Building Classroom Communities • Tiered Supports for Reading • ELA/ELD Reading & Writing Across Content Areas • Deep Dive Electives • Future iReady 	
2018-19	4 days
<ul style="list-style-type: none"> • ELD Designated & Integrated • Grade Level Professional Learning Communities (PLCs) • Grade Level Professional Learning and Collaboration • 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 • History Social Science Adopted Curriculum 	

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
- K-2 Literacy Intervention: Diagnostics & Instructional Strategies
- 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 Elementary is a responsibility shared among the principal, assistant principal, teachers, and parents. The school's leadership team, grade level teams, program facilitators, and School Site Council share in the decision-making and administrative processes to create an effective, safe, and nurturing learning environment.

The school's leadership team, comprised of the principal, assistant principal, instructional coach, department leads, and grade level chairs, meets monthly to 1) collaboratively address practices to improve instruction and excellence in education and 2) evaluate school programs through staff feedback and results from data analysis. Team members are responsible for supporting the principal in leading program implementation within their areas of responsibility and serving as a liaison to their respective teams.

The School Site Council (SSC), consisting of school staff, and parents, is a major governing body that meets monthly to address school programs, discuss progress in meeting school goals, and serve as a liaison between the community and school administration. On an

annual basis, the SSC is responsible for reviewing and approving the school site plan, safety plan, and budget.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Val Verde Unified School District are aligned to the California 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 §60119.1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a standards-aligned textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component 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 Elementary School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

SPECIAL EDUCATION

Special education students are mainstreamed into the general education classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. Special education teachers, special education aides, and general education teachers collaboratively utilize a team-oriented approach to provide maximum levels of instruction in the general education environment. For a portion

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	Yes	McGraw-Hill: <i>Wonders</i>	0%
2016	Yes	McGraw-Hill: <i>WonderWorks</i>	0%
Mathematics			
2013	Yes	Houghton Mifflin Harcourt: <i>Math Expressions</i>	0%
Science			
2007	Yes	Pearson: <i>Scott Foresman: California Science</i>	0%
Social Science			
2019	Yes	McGraw Hill: <i>Impact</i>	0%

of the regular school day, students may receive individual and/or small group instruction from special education staff in the Learning Center. A District Program Specialist meets with special education teachers regularly to provide support and assistance in developing student teaching schedules and allocating staff resources.

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

ENGLISH LEARNER INSTRUCTION

All of Val Verde Elementary's teachers are certified and trained to provide instruction for students identified as English Learners (EL). Beginning level EL students receive English Language Development (ELD) instruction by their class teacher for 30 minutes a day as a supplement to their regular language arts curriculum. Using specially-designed materials, ELD instruction focuses on reading development, verbal language development, and vocabulary building. Bilingual aides collaborate with class teachers to provide small group and individual support based upon student needs. As students increase fluency in the English language, Val Verde Elementary School continues to monitor student performance through ELPAC results, benchmark assessments, and classroom observation to adjust instruction as needed to ensure continued success in acquiring the English language and proficiency in reading/language arts.

GIFTED AND TALENTED EDUCATION

Val Verde Elementary School offers a Gifted and Talented Education program for students who have been recognized as high achievers by their teachers and through district testing. Both GATE and non-GATE high achievers are clustered by grade level to receive accelerated, differentiated instruction that offers more depth and complexity throughout the curriculum. GATE students are invited to participate in after-school activities focusing on theme-based projects.

INTERVENTION PROGRAMS

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

- Certificated teachers provided tutoring before and after school. Instruction focuses on reading and math skills development for students who are performing at the Basic level and need additional support to achieve proficiency.
- Summer Reading Bootcamp for 1st & 2nd grade.
- THINK Together: voluntary after-school program provided five days a week. Students are engaged in a highly structured program that provides homework assistance, tutoring, enrichment, recreational activities, and sports. The program is offered daily after school until 6:00 p.m.
- Summer Parent Workshop for kindergarten parents
- Istation: For K-4th grade, computer based games for intervention on reading, math, and writing
- Iready: For 5th and 6th grade, computer based games for intervention on reading, math, and writing
- Teachers provide daily intervention in ELA and math to students who are not meeting grade level standards.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

During the 2018-19 school year, Val Verde Elementary School had 30 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 Elem.			VVUSD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	34	30	30	833	841	850
Teachers with Full Credential	32	30	29	805	817	820
Teachers without Full Credential	2	0	1	28	24	30
Teaching Outside Subject Area (with full credential)	0	0	0	0	5	8
Misassignments of Teachers of English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	1	0	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.*

SUPPORT SERVICES STAFF

Support services staff consist of psychologists, nurses, health technicians, and special education service providers. Through close collaboration, this expert team is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

The psychologist assists with academic, social, and emotional issues; provides assessments to determine eligibility for Special Education services; and facilitates coordination of Individual Education Plans (IEP). The school nurse conducts health screening programs. Health technicians provide basic aid. As a participating member of the Riverside County Special Education Local Plan Area (SELPA), Val Verde Unified School District and Val Verde Elementary School 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	0.5
Adaptive PE Aide	1	0.2
Adaptive PE Teacher	1	0.2
Instructional Coach	1	1.0
Library Technician	1	1.0
Health Technician	1	1.0
Psychologist	1	0.6
Speech Pathologist	1	1.0
Bilingual Clerk	1	1.0
Nurse	1	0.2

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

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 Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

PUBLIC INTERNET ACCESS LOCATION

Parents may access Val Verde Elementary School's SARC and access the internet at any of the county's public libraries. The closest library to Val Verde Elementary School 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 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

	State Average of Districts in Same Category
Val Verde	
Beginning Teacher Salary	51,374
Mid-Range Teacher Salary	80,151
Highest Teacher Salary	100,143
Average Principal Salaries:	
Elementary School	126,896
Middle School	133,668
High School	143,746
Superintendent Salary	245,810
Percentage of Budget For:	
Teacher Salaries	35.0
Administrative Salaries	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 and School Site Teachers Salaries 2017-18

Expenditures Per Pupil	Dollars Spent Per Student				
	Val Verde Elem.	Val Verde USD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,427	N/A	N/A	N/A	N/A
Restricted (Supplemental)	877	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,550	5,473	101.4%	7,507	72.9%
Average Teacher Salary	96,596	83,822	115.2%	82,031	102.2%

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