



## VAL VERDE UNIFIED SCHOOL DISTRICT

[www.valverde.edu](http://www.valverde.edu)

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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 2016 and the school facilities information was acquired in October 2016.

# LASSELLE ELEMENTARY SCHOOL

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## AN ANNUAL REPORT TO THE COMMUNITY 2015-16 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2017

### A MESSAGE FROM THE PRINCIPAL

Welcome to Lasselle Elementary School!

Lasselle Elementary School continues to promote academic excellence in an environment where students grow socially, intellectually, and emotionally through the teamwork of teachers, staff, parents, and community. Our focus at Lasselle aligns with the VVUSD goals of standards and accountability, teaching and learning, and opportunity.



Students receive instruction through an organized, sequential approach that is aligned to state standards through a collaborative effort with respective grade levels throughout the district. Students are supported in their academic efforts through a variety of programs and services that promote opportunity for all.

Parents and guardians are encouraged and invited to participate in their child's school career through membership in our parent organizations, learning activities via Back to School Night, parent-teacher conferences, Family Nights, helping in the classrooms, and attending school activities and events. Teachers and staff maintain open communication with families through notes, newsletters, websites, email, and telephone. As the Principal, I maintain an open door/open communication policy, and I welcome visits and calls from parents and the community.

We believe education is a collaboration amongst the teachers, parents, principal, students, and staff. We strive for academic excellence as well as promote the social and emotional well-being of our students.



*A 2014 California Distinguished School*

### DISTRICT & SCHOOL PROFILE

Val Verde Unified School District is located in the heart of the Inland Empire, approximately 72 miles east of Los Angeles. Neighboring the district and its communities are March Air Force Base and the Lake Perris recreational area. During the 2015-16 school year, the district's schools served more than 19,800 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 2015-16 school year, Lasselle Elementary School served 882 students in grades K-5. Student enrollment included 7.7% in special education, 19.8% qualifying for English learner support and 74% qualifying for free or reduced-price meals.

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American	23.9%	Kindergarten	120
American Indian or Alaskan Native	0.5%	Grade 1	151
Asian	2.6%	Grade 2	137
Filipino	2.9%	Grade 3	134
Hawaiian or Pacific Islander	2.9%	Grade 4	181
Hispanic or Latino	58.3%	Grade 5	159
White (not Hispanic)	0.5%	Grade 6	0
Two or More Races	7.3%	Grade 7	0
Socioeconomically Disadvantaged	4.1%	Grade 8	0
English Learners	74.0%		
Students with Disabilities	19.8%		
Migrant Education	7.7%		
Foster Youth	0.0%	Total	
	2.3%	Enrollment	882

Lasselle Elementary School opened its doors in 2005 to a large group of families eager to welcome a high quality educational program in their community. 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 instructional program, Lasselle Elementary received the 2008 California Distinguished School award as well as most recently in 2014.

## 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/State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement/State Priority 3: Covered in Parent Involvement.

Pupil Achievement/State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts.

School Climate/State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes/State Priority 8: Covered in the Physical Fitness, including the Physical Fitness Test chart.

## PARENT INVOLVEMENT

Parent involvement is a vital component to school and student success. Lasselle Elementary School offers a wide variety of opportunities for parents to support the school and their child's academic efforts through volunteering 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 at (951) 490-0350.

Volunteer to help:

- in the classroom, library, or school office
- prepare classroom materials
- with playground supervision
- chaperone field trips
- chaperone school dances and activities
- with PTO events
- with the School Savings Program
- with book fairs

Join leadership groups:

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

Attend/Participate in:

- Back to School Night
- Family Literacy Night
- Family Math Night
- Family Science Night
- Parent-teacher conferences
- Parent workshops
- Student performances

School-to-home communication is provided in both English and Spanish. The principal communicates via the Parent Link (text and email messages) several times during the school year which features information regarding school policy, special events, announcements, and helpful parent/student tips. Blackboard Connect, an automated telephone messaging system, is used weekly to quickly relay important announcements and reminders to every student's home. The school, PTO, and teachers have web sites available to keep parents apprised of school and classroom news and activities. Flyers, letters, the school marquee, and the Val Verde App are used to share special events information and/or remind parents of holidays and other calendared items.

## 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 subject matter and skill levels. District benchmark assessments are being aligned with the California Common Core State Standards and are comprised of both formative and summative

assessments given in math, reading, and language arts. During the 2015-16 school year, all students in grades 1-5 were tested three times throughout the school year to identify subject area mastery and specific gaps in the learning process. Students in grades 7-12 were evaluated 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 standardized tests; benchmark assessments; classroom observations; teacher-created assessments; DIBELS; DRA; and 95% screeners for phonics/fluency. 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.

### CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

#### California Assessment of Student Performance and Progress Test Results in Science

##### All Students

##### Percentage of Students Meeting or Exceeding the State Standards

	Lasselle			VVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, & 10)	46	50	46	56	48	46	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown 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.

#### CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)

##### 2015-16

	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	156	156	100.0%	46.2%
Male	76	76	100.0%	44.7%
Female	80	80	100.0%	47.5%
African American	45	45	100.0%	33.3%
Hispanic or Latino	84	84	100.0%	48.8%
Economically Disadvantaged	122	122	100.0%	43.4%
English Learners	15	15	100.0%	46.7%
Students with Disabilities	15	15	100.0%	60.0%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown 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.

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 grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP 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/](http://www.cde.ca.gov/ta/tg/ca/).

## FEDERAL INTERVENTION PROGRAM

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Lasselle Elementary School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

## PHYSICAL FITNESS

In the spring of each year, Lasselle 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/](http://www.cde.ca.gov/ta/tg/pf/).

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	76.0%	55.9%	27.3%

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Percentage of Students Meeting or Exceeding the State Standards						
	Lasselle		VVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	43	51	38	41	44	48
Mathematics	29	34	23	26	33	36

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.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11) 2015-16								
	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>Grade 3</b>								
All Students Tested	135	133	98.5%	52.6%	135	134	99.3%	52.2%
Male	64	64	100.0%	50.0%	64	64	100.0%	50.0%
Female	71	69	97.2%	55.1%	71	70	98.6%	54.3%
African American	31	30	96.8%	46.7%	31	30	96.8%	40.0%
Hispanic or Latino	74	74	100.0%	50.0%	74	74	100.0%	51.4%
Socioeconomically Disadvantaged	106	105	99.1%	46.7%	106	106	100.0%	48.1%
English Learners	34	33	97.1%	45.5%	34	34	100.0%	58.8%
Students with Disabilities	21	21	100.0%	4.8%	21	21	100.0%	9.5%
<b>Grade 4</b>								
All Students Tested	185	182	98.4%	46.2%	185	182	98.4%	33.0%
Male	83	82	98.8%	36.6%	83	82	98.8%	36.6%
Female	102	100	98.0%	54.0%	102	100	98.0%	30.0%
African American	41	40	97.6%	35.0%	41	40	97.6%	25.0%
Hispanic or Latino	112	111	99.1%	46.0%	112	111	99.1%	28.8%
White (not Hispanic)	15	15	100.0%	53.3%	15	15	100.0%	53.3%
Socioeconomically Disadvantaged	143	143	100.0%	39.2%	143	143	100.0%	25.9%
English Learners	26	26	100.0%	7.7%	26	26	100.0%	11.5%
Students with Disabilities	13	13	100.0%	0.0%	13	13	100.0%	7.7%
<b>Grade 5</b>								
All Students Tested	156	156	100.0%	55.8%	156	156	100.0%	19.9%
Male	76	76	100.0%	43.4%	76	76	100.0%	13.2%
Female	80	80	100.0%	67.5%	80	80	100.0%	26.3%
African American	45	45	100.0%	46.7%	45	45	100.0%	15.6%
Hispanic or Latino	84	84	100.0%	53.6%	84	84	100.0%	17.9%
Socioeconomically Disadvantaged	122	122	100.0%	48.4%	122	122	100.0%	17.2%
English Learners	15	15	100.0%	40.0%	15	15	100.0%	6.7%
Students with Disabilities	15	15	100.0%	6.7%	15	15	100.0%	0.0%

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 on the CAAs divided by the total number of students who participated in both assessments. An asterisk (\*) appears 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.

**Federal Intervention Program  
2016-17**

	Lasselle	VVUSD
PI Status	In PI	In PI
First Year of PI Implementation	2012-13	2012-13
Year in PI	Year 2	Year 2
# Schools Currently In PI		11
% Schools Currently In PI		50%

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

## SCHOOL FACILITIES & SAFETY

### FACILITIES PROFILE

Lasselle Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 2005; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff.

2015-16 Campus Improvements:

- Repaint school logo on exterior of building

#### Campus Description

	Quantity
Year Built	2005
# of Permanent Classrooms	35
# of Portable Classrooms	0
# of Restrooms (student use)	6 sets & 6 unisex in K
Computer Lab	1
Health Office	1
Library	1
Multipurpose Room	1
Small Group Rooms	4
Staff Lounge	1
Teacher Work Room	1

### SCHOOL INSPECTIONS

Lasselle 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 Lasselle Elementary School took place on July 14, 2016. Schools are required by state law to report the condition of their facilities; the School Facility Good Repair Status table illustrated below identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2015-16 school year, 100% of student restrooms were fully operational and available for use.

### SUPERVISION AND SAFETY

Each morning as students arrive on campus, two supervision aides is stationed in the cafeteria and assigned teachers are located on the playground to provide supervision and monitor behavior. During recess and lunch, two supervision aides monitor student behavior and activities in the cafeteria and on the playground.

Assigned teachers supervise during dismissal to ensure students leave campus in a safe and orderly manner. An instructional aide supervises and helps with late pickups.

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 to sign out upon departure. All visitors must be buzzed in and out of doors.

### SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Lasselle 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 Lasselle Elementary's school 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 bullying prevention policy. The school's most current safety plan was reviewed, updated, and shared with school staff in August 2016. Routine safety drills are held throughout the school year.

### 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 Lasselle 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.

### DAILY CLEANING PRACTICES

One full-time day custodian, one part-time mid day custodian, and one full-time evening custodian are assigned to Lasselle Elementary School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and custodians communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the 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 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. Groundskeepers are on campus once a week and are 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 Lasselle Elementary School monthly to review custodial performance, discuss campus maintenance needs with the principal, evaluate conditions of the school facility, and follow up on outstanding work order requests.

#### School Facility Good Repair Status

Item Inspected	Repair Status			
	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Inspection Date:	July 14, 2016			
Systems	✓			
Interior Surfaces	✓			Room 607 - Water stained ceiling tiles northwest corner of room
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
<b>Overall Summary of School Facility Good Repair Status</b>				
	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
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.

# CLASSROOM ENVIRONMENT

## CLASS SIZE & TEACHING LOAD

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.

Class Size Distribution Self-Contained Classrooms				
2013-14				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	13.0	9		
1	30.0		4	
2	25.0	1	5	
3	29.0		5	
4	24.0	1	5	
5	26.0	1	5	
2014-15				
K	15.0	8		
1	29.0		5	
2	28.0		5	
3	25.0	1	6	
4	27.0	1	5	
5	25.0	2	5	
2015-16				
K	15.0	8		
1	30.0		5	
2	26.0	1	5	
3	30.0		4	
4	27.0	1	6	
5	30.0		5	

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

## DISCIPLINE & CLIMATE FOR LEARNING

A safe, clean school and an effective learning program provide the basis for Lasselle 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.

The Positive Behavior Support System (PBIS) was implemented in the beginning of January 2015. The Positive Behavior Support System was integrated with the SPOTS program. The Positive Behavior Support System, provides intentional structures for student success through positive behavior expectations.

School and classroom rules are posted in each classroom. Students work together at the beginning of the year to collaborate and develop classroom rules. At the beginning of the school year, school rules, district policies, and academic expectations are (1) outlined in the "School Guide" (provided in both English and Spanish), (2) shared by teachers as part of the classroom orientation process and at Back to School Night, and (3) reinforced at behavioral assemblies.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. When students continue having difficulty following school rules, teachers refer students 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.

Students demonstrating positive behavior or reaching academic goals are rewarded by their teachers with Character Count Cards. Once a month, teachers nominate one student from their class for the Student of the Month award; recipients are acknowledged for their outstanding efforts in academics and citizenship. Two students from the school are chosen each month for the Superintendent's Award in honor of their excellent efforts in academics and citizenship. At the end of each trimester, awards assemblies are held to recognize students for their achievements. Honors include Perfect Attendance, Honor Roll, and Principal's Honor Roll.

Suspensions and Expulsions									
	Lasselle			VVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	10	11	13	1,514	1,251	1,132	279,383	243,603	230,389
Expulsions (#)	0	0	0	0	22	40	6,611	5,692	6,227

## ENRICHMENT ACTIVITIES

Students have the opportunity to participate in extracurricular activities. The extracurricular/enrichment activities offered at Lasselle Elementary include band, chorus, Associated Student Body (ASB), and GATE (Gifted and Talented Education).

## 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.

Staff Development Days Three-Year Trend		
2013-14	2014-15	2015-16
0	2	4

During the 2015-16 school year, Lasselle Elementary School held staff development training focused on:

- AVID
- Common Core State Standards
- Depth of Knowledge (DoK)
- Math Expressions
- Step Up to Writing
- Technology Support

The district offers supplemental support year-round for new and ongoing programs related to specific strategies to improve student learning or district-adopted materials. Supplemental training sessions offered during the 2015-16 school year included:

- 21st Century Learning: Beyond Direct Instruction
- AERIES Training
- Curriculum & Instruction
- Formative Assessments
- Technology Training
- Units of Study

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. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers and provides skills assistance over a two-year period. The Peer Assistance and Review program is designed to improve the education of students and increase the classroom performance of teachers, targeting both new and veteran teachers.

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

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

## INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Val Verde Unified School District are being aligned to the California State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 13, 2016, 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 #16-17-13 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 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 designated area.

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 2016-17 school year, Val Verde Unified School District certifies that each student, including English learners, enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the California State Standards.

## SCHOOL LEADERSHIP

Leadership at Lasselle Elementary is a responsibility shared among the principal, teachers, and parents. The principal, assistant principal, instructional coach, and teachers are responsible for the day-to-day operations and overall curriculum. 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, grade level facilitators, and program facilitators, meets bimonthly to collaboratively address school issues, operational concerns, and staff development needs. 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.

## 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. Lasselle 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

Lasselle Elementary's special education program is staffed by two special education teachers and three special education aides. Each student is provided instruction within and outside the general education environment based upon their IEP. 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. Each student's IEP is reviewed and updated annually by the IEP team.

## ENGLISH LEARNER INSTRUCTION

All of Lasselle Elementary's teachers are certified and trained to provide instruction for students identified as English Learners (EL). 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 Wonders by Houghton Mifflin materials, ELD instruction focuses on reading development, verbal language development, and vocabulary building. One bilingual aide collaborates with class teachers to provide in-class small group support based upon individual student needs. As students increase fluency in the English language, Lasselle Elementary School continues to monitor student performance through CELDT results, benchmark assessments, and classroom observation to adjust instruction as needed to ensure continued success in acquiring the English language and proficiency in reading/language arts.

## GIFTED AND TALENTED EDUCATION

Lasselle 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. GATE students 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 held once a week. These theme-based activities focus on special projects.

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
English Language Arts				
2016	Yes	McGraw-Hill: <i>Wonders</i>	0%	K-5
2017	Yes	McGraw-Hill: <i>WonderWorks</i>	0%	K-5
Mathematics				
2014	Yes	Houghton Mifflin Harcourt: <i>Math Expressions</i>	0%	K-5
Science				
2007	Yes	Pearson: <i>Scott Foresman: California Science</i>	0%	K-5
Social Science				
2006	Yes	Pearson: <i>Scott Foresman: California History</i>	0%	K-5

Textbook information was obtained from district office personnel in November 2016.

## AVID

Lasselle is an AVID elementary school. AVID Elementary is a foundational component of the AVID College Readiness System and supports AVID's mission to close the achievement gap by preparing all students for college readiness and success in a global society. Based on the same learning foundation that underlies AVID Secondary, AVID Elementary is designed to be embedded into the daily instruction of all elementary classrooms across entire grade levels to maintain school wide structures. AVID Elementary's implementation of resources, trainings, and philosophy are all grounded in the idea that growth mindset can be taught to students. It is through the growth mindset that AVID students succeed in following their dreams and fulfilling their aspirations. AVID Elementary takes a systemic approach through the use of WICOR (Writing, Inquiry, Collaboration, Organization, Reading) and an explicit focus on high expectations, rigor, and developing a college readiness culture.

## INTERVENTION PROGRAMS

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

- Think Together: students are referred by teachers or their parents to the program. Students are engaged in a highly structured program that provides homework assistance, tutoring, enrichment, recreational activities, and sports. Think Together is offered after school until 6:00 p.m. five days a week.
- Impact Substitute Teachers (two): substitute teachers in the morning and in the afternoon provide support to regular classroom teachers who conduct small group intervention in reading and math.

## PROFESSIONAL STAFF TEACHER ASSIGNMENT

Lasselle Elementary School recruits and employs only the most qualified credentialed teachers. For the 2015-16 school year, the school employed 32 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

## Teacher Credentials and Assignments

	Lasselle			VVUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	34	32	32	810	813	819
Teachers with Full Credential	34	32	32	809	797	795
Teachers without Full Credential	0	0	0	1	16	24
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	5	0
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	3	2

*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.*

The adjacent table identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

## 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 Lasselle Elementary School have access to a full complement of professional resources and services to meet the individual needs of its students with disabilities.

## Core Academic Classes

### Taught by Highly Qualified Teachers

	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
	2015-16	
Lasselle	100.0%	0.0%
District Totals		
All Schools	98.0%	2.0%
High-Poverty Schools	98.0%	2.0%
Low-Poverty Schools	0.0%	0.0%

*Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.*

## Counselors and Support Personnel (Nonteaching Professional Staff)

2015-16

	No. of Staff	FTE*
	Academic Counselor	0
Nurse	1	0.2
Psychologist	1	0.6
Speech Pathologist	1	0.6

*\*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 Lasselle 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, enrollment, and staffing.

## PUBLIC INTERNET ACCESS LOCATION

Parents may access Lasselle Elementary School's SARC and access the internet at any of the county's public libraries. The closest library to Lasselle Elementary School is Moreno Valley Public Library located at 25480 Alessandro Blvd., Moreno Valley, CA 92553.

Moreno Valley Public Library  
(951) 413-3880

Hours: Monday-Thursday 9-8  
Friday 9-6  
Saturday 9-5  
Sunday 12-5

Number of computers available: 15 adult computers and 10 children's computers

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 2014-15 school year, Val Verde Unified School District spent an average of \$9,037 of total general funds to educate each student (based on 2014-15 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 web site at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2014-15		
	VVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	46,771	44,958
Mid-Range Teacher Salary	75,834	70,581
Highest Teacher Salary	92,216	91,469
Average Principal Salaries:		
Elementary School	126,180	113,994
Middle School	134,877	120,075
High School	132,742	130,249
Superintendent Salary	238,433	218,315
Percentage of Budget For:		
Teacher Salaries	35.0	38.0
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/>.

Current Expense of Education Per Pupil 2014-15					
Expenditures Per Pupil	Dollars Spent Per Student				
	Lasselle	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	4,429	N/A	N/A	N/A	N/A
Restricted (Supplemental)	308	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,122	4,990	82.6%	5,677	87.9%
Average Teacher Salary	71,613	75,804	94.5%	74,216	102.1%

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

In addition to general fund state funding, Val Verde Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- California Clean Energy Jobs Act
- California Health Science Capacity Building Project
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB Title I, II, III, X
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Vocational Programs