



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

MARY McLEOD BETHUNE ELEMENTARY SCHOOL

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

WELCOME FROM THE PRINCIPAL



Welcome to Mary McLeod Bethune Elementary School! Our kindergarten through fifth grade elementary school is named after Dr. Mary McLeod Bethune who is famous for founding Bethune-Cookman College (1923). We are a learning community where students, parents, and staff are connected and committed to learning and academic excellence.

As a school, we believe that students not only need to be college and career ready, but "Innovation Ready." Today's competitive, global-market place are in desperate need of workers who can communicate and work well with others to creatively solve real-world problems. As such, our school is moving toward becoming a 21st century school to best prepare "Innovation Ready" students who can think creatively, continuously learn, and adapt to an ever-changing work environment. In the past, we have been recognized as a California Distinguished School and a Title I Academic Achievement School. We intend to build upon that past success of strong foundational skills in reading, math, and writing (the traditional 3Rs) with the tools of the 21st century—the 4Cs: Communication, Collaboration, Creativity, and Critical Thinking. While our journey to become a 21st century school will be tough, we are up to the challenge! We look forward to making it happen for our students. Our parent community stands with us to support our direction and we will believe that a small group of people who believe the same thing can do great things together!

MISSION STATEMENT

Our mission is to inspire students to be innovators, designers, and creators of their own future.

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 Reserve 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, Mary McLeod Bethune Elementary School served 649 students in grades K-5. Student enrollment included 9.9% receiving special education services, 22.3% qualifying for English learner support, and 86.1% qualifying for free or reduced-price meals.

Student Enrollment by Subgroup/Grade Level 2015-16

Ethnic Group	%	Grade Level	#
African American	22.0%	Kindergarten	136
American Indian or Alaskan Native	0.4%	Grade 1	92
Asian	2.2%	Grade 2	116
Filipino	2.0%	Grade 3	97
Hawaiian or Pacific Islander	0.7%	Grade 4	106
Hispanic or Latino	65.5%	Grade 5	102
White (not Hispanic)	4.5%	Grade 6	0
Two or More Races	2.5%	Grade 7	0
Socioeconomically Disadvantaged	86.1%	Grade 8	0
English Learners	23.3%		
Students with Disabilities	9.9%		
Migrant Education	0.0%		
Foster Youth	1.7%		
		Total Enrollment	649

For over 20 years, Mary McLeod Bethune Elementary has been offering a high quality educational program through a team of dedicated professionals. Rigorous academics are designed and modified on a continual basis to meet the changing needs of our students.

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. Mary McLeod Bethune Elementary School offers a wide variety of opportunities for parents to support the school and their child academically through volunteering or simply attending school events. Parents seeking more information or who are interested in participating in any of the activities listed below may contact the school secretary or the school office at (951) 490-0380.

Volunteer to Help:

- In the classrooms, library, and school office
- Chaperone field trips

Join Leadership Groups

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

Attend Special Events & Workshops

- Back to School Night
- Student performances
- Parent education workshops
- Parent conferences
- Family Math and Reading Nights

School-to-home communication is provided in both English and Spanish. A calendar of events is available to view on our school website. Some grade level teams send letters home to keep parents apprised of classroom activities and curriculum news. The School Messenger and Blackboard Connect, an automated messaging system, is used to quickly forward personalized messages from school staff to each student's home. Flyers, website, letters, and the school marquee are utilized as needed to share special announcements and reminders. The school website features general information. Parents can have access to their student's information through the new Val Verde app.

STUDENT ACHIEVEMENT

DISTRICT BENCHMARK ASSESSMENTS

Val Verde Unified School District uses a variety of tools to evaluate and analyze student learning. District benchmark assessments supplement multiple measures of assessment to identify students' mastery of 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.

PHYSICAL FITNESS

In the spring of each year, Mary McLeod Bethune 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 web site 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	40.9%	19.1%	7.3%

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 (CAASPP)

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.

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/.

California Assessment of Student Performance and Progress Test Results in Science									
All Students									
Percentage of Students Meeting or Exceeding the State Standards									
	Mary McLeod Bethune			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)	45	39	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	110	109	99.1%	45.9%
Male	53	52	98.1%	46.2%
Female	57	57	100.0%	45.6%
African American	29	29	100.0%	48.3%
Hispanic or Latino	67	66	98.5%	43.9%
Economically Disadvantaged	104	103	99.0%	42.7%
English Learners	14	13	92.9%	15.4%

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.

**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
Grade 3					Grade 3			
All Students Tested	118	114	96.6%	27.2%	118	115	97.5%	26.1%
Male	63	59	93.7%	22.0%	63	60	95.2%	28.3%
Female	55	55	100.0%	32.7%	55	55	100.0%	23.6%
African American	25	23	92.0%	21.7%	25	23	92.0%	21.7%
Hispanic or Latino	81	80	98.8%	28.8%	81	80	98.8%	25.0%
Socioeconomically Disadvantaged	105	105	100.0%	25.7%	105	105	100.0%	25.7%
English Learners	36	34	94.4%	20.6%	36	35	97.2%	31.4%
Grade 4					Grade 4			
All Students Tested	114	110	96.5%	38.2%	114	110	96.5%	40.9%
Male	61	59	96.7%	32.2%	61	59	96.7%	32.2%
Female	53	51	96.2%	45.1%	53	51	96.2%	51.0%
African American	29	29	100.0%	34.5%	29	29	100.0%	48.3%
Hispanic or Latino	67	63	94.0%	41.3%	67	63	94.0%	39.7%
Socioeconomically Disadvantaged	97	94	96.9%	36.2%	97	94	96.9%	38.3%
English Learners	23	21	91.3%	19.1%	23	21	91.3%	23.8%
Students with Disabilities	14	14	100.0%	7.1%	14	14	100.0%	7.1%
Grade 5					Grade 5			
All Students Tested	110	109	99.1%	36.7%	110	110	100.0%	25.5%
Male	53	53	100.0%	30.2%	53	53	100.0%	24.5%
Female	57	56	98.3%	42.9%	57	57	100.0%	26.3%
African American	29	29	100.0%	41.4%	29	29	100.0%	17.2%
Hispanic or Latino	67	66	98.5%	37.9%	67	67	100.0%	29.9%
Socioeconomically Disadvantaged	104	103	99.0%	35.9%	104	104	100.0%	25.0%
English Learners	14	13	92.9%	0.0%	14	14	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.

**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**

	MMBES		VVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	32	34	38	41	44	48
Mathematics	23	31	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.

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

Mary McLeod Bethune Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1990; 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:

- Installation of new handicap ramps

Campus Description	
Year Built	1990
Acreage	14
Bldg. Square Footage	47770
	Quantity
# of Permanent Classrooms	29
# of Portable Classrooms	11
# of Restrooms (student use)	7 sets
Computer Lab	1
Library	1
Multipurpose Room	1
Staff Lounge	1
Teacher Work Room	1

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, Mary McLeod Bethune 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/.

Federal Intervention Program 2016-17		
	Mary McLeod Bethune	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 SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Mary McLeod Bethune 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 Mary McLeod Bethune 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 bully prevention policy. The school's most current safety plan was reviewed, updated, and shared with school staff in September 2016.

MAINTENANCE AND 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 Mary McLeod Bethune 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.

SCHOOL INSPECTIONS

Mary McLeod Bethune 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 Mary McLeod Bethune Elementary School took place on July 20, 2016. Schools are required by state law to report the condition of their facilities; the School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2015-16 school year, 100% of restrooms were fully operational and available to students at all times.

DAILY CLEANING PRACTICES

One full-time day custodian, one full-time evening custodian, and a groundskeeper are assigned to Mary McLeod Bethune Elementary School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and the custodian communicate daily, as needed, to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian inspects school facilities for safety hazards, graffiti, and other conditions that require immediate attention or removal prior to students and staff entering school grounds. Custodians inspect restrooms every hour as a proactive

measure to keep restrooms fully stocked, safe, and sanitary. Noon supervisors monitor the restrooms continuously during recess and lunch.

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 Mary McLeod Bethune 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.

SUPERVISION AND SAFETY

Each morning as students arrive on campus, the principal, supervisor aides, instructional coach, and teachers greet students at designated entrances and monitor breakfast activities. During recess, the principal, instructional coach, and noon supervisors monitor the students on the playground. During lunch recess, noon supervisors are responsible for monitoring student

behavior and activities in the outside meal areas and on the playground. When students are dismissed at the end of the day, four main exit areas are each monitored by one teacher, special education teachers supervise the bus loading area, and the principal and a set of teachers supervise the dismissal area in the parking lot to ensure students leave campus in a safe and orderly manner.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival and present valid picture identification, obtain and wear a visitor's badge, and then return to the school office upon departure.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

A safe, clean school and an effective learning program provide the basis for Mary McLeod Bethune 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.

The science of behavior has taught us three very important things about student behavior:

- 1) Students are not born with "bad behavior".
- 2) Students do not learn when presented with contingent aversive consequences.
- 3) Students do learn better ways of behaving by being taught directly and receiving positive feedback.

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Inspection Date:	July 20, 2016		
Systems	✓		
Interior Surfaces		✓	
			Library - Water stains ceiling tiles, ceiling tiles are stained; MPR - Ceiling tiles are stained from blowing dust, see pics; Room K-1 - Ceiling tiles have holes; Room F-1/DC1 - Wallpaper is torn throughout; Room F-2/DC2 - Water stains ceiling tiles, wallpaper is torn; P Room G-2 - Water stains ceiling tiles; P Room G-4, D-13 & D-18 - Wallpaper is torn; P Room G-10 - Wallpaper is torn at entry; Room C-11 - Water stains ceiling tiles at skylight; Room D-15 & D-16 - Wallpaper is torn above whiteboard; Room K-3 - Wallpaper is torn at west exit
Cleanliness	✓		
Electrical	✓		Workroom - Exposed wires, clock is missing
Restrooms/Fountains	✓		
Safety	✓		
Structural	✓		P Room G-4 - Dry rot, wood splintering on ramp, trip hazard; P Room G-11 - West outside corner is rotting, nails protruding, injury hazard
External	✓		Room F-1/DC1 - Trip hazard at asphalt, cement seam on walkway; P Room G-7 & G-9 - Trip hazard at ramp entry; P Room G-10 - Window screen is missing; P Room G-11 - Asphalt has holes at ramp entry, trip hazard
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
Overall Summary		✓	

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

Challenging behaviors exist in every school and community and they always will. Traditional discipline systems do not work due to:

- 1) The overuse of reactive management.
- 2) The misuse or non-use of information to guide decision making.
- 3) The failure to listen to and involve stakeholders.
- 4) The inefficient use of our potential time and expertise.
- 5) The adoption of inefficient and irrelevant systems such as detention and Saturday school.

The OLWEUS Bully Prevention Program as well as the Positive Behavior Support System (PBIS) was implemented in the beginning of January 2014. The OLWEUS bully prevention program is a preventative program which requires active participation from all members of our school community. It is designed for all students and is preventative and responsive to any and all acts of bullying. The positive behavior support system will be integrated with OLWEUS bully prevention program. Through the Positive Behavior Support System, our school community will provide intentional structures for student success through positive behavior expectations.

Mary McLeod Bethune Elementary uses a schoolwide positive behavior support approach to "discipline", based on the latest understandings in child psychology. Using the principles of self-determination theory, the theory of relatedness, and choice theory, we systematically teach pro-social behaviors and support students with learning-centered interventions when they fall short of our expectations. Our system is not about penitence or shame, but about challenging our students to analyze their behavioral choices and identify alternative methods to solve common social emotional problems.

During the first three days of schools, all students are taught the Wildcat Expectations, which outlines in detail our common expectations for student behavior. The Wildcat Expectations are posted everywhere on campus especially in each teacher's classroom. Secondly, over the next five days, all students read "How Full is Your Bucket for Kids", and teachers hold class discussions and conduct activities around the book's lessons. The "Bucket Book", as it is commonly called, teaches a reader about the importance of positive interactions with others, how to make positive emotional "deposits", how to prevent others from "dipping" in your emotional bucket, and most importantly, that we should never dip from another person's bucket. This is followed by schoolwide Monday lessons each week on a series of thematic topics including:

- Bully awareness and prevention
- The Seven Habits of Happy Kids (based on the work of Dr. Stephen Covey)
- Confidence building, effective communication, decision making, goal setting, studying effectively, problem-solving, resolving conflicts, and college and career readiness

On occasion, students make seriously poor behavioral choices. Our approach is still to call into question the decision-making process and administer progressive discipline as required by the district and or state. Consequences and disciplinary action are based upon the student's past behavioral trend and severity of infraction. Ultimately, we want students to move from externally controlled monitoring (or discipline) to the more independent state of self-monitoring or self-discipline.

The principal visits all the classrooms to reinforce our positive behavior expectations for student behavior. Additionally, we hold assemblies, student-centered activities, music, and citizenship awards. Our schoolwide positive behavior system is about teaching pro-social behaviors, supporting students who make poor choices, and reinforcing their efforts towards making better choices. 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.

Mary McLeod Bethune Elementary School's behavior management policies are based on the Character Counts! program which promotes six pillars of character (trustworthiness, responsibility, respect, fairness, caring, and citizenship). Students are actively engaged in class discussions about each of the behavioral traits and how they may be applied to daily interaction at school and at home.

Suspensions and Expulsions									
	Mary McLeod Bethune			VVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	56	57	20	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

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.

ENRICHMENT ACTIVITIES

Students are encouraged to participate in the school's additional academic and extracurricular activities. These programs promote positive attitudes, encourage achievement, and instill a sense of belonging among students. Extracurricular and enrichment activities include: art attack, GATE enrichment, SMART™ tutorials (Students Making Achievements in Reading and Thinking), Spelling Bee, Science Fair, computer coding program, Readers Theater, and Associated Student Body.

CURRICULUM & INSTRUCTION

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 that 1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a standards-aligned textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the curriculum frameworks in mathematics, science, history-social science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive. Within a six-week period prior to adoption, parents may preview recommended instructional materials at the district office or the school's office.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 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.

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	
1	17.0	3	4	
2	21.0	2	4	
3	15.0	4	4	
4	17.0	3	4	
5	16.0	4	3	
2014-15				
K	12.0	12		
1	30.0		4	
2	28.0		4	
3	30.0		4	
4	25.0	1	3	
5	22.0	2	3	
2015-16				
K	12.0	10		
1	23.0	1	3	
2	28.0		4	
3	30.0	1	4	
4	27.0	1	3	
5	26.0	1	3	

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

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.

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, Mary McLeod Bethune Elementary School held staff development focused on:

- 21st Century Skills
- ELD/ELA
- Close Reading
- Common Core State Standards (CCSS)
- Depth of Knowledge (DoK)
- Design Thinking
- Google Apps for Education
- Instructional Shifts in Mathematics and English Language Arts
- Response to Intervention (RtI)
- STEAM Education
- Positive Behavior Intervention & Support

The district offers supplemental support year-round for new and ongoing programs related to either 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.

SCHOOL LEADERSHIP

Leadership at Mary McLeod Bethune Elementary School is a responsibility shared among the principal, teachers, and parents. The principal is responsible for the day-to-day operations and overall curriculum. The school's leadership team, 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, grade level leaders, committee representatives, instructional coach, site secretary, and Special Education Facilitator meet to collaboratively make the best decisions regarding schoolwide objectives, discuss concerns, and celebrate successes. Grade level leaders are responsible for guiding their teams through data analysis, staff development training, and leadership of school committees.

An effective school environment is dependent upon many focus groups designed to target specific activities and functions of Mary McLeod Bethune Elementary. The Retention Committee, Social Committee, and Special Education Advisory Committee use a variety of resources to develop beneficial services and programs for all student groups. In some cases, school committees engage parents to provide input and feedback to ensure equal access to schoolwide programs and that student needs are met.

The School Site Council (SSC), consisting of

the principal, teachers, classified 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 approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Mary McLeod Bethune 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 take a team-oriented approach to provide maximum levels of instruction in the general education environment. For a portion 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 behavioral needs.

ENGLISH LEARNER INSTRUCTION

All of Mary McLeod Bethune 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 (fifth grade) or through a team teaching approach (grades 1-4) for 30 minutes a day as a supplement to their regular language arts curriculum. Using specially-designed Houghton Mifflin materials, ELD instruction focuses on reading development, verbal language development, and vocabulary building. A 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, Mary McLeod Bethune 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.

Impact teachers (certificated teachers) provide instruction for third, fourth, and fifth grade learners. Students participate in small group instruction outside the general education classroom. Lessons and activities focus on vocabulary development.

GIFTED AND TALENTED EDUCATION

Mary McLeod Bethune 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 held once a week for 75 minutes; theme-based projects are centered around science, hands-on activities, and performing arts with a focus on scientific engineering practices.

AVID

Mary McLeod Bethune Elementary School 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

Mary McLeod Bethune 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 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: a voluntary after-school program provided five days a week until 6:00 p.m. Students are engaged in a highly structured program that provides homework assistance, tutoring, enrichment, recreational activities, and sports.

- Impact Substitute Teachers (two): substitute teachers in the morning and in the afternoon provides support to regular classroom teachers who conduct small group intervention in reading and math.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Mary McLeod Bethune Elementary School recruits and employs only the most qualified credentialed teachers. For the 2015-16 school year, the school employed 28 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					
	Mary McLeod Bethune			VVUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	31	29	27	810	813	819
Teachers with Full Credential	31	28	26	809	797	795
Teachers without Full Credential	0	1	1	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 which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at www.cde.ca.gov/nclb/sr/tq/.

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. As a participating member of the Riverside County Special Education Local Plan Area (SELPA), Val Verde Unified School District and Mary McLeod Bethune 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	
Mary McLeod Bethune	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	
Psychologist	1	0.4
Speech & Language Aide	1	1.0
Speech Pathologist	2	1.0
Licensed Vocational Nurse	1	1.0

**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.*

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

Salary Comparison 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/>.

SARC DATA & INTERNET ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Mary McLeod Bethune 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 Mary McLeod Bethune Elementary School's SARC and access the internet at any of the county's public libraries. The closest library to Mary McLeod Bethune 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

Current Expense of Education Per Pupil 2014-15

Expenditures Per Pupil	Dollars Spent Per Student				
	Mary McLeod Bethune	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,297	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,199	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,098	4,990	82.1%	5,677	87.9%
Average Teacher Salary	69,348	75,804	91.5%	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