



VAL VERDE UNIFIED SCHOOL DISTRICT

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.

MAY RANCH 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 May Ranch Elementary School, home of the Wranglers! Here at May Ranch, our goal is to provide a high quality learning environment focused on 21st century learning and college and career readiness. Our staff is committed to providing learning opportunities and support for all students including our AVID program. Our instructional goals are focused on the California State Standards and in alignment with district goals and grade level expectations. We take pride in creating a school culture that is dedicated to promoting and supporting positive behaviors and character traits and emphasizes being respectful, responsible and safe. Supplemental programs and support are in place through Response to Intervention (RTI) for students who are in need. Teachers and grade level teams collaborate on instructional planning as well as analyzing data to guide instruction and meet the needs of all students. As the 2015-2016 year unfolds, we look forward to providing an academic environment that prepares students to be global citizens in the 21st century.

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, May Ranch Elementary School served 917 students in grades K-5. Student enrollment included 7.3% receiving special education services, 29% qualifying for English learner support, and 79.3% qualifying for free or reduced-price meals.

Student Enrollment by Subgroup/Grade Level 2015-16

Ethnic Group	%	Grade Level	#
African American	10.7%	Kindergarten	180
American Indian or Alaskan Native	0.2%	Grade 1	132
Asian	2.3%	Grade 2	133
Filipino	2.4%	Grade 3	155
Hawaiian or Pacific Islander	0.1%	Grade 4	160
Hispanic or Latino	74.7%	Grade 5	157
White (not Hispanic)	7.9%	Grade 6	0
Two or More Races	1.7%	Grade 7	0
Socioeconomically Disadvantaged	79.3%	Grade 8	0
English Learners	29.0%		
Students with Disabilities	7.3%		
Migrant Education	0.0%	Total	
Foster Youth	2.1%	Enrollment	917

HONORS



2011 Award of Recognition
County of Riverside, Community Health
Agency, Department of Environmental Health



2011-12 Title I Academic Achievement Award



2012 California Business for
Education Excellence

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. May Ranch Elementary School offers a wide variety of opportunities for parents to support the school and their child's academic efforts through volunteering efforts or simply attending special events and activities. Parents seeking more information or who are interested in participating in any of the activities listed below may contact their child's teacher or anyone in the school office at (951) 490-4670.

Volunteer to Help In:

- Classrooms
- Chaperone field trips
- Office
- Library

Join Leadership Groups

- African American Advisory Council
- School Site Council
- English Learner Advisory Council
- GATE Advisory Committee (Gifted & Talented Education)
- Parent Advisory Committee
- Parent Teacher Organization

Attend Special Events & Workshops

- 21st Century Learning
- Book Fairs
- Back to School Night
- Family STEAM Night
- Literacy Night
- March of Dimes
- Parent Conferences
- Parent Education Classes (CABE, English as a second language, nutrition, etc.)
- Parent Engagement Days
- Student Performances
- Student Recognition Activities

School-to-home communication is provided in both English and Spanish. Flyers, letters, monthly calendars, the school marquee, Parent Link, Facebook (@May Ranch), and PeachJar (automated telephone messages) are issued as needed for special announcements and reminders. The school website (<http://www.mayranch.valverde.edu>) and our Twitter page (@mayranch) features current news and general information.

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.

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

	May Ranch			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)	69	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	162	160	98.8%	45.6%
Male	76	74	97.4%	50.0%
Female	86	86	100.0%	41.9%
African American	18	18	100.0%	11.1%
Hispanic or Latino	121	120	99.2%	47.5%
White (not Hispanic)	17	17	100.0%	70.6%
Economically Disadvantaged	136	135	99.3%	43.7%
English Learners	25	24	96.0%	12.5%
Students with Disabilities	16	16	100.0%	25.0%

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.

**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	157	156	99.4%	36.5%	157	157	100.0%	31.4%
Male	74	74	100.0%	31.1%	74	74	100.0%	35.6%
Female	83	82	98.8%	41.5%	83	83	100.0%	27.7%
African American	20	20	100.0%	35.0%	20	20	100.0%	20.0%
Hispanic or Latino	120	119	99.2%	34.5%	120	120	100.0%	29.2%
White (not Hispanic)	11	11	100.0%	54.6%	11	11	100.0%	60.0%
Socioeconomically Disadvantaged	127	126	99.2%	34.9%	127	127	100.0%	27.0%
English Learners	61	60	98.4%	35.0%	61	61	100.0%	36.1%
Students with Disabilities	13	13	100.0%	0.0%	13	13	100.0%	8.3%
Grade 4					Grade 4			
All Students Tested	160	158	98.8%	41.8%	160	159	99.4%	35.9%
Male	79	79	100.0%	35.4%	79	79	100.0%	38.0%
Female	81	79	97.5%	48.1%	81	80	98.8%	33.8%
African American	19	18	94.7%	38.9%	19	18	94.7%	16.7%
Hispanic or Latino	115	114	99.1%	38.6%	115	115	100.0%	35.7%
Socioeconomically Disadvantaged	129	128	99.2%	38.3%	129	129	100.0%	34.1%
English Learners	40	40	100.0%	10.0%	40	40	100.0%	7.5%
Students with Disabilities	16	16	100.0%	0.0%	16	16	100.0%	12.5%
Grade 5					Grade 5			
All Students Tested	165	163	98.8%	52.2%	164	163	99.4%	39.9%
Male	77	75	97.4%	50.7%	76	75	98.7%	40.0%
Female	88	88	100.0%	53.4%	88	88	100.0%	39.8%
African American	19	19	100.0%	21.1%	19	19	100.0%	21.1%
Hispanic or Latino	122	121	99.2%	57.0%	121	121	100.0%	39.7%
White (not Hispanic)	17	17	100.0%	52.9%	17	17	100.0%	64.7%
Socioeconomically Disadvantaged	139	138	99.3%	50.0%	138	138	100.0%	38.4%
English Learners	25	24	96.0%	16.7%	25	25	100.0%	12.0%
Students with Disabilities	16	16	100.0%	6.3%	16	16	100.0%	6.3%

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**

	May Ranch		VVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	44	44	38	41	44	48
Mathematics	38	36	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.

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, May Ranch Elementary School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

PHYSICAL FITNESS

In the spring of each year, May Ranch 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 tests 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	50.6%	27.5%	13.1%

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.

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

	May Ranch	VVUSD
PI Status	In PI	In PI
First Year of PI Implementation	2013-14	2012-13
Year in PI	Year 1	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

May Ranch Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 2008; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff. All classrooms feature a HoverCam and Interwrite® pad; all teachers have been supplied with an iPad.

Campus Description

	Quantity
Year Built	2008
# of Permanent Classrooms	35
# of Portable Classrooms	4
# of Restrooms (student use)	4 sets
Computer Lab	1
Library	1
Multipurpose Room	1
Staff Lounge	1
Teacher Work Room	1

2015-16 Campus Improvements:

- Addition of two portables
- Addition of Chromebook carts for a 1:1 ratio for grades TK-5

SCHOOL INSPECTIONS

May Ranch 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 May Ranch 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 in this report (on page 4) 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 for student use at all times.

SUPERVISION & SAFETY

As a component of the school's secure campus policy, school facilities are fully enclosed with a perimeter fence system. Only students are allowed to travel in and out of entrance gates; parents and guardians must enter the campus through the school's main office.

Each morning as students arrive on campus, crossing guards, teachers, and supervision aides are strategically stationed at line-up areas to monitor activities and behavior. Students receiving breakfast in the multipurpose room or outdoor eating area are chaperoned by supervision aides. During recess and lunch, supervision aides are responsible for monitoring student behavior and activities in the cafeteria and on the playground. When students are dismissed at the end of the day, teachers escort their students to the main exit areas and assigned teachers remain at designated exits to ensure students leave campus in a safe and orderly manner. Crossing guards assist with a safe departure as students leave campus.

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.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for May Ranch 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 May Ranch 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 and updated in January 2017 and discussed with staff throughout the year.

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 May Ranch Elementary School. Teachers and school staff communicate unscheduled maintenance needs, urgent repairs, or special projects to designated custodial and office support staff who prepare and submit work orders to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

DAILY CLEANING PRACTICES

One full-time day custodian, one part-time afternoon custodian, and one full-time evening custodian are assigned to May Ranch Elementary School and work closely with the principal for routine maintenance daily custodial duties, and special events. The principal, assistant principal, and custodians communicate daily regarding safety issues, cleaning practices, and housekeeping needs. 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

School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: July 14, 2016	Good	Fair	Poor	
Systems	✓			
Interior Surfaces	✓			Communication Room - Water stains ceiling tiles, see pics, ceiling tile is missing; Lounge, Library, Room K-201 & P1 - Water stain ceiling tiles; MPR - Water stains ceiling tiles, hole in ceiling tiles and diffusers
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			MPR - Low flow on first drinking fountain
Safety	✓			
Structural	✓			
External	✓			

Overall Summary of School Facility Good Repair Status

	Exemplary	Good	Fair	Poor
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.

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 May Ranch 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.

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	15.0	10		
1	30.0		5	
2	22.0	2	5	
3	21.0	2	6	
4	22.0	2	5	
5	23.0	2	5	
2014-15				
K	15.0	12		
1	29.0		5	
2	24.0	1	5	
3	30.0		5	
4	31.0		5	
5	28.0	1	5	
2015-16				
K	15.0	8		
1	26.0	1	4	
2	27.0	1	4	
3	23.0	2	5	
4	30.0		5	
5	27.0	1	5	

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

DISCIPLINE AND CLIMATE FOR LEARNING

A safe, clean school and an effective learning program provide the basis for May Ranch 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. Classroom rules are posted in each classroom.

The OLWEUS Bully Prevention Program as well as the Positive Behavior Intervention Support System (PBIS) has been implemented. 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 Intervention Support System will be integrated with OLWEUS bully prevention program. Through the Positive Behavior Intervention Support System, our school community will provide intentional structures for student success through positive behavior expectations.

May Ranch Elementary School implements the Positive Behavior Intervention and Support (PBIS) curriculum to develop social skills and expectations. There are three schoolwide expectations for students to follow: 1) Be Respectful, 2) Be Responsible, and 3) Be Safe.

At the beginning of the school year, school rules, district policies, and academic expectations are 1) outlined in the Student Handbook (in both English and Spanish) and 2) shared by teachers as part of their classroom orientation process. At the beginning of the school year and again after winter recess, students are reminded in classroom discussions and at assemblies to conduct themselves in a safe, responsible, and courteous manner. The principal and/or assistant principal visits with students on an as-needed basis to discuss the importance of good behavior, address current trends in inappropriate behavior, explore bully prevention topics, and reinforce school rules.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. When students continue having difficulty following school rules, teachers may temporarily place the student in another classroom. If poor behavior continues, the student is referred to the school principal for further intervention. Education Management Teams comprised of certificated staff collaborate when necessary to identify and develop strategies to resolve behavior-related concerns interfering with the learning process. Consequences and disciplinary action are based upon the student's past behavior trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner.

	Suspensions and Expulsions								
	May Ranch			VVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	28	16	22	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 are encouraged to participate in the school's many academic enrichment and extracurricular activities. These activities promote the development of interests and skills outside the standard curriculum. Students are encouraged to participate in the 100 Mile running club, Associated Student Body (ASB), after school clubs and intervention, 5th grade band and choir, STEAM enrichment classes, and THINK Together. After-school enrichment classes are available to identified GATE (Gifted and Talented Education) students.

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

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

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

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

- 21st Century Learning
- Close Reading
- College & Career Readiness
- AVID
- Curriculum Based Training
- Depth of Knowledge
- Inquiry
- Next Generation Science Standards (NGSS)
- Positive Behavioral Intervention & Support (PBIS)
- Response to Intervention
- STEAM Education
- Use of Instructional Technology

Certificated staff serving both general education and special education programs devoted additional time to the continued implementation of the Collaborative Coaching and Learning model. Teams of teachers met with the instructional coach in response to data analysis findings to explore and expand grade level strategies to improve student learning.

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 May Ranch Elementary School is a responsibility shared among the principal, assistant principal, teachers, and parents. Principal Aimee Breton is responsible for the day-to-day operations and overall curriculum. The assistant principal helps oversee student safety and the implementation of PBIS. The school's leadership team, instructional coach, grade level teams, English Learners Advisory Council, African American Advisory Council, Parent Teacher Organization, 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 leaders, special education teachers, English Learners Advisory Council, African American Advisory Council, Parent Teacher Organization, School Site Council and the instructional coach work together to review and offer input towards improving school programs. Team members are responsible for providing oversight and supervision as requested for special programs or activities, supporting the principal in program implementation, and serving as a liaison to their respective grade level teams.

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

INSTRUCTIONAL MATERIALS

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

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, California Common Core State Standards aligned program. May Ranch Elementary School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

SPECIAL EDUCATION

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

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	
			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.

schedules and allocating staff resources. The instructional coach is available to provide training and support to special education staff.

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 May Ranch 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 homeroom teacher for 30 minutes a day as a supplement to their regular language arts curriculum. ELD Instruction focuses on reading development, verbal language development, and vocabulary building. As students increase fluency in the English language, May Ranch 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

May Ranch 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 grouped by grade level to receive accelerated, differentiated instruction that offers more depth and complexity throughout the curriculum by GATE-trained teachers.

AVID

May Ranch 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

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

- **THINK Together:** voluntary after-school program provided five days a week. Students are engaged in a highly structured program that provides standards-based homework assistance, tutoring, and sports. The program is offered daily after school until 6:00 p.m.
- **Response to Intervention (RtI):** general education intervention through specialized academic instruction that has designated access time to target students during school hours.
- **Impact Substitute Teachers:** substitute teachers in the morning and in the afternoon provides support to regular classroom teachers who conduct small group intervention in reading and math.
- Students are given structured time during school hours to complete work.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

May Ranch Elementary School recruits and employs only the most qualified credentialed teachers. For the 2015-16 school year, the school employed 33 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					
	May Ranch			VVUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	35	34	34	810	813	819
Teachers with Full Credential	35	33	32	809	797	795
Teachers without Full Credential	0	1	2	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/.

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 May Ranch 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	
May Ranch	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	
Adaptive PE Specialist	1	0.1
Health Technician	1	1.0
Nurse	1	0.1
Psychologists	2	0.8
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 May Ranch 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 May Ranch Elementary School's SARC and access the internet at any of the county's public libraries. The closest libraries to May Ranch Elementary School are:

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

Perris Branch Public Library - (951) 657-2358
Hours: Sunday 1-5
Monday 10-6
Tuesday-Wednesday 12-8
Thursday-Saturday 10-6
Number of computers available: 17
Number of printers available: 1

DISTRICT EXPENDITURES

SALARY AND 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/>.

Current Expense of Education Per Pupil 2014-15

Expenditures Per Pupil	Dollars Spent Per Student				
	May Ranch	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	4,943	N/A	N/A	N/A	N/A
Restricted (Supplemental)	591	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,352	4,990	87.2%	5,677	87.9%
Average Teacher Salary	75,255	75,804	99.3%	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