



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.

MEAD VALLEY 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 Mead Valley Elementary School, Home of the Distinguished Dolphins!"

At Mead Valley, we take pride in our mission to ensure the academic, behavior and emotional success of EVERY student, while preparing them for productivity in the 21st Century. Our highly qualified teachers understand the importance of student competitiveness in an increasingly global economy. With their teacher teams, they design learning opportunities that engage students in the California State Content Standards and the 4C's: Creativity, Collaboration, Communication and Critical Thinking. In 2014, we were honored as a California Distinguished School. The fall of 2016 we are excited to become an AVID elementary school where we will continue to partner with parents and the community to identify, set and achieve meaningful school goals as we collaboratively monitor our continuous improvement. I am honored to continue to guide our Professional Learning Community.

SCHOOL FOCUS

The focus of our vision is on schoolwide student achievement and development of global scholars. The California Common Core State Standards are used to plan instructional activities, develop materials, and modify assignments to ensure that all students are successful in the core curriculum; additionally our teachers continue to receive professional development in the California Common Core State Standards. The Leadership Team and grade level chairs plan and coordinate staff development according to: Federal Program Monitoring, needs assessment, staff questionnaire, and Single Plan for Student Achievement. This comprehensive plan unifies School Improvement Plan, Title I, Gifted and Talented Education, LCFF funding, as well as the Safe and Drug Free School Communities (SDFSC) to improve student performance in Language Arts, Mathematics, Science, Physical Education, Music, and Social Science.

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, Mead Valley Elementary School served 667 students in grades TK-5. Student enrollment included 7.3% receiving special education services, 45.6% qualifying for English learner support, and 90.7% qualifying for free or reduced-price meals. Mead Valley earned the California Business for Education Excellence Foundation Honor Roll Award in 2008, 2010, 2011, and 2012 in recognition of its consistent growth in student achievement. Mead Valley received the 2014 California Distinguished School Award.

Student Enrollment by Subgroup/Grade Level 2015-16

Ethnic Group	%	Grade Level	#
African American	3.9%	Kindergarten	120
American Indian or Alaskan Native	0.1%	Grade 1	90
Asian	0.1%	Grade 2	111
Filipino	0.1%	Grade 3	118
Hawaiian or Pacific Islander	0.0%	Grade 4	122
Hispanic or Latino	87.9%	Grade 5	106
White (not Hispanic)	7.2%	Grade 6	0
Two or More Races	0.6%	Grade 7	0
Socioeconomically Disadvantaged	90.7%	Grade 8	0
English Learners	45.6%		
Students with Disabilities	7.3%		
Migrant Education	0.0%	Total	
Foster Youth	1.2%	Enrollment	667



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. Mead Valley Elementary School offers a wide variety of opportunities for parents to support the school and their child's academic efforts through volunteering or simply attending school events. Parents seeking more information or who are interested in participating in any of the activities listed below may contact their child's teacher at (951) 940-8540.

Volunteer to Help:

- In the classroom and library
- Chaperone field trips
- With special events sponsorship and support

Join Leadership Groups:

- Parent Advisory Council (PAC) (Title I)
- English Learner Advisory Council (ELAC)
- Parent Teacher Organization (PTO)
- School Advisory Council (Title I)
- School Site Council (SSC)

Attend Special Events & Workshops:

- Back to School Night
- Community Events
- Dolphin Parent Academy
- English as a Second Language Classes for parents
- Fall Carnival
- Family Nights
- GATE Parent Meetings
- Parent Conferences
- Parent Information Workshops
- STEM Nights
- Student Performances
- Student Recognition Assemblies

School-to-home communication is provided in both English and Spanish through Peach Jar, Blackboard Connect, notices, flyers, banners, letters, and the new Val Verde app which are prepared by the principal and teachers as needed throughout the year to keep parents updated on school policy changes, committee meeting dates/news, school activities, and special announcements.

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									
	Mead Valley			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)	50	43	39	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	112	111	99.1%	38.7%
Male	66	66	100.0%	31.8%
Female	46	45	97.8%	48.9%
Hispanic or Latino	102	101	99.0%	36.6%
Economically Disadvantaged	103	102	99.0%	36.3%
English Learners	30	30	100.0%	13.3%
Students with Disabilities	14	14	100.0%	28.6%

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	124	124	100.0%	37.9%	124	124	100.0%	40.3%
Male	56	56	100.0%	30.4%	56	56	100.0%	35.7%
Female	68	68	100.0%	44.1%	68	68	100.0%	44.1%
Hispanic or Latino	108	108	100.0%	32.4%	108	108	100.0%	37.0%
White (not Hispanic)	12	12	100.0%	75.0%	12	12	100.0%	58.3%
Socioeconomically Disadvantaged	110	110	100.0%	32.7%	110	110	100.0%	36.4%
English Learners	62	62	100.0%	32.3%	62	62	100.0%	38.7%
Students with Disabilities	13	13	100.0%	0.0%	13	13	100.0%	0.0%
Grade 4					Grade 4			
All Students Tested	129	129	100.0%	35.7%	129	129	100.0%	24.8%
Male	60	60	100.0%	26.7%	60	60	100.0%	26.7%
Female	69	69	100.0%	43.5%	69	69	100.0%	23.2%
Hispanic or Latino	111	111	100.0%	36.9%	111	111	100.0%	22.5%
White (not Hispanic)	11	11	100.0%	36.4%	11	11	100.0%	54.6%
Socioeconomically Disadvantaged	119	119	100.0%	34.5%	119	119	100.0%	22.7%
English Learners	51	51	100.0%	15.7%	51	51	100.0%	5.9%
Students with Disabilities	19	19	100.0%	10.5%	19	19	100.0%	15.8%
Grade 5					Grade 5			
All Students Tested	113	112	99.1%	41.4%	112	111	99.1%	20.7%
Male	67	67	100.0%	27.3%	66	66	100.0%	15.2%
Female	46	45	97.8%	62.2%	46	45	97.8%	28.9%
Hispanic or Latino	103	102	99.0%	41.6%	102	101	99.0%	20.8%
Socioeconomically Disadvantaged	104	103	99.0%	39.2%	103	102	99.0%	18.6%
English Learners	30	30	100.0%	13.3%	30	30	100.0%	3.3%
Students with Disabilities	14	14	100.0%	7.1%	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

	Mead Valley		VVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	31	38	38	41	44	48
Mathematics	20	29	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, Mead Valley 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

PHYSICAL FITNESS

In the spring of each year, Mead Valley 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/.

Grade(s) Tested	Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16		
	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	50.0%	32.7%	11.8%

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.

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		
	Mead Valley	VVUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2012-13
Year in PI	N/A	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

Mead Valley Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1967. In 2012, construction of two additional buildings in the kindergarten area, comprised of a total of four classrooms, was completed. 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:

- Transformation of the school garden with the partnership of Home Depot

2016-17 Planned Campus Improvements:

- Renovations for roofs throughout campus
- Installation of solar panels in parking lot

Campus Description	
Year Built	1967
Acreage	10.43
Bldg. Square Footage	49391
	Quantity
# of Permanent Classrooms	32
# of Portable Classrooms	3
# of Restrooms (student use)	6 sets
Computer Lab	1
Library	1
Multipurpose Room	1
Staff Lounge	1
Teacher Work Room	1

SUPERVISION & SAFETY

Each morning as students arrive on campus, six teachers are strategically stationed in designated areas and the principal, teachers and staff circulate through the campus to monitor activities and behavior. Teachers and staff, are assigned to the cafeteria to monitor students receiving breakfast. During recess, five supervision aides monitor students on the playground. During the lunch recess, five 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 and remain at the dismissal gate area 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.

SCHOOL INSPECTIONS

Mead Valley 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 Mead Valley 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 identifies the state-required inspection areas and discloses the operational status in each of those areas. During 2015-16 school year, 100% of student restrooms were fully operational and available to students at all times.

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 Mead Valley Elementary School. Teachers and school staff communicate unscheduled maintenance needs, urgent repairs, or special projects to designated custodial and office support staff who prepare and submit

work orders to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

DAILY CLEANING PRACTICES

One full-time day custodian, one full-time afternoon custodian, and one groundskeeper are assigned to Mead Valley Elementary School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and custodians communicate as needed with walkie-talkies to discuss campus cleaning needs and safety concerns. Every morning before school begins, the principal and/or the custodians inspect facilities for safety hazards, graffiti, and other conditions that require immediate attention or removal prior to students and staff entering school grounds. The custodians and/or the principal check student restrooms every two hours as a proactive measure to keep restrooms fully stocked, safe, and sanitary.

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

Each custodian is provided one week of intensive training upon employment. Thereafter, training is coordinated by district maintenance supervisors and custodial staff meetings are held twice annually. Training activities in use of equipment and safety procedures are led by district risk management representatives, vendors, and department supervisors. The district's Operations

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date:	Good	Fair	Poor	
July 14, 2016				
Systems	✓			Boys Restroom - Exhaust fan cover is missing
Interior Surfaces	✓			Girls Restroom - Water stains ceiling tiles in hallway; MPR - Floor tile is cracked and missing; Room 15 - Wallpaper is torn; Room 14 - Linoleum trim is missing on counter; Room 13 - Water stains ceiling tiles above projector
Cleanliness	✓			
Electrical	✓			Room 39 - Light diffuser is missing
Restrooms/Fountains	✓			Room 6/7 - Light is not working in restroom; Room 33 - Drinking fountain is leaking at fitting; Room E2 - Faucet is loose at fitting
Safety	✓			Room 14 - Paint is chipping on wood frame
Structural	✓			Cafeteria - Dry rot on exterior base of north door
External	✓			Room 4 - Trip hazard at asphalt corners seam at entry; Girls Restroom - Trip hazard at door entry, hole in cement; Room D1 - Door does not close properly
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

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

Supervisor visits Mead Valley Elementary School monthly to review custodial performance, discuss campus maintenance needs with the principal, evaluate conditions of the school facility, and follow up on outstanding work order requests.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Mead Valley 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 Mead Valley 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.

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	12.0	10		
1	23.0	1	4	
2	29.0		4	
3	26.0		4	
4	25.0	1	1	2
5	24.0	1	3	
2014-15				
K	15.0	10		
1	30.0		4	
2	22.0	1	4	
3	30.0		4	
4	32.0		3	
5	25.0	1	3	
2015-16				
K	15.0	7		
1	23.0		4	
2	37.0		3	
3	25.0	1	4	
4	30.0		4	
5	29.0		4	

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

DISCIPLINE & CLIMATE FOR LEARNING

A safe, clean school and an effective learning program provide the basis for Mead Valley Elementary School's discipline program and character code of conduct: Riding the Wave (Be Respectful, Be Responsible, Value Integrity, Be Safe). School staff take a prompt, proactive approach to minimize disruptive behavior through praise and positive reinforcement. Students are given the opportunity to learn from their mistakes, make good choices, and take an active role in correcting their behavior.

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 is integrated with OLWEUS bully prevention program. Through the Positive Behavior Support System, our school community provides intentional structures for student success through positive behavior expectations.

School and classroom rules are posted in each classroom. At the beginning of the school year, school rules, district policies, and academic expectations are 1) outlined in the student handbook, 2) shared with students as part of the classroom orientation process, and 3) reinforced at grade level assemblies. Students are reminded throughout the year during morning announcements, at assemblies, in monthly letters, and in school bulletins to conduct themselves in a safe and respectful manner. Dolphin Dollars are used as an incentive for students to encourage them to be respectful, responsible, and safe.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. When students continue having difficulty following school rules, teachers refer students to the principal for further intervention. Consequences and disciplinary action are based upon the Administrative Disciplinary Handbook. Discipline measures are consistently applied in a fair and firm manner.

Positive behavior and good citizenship are celebrated on a daily basis and recognized by teachers and administrators through schoolwide and classroom incentive programs. Teachers select students demonstrating good citizenship or academic effort for Student of the Month awards. Some teachers conduct in-class ceremonies to recognize students for specific behavioral and academic accomplishments in alignment with schoolwide rules and content areas. At the end of each trimester, awards assemblies are held to recognize students earning Honor Roll and Principal's Honor Roll placement, Top Citizen Awards, Perfect Attendance Awards, AR Reading, Fact Campaign Awards, and Writing Awards.

Suspensions and Expulsions									
	Mead Valley			VVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	13	3	2	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. Some activities include: GATE (Gifted and Talented Education), astronomy night/STEM nights, science, art nights, field trips, PEAK presentations, soccer, softball, and published author speakings. Before school starts each morning, parents, teachers, and students are invited to meet in the library to participate in the Dolphin Reading Club. Mead Valley Elementary works with the district therapist to provide wellness counseling to help students during the day.

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, Mead Valley Elementary School held staff development trainings focused on:

- 21st Century Learning
- 4 Questions of Professional Learning Communities
- Common Core State Standards
- Depth of Knowledge
- Design Units of Study

- Intervention & Enrichment
- Math Expressions Training
- Next Generation Science Standards (NGSS)
- Rigorous Reading
- Team Collaboration

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 Mead Valley Elementary School is a responsibility shared among administrators, teachers, and parents. Principal Nicky Smith, the school leadership team, PBIS teams, RtI teams, grade level teams, program facilitators, and the School Site Council share in the decision-making and administrative processes to create an effective, safe, and nurturing learning environment.

The school's leadership & intervention teams, comprised of the principal, grade level leaders, and instructional coach, meets monthly to provide input and feedback regarding grade level concerns and practices. Team members are responsible for

overseeing assigned tasks/projects as well as serving as a liaison to their respective grade level teams or programs.

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 collaborating and approving the simple plan for student achievement and safety plan.

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.

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. Mead Valley 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 schedules and allocating staff resources.

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

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.

ENGLISH LEARNER INSTRUCTION

All of Mead Valley Elementary School's teachers are certified and trained to provide instruction for students identified as English Learners (EL). Beginning level EL students receive English Language Development (ELD) instruction by their class teacher for 30 minutes a day as a supplement to their regular language arts curriculum. ELD Instruction focuses on the ELD standards reading development, verbal language development, and vocabulary building. Two bilingual aides collaborate with class teachers to provide individual and small group support in the general education classroom. As students increase fluency in the English language, Mead Valley 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

Mead Valley 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 participate in weekly supplemental language arts & STEAM enrichment activities.

INTERVENTION PROGRAMS

Mead Valley 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:

- Small Group Instruction: at designated time periods during the school day, students may receive small group targeted instruction from certificated teachers based upon their individual learning needs in reading, language arts, and/or math. Instruction takes place on an as-needed basis both in and outside the general education classroom.
- All students receive targeted instruction on focus standards in the areas of English language arts and math daily. Students are grouped in homogeneous groupings to better address the needs of our students.
- Students utilize Chromebooks in their class to participate in 45 minutes of targeted language arts and math instruction.
- The instructional coach leads skill-based instruction in the computer lab for students performing at the below basic and far below basic levels in language arts and math.

- 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.

- 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.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Mead Valley Elementary School recruits and employs only the most qualified credentialed teachers. For the 2015-16 school year, the school employed 26 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					
	Mead Valley			VVUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	26	27	26	810	813	819
Teachers with Full Credential	26	26	26	809	797	795
Teachers without Full Credential	0	1	0	1	16	24
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	5	0
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	3	2

*Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total teacher misassignments includes the number of misassignments of teachers of English learners.*

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

SUPPORT SERVICES STAFF

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

The psychologist assists with academic, social, and emotional issues; provides assessments to determine

eligibility for Special Education services; and facilitates coordination of Individual Education Plans (IEP). The school nurse conducts health screening programs. Health technicians provide basic aid. As a participating member of the Riverside County Special Education Local Plan Area (SELPA), Val Verde Unified School District and Mead Valley 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	
Mead Valley	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 Aide	As needed	
Adaptive PE Teacher	As needed	
Audiologist	As needed	
Health Technician	1	1.0
Instructional Coach	1	1.0
Nurse	1	0.2
Occupational Therapist	As needed	
Psychologist	1	0.4
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 Mead Valley 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 Mead Valley Elementary School's SARC and access the internet at any of the county's public libraries. The closest library to Mead Valley Elementary School is the Mead Valley Public Library located at 21580 Oakwood Street, Perris, CA 92570.

Perris Branch Public Library - (951) 657-2358

Hours: Sunday 1-5

Monday 10-6

Tuesday-Wednesday 12-8

Thursday-Saturday 10-6

Number of computers available: 43 (all computers access the printer)

Number of printers available: 1

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

EXPENDITURES PER STUDENT

For the 2014-15 school year, Val Verde Unified School District spent an average of \$9,037 of total general funds to educate each student (based on 2014-15 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ 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

	State Average of Districts in Same Category
Beginning Teacher Salary	44,958
Mid-Range Teacher Salary	70,581
Highest Teacher Salary	91,469
Average Principal Salaries:	
Elementary School	113,994
Middle School	120,075
High School	130,249
Superintendent Salary	218,315
Percentage of Budget For:	
Teacher Salaries	38.0
Administrative Salaries	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Current Expense of Education Per Pupil 2014-15

Expenditures Per Pupil	Dollars Spent Per Student				
	Mead Valley	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,007	N/A	N/A	N/A	N/A
Restricted (Supplemental)	446	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,562	4,990	91.4%	5,677	87.9%
Average Teacher Salary	78,896	75,804	104.1%	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