



VAL VERDE UNIFIED SCHOOL DISTRICT

www.valverde.edu

BOARD OF EDUCATION

Julio Gonzalez, President
Marla Kirkland, Vice President
Shelly Yarbrough, Clerk
Matthew Serafin, Member
Vacancy, Member

DISTRICT ADMINISTRATION

Michael R. McCormick
Superintendent

Darrin Watters
Deputy Superintendent

Mark LeNoir
Assistant Superintendent
Education Services

Juan Cabral
Assistant Superintendent
Human Resources

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.

RAINBOW RIDGE ELEMENTARY SCHOOL

15950 Indian Avenue, Moreno Valley, CA 92551
Phone: (951) 490-0420 • Fax: (951) 490-0425



Laura Pulido, Principal
E-mail: lpulido@valverde.edu

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

A MESSAGE FROM THE PRINCIPAL

Welcome to Rainbow Ridge Elementary School. We believe all students can learn. Our dedicated staff, students, and parents work together to achieve academic excellence for all students. We are committed to providing a safe learning environment.



Teachers work collaboratively analyzing data to guide instruction in order to meet the needs of all students. All instructional goals are focused on the California State Standards.

Our schoolwide programs provide numerous ways for all students to succeed in reading and math. Math and Reading After School Intervention Program, THINK Together, and Gifted and Talented Education (GATE) are offered to students to increase academic achievement, as well as provide enrichment opportunities.

Our parents are involved through School Site Council (SSC), Parent Teacher Organization (PTO), and English Learner Advisory Committee (ELAC). We provide in-services on the instructional practices implemented in classrooms, and receive feedback from our community. Rainbow Ridge parents also volunteer in classrooms and during after school activities.

The Rainbow Ridge learning community provides quality education in an environment that fosters life-long learning, respect, and success for all students.



VISION STATEMENT

We, the community of Rainbow Ridge Elementary School, work together to encourage and enable all students to reach their personal best in knowledge, problem solving skills, and commitment to life-long learning necessary to become responsible, contributing citizens in a culturally diverse global society.

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, Rainbow Ridge Elementary School served 853 students in grades TK-5. Student enrollment included 14.8% receiving special education services, 33.6% qualifying for English learner support, and 86.3% qualifying for free or reduced-price meals. The principal leads a team of highly qualified professionals dedicated to providing a rigorous academic program designed to ensure students reach their maximum potential in alignment with state standards.

Student Enrollment by Subgroup/Grade Level 2015-16

Ethnic Group	%	Grade Level	#
African American	14.4%	Kindergarten	177
American Indian or Alaskan Native	0.4%	Grade 1	139
Asian	1.1%	Grade 2	121
Filipino	0.6%	Grade 3	130
Hawaiian or Pacific Islander	0.0%	Grade 4	158
Hispanic or Latino	77.0%	Grade 5	128
White (not Hispanic)	4.6%	Grade 6	0
Two or More Races	2.0%	Grade 7	0
Socioeconomically Disadvantaged	86.3%	Grade 8	0
English Learners	33.6%		
Students with Disabilities	14.8%		
Migrant Education	0.0%	Total	
Foster Youth	2.6%	Enrollment	853

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. Rainbow Ridge 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 the school office or their child's teacher at (951) 490-0420.

Volunteer to Help:

- After-school activities/events
- In the classroom, library, and office
- Chaperone field trips

Join Leadership Groups:

- District Advisory Council (Title I)
- English Learner Advisory Committee
- GATE Advisory Committee
- Parent Teacher Organization
- Parent Advisory Committee
- School Advisory Council (Title I)
- School Site Council

Attend Special Events & Workshops:

- Back to School Night
- Family Math Night
- Family Reading Night
- Family Science Night
- Jump Rope for Heart
- March of Dimes
- Student performances
- Parent conferences
- Parent trainings
- Read Across America
- Red Ribbon Week
- School dances and other PTO Sponsored events
- Science Fair
- Spelling Bee
- UCR Champions for Readers (3rd grade only)
- United Way Fundraiser
- Volunteer Appreciation Tea
- Winter Program

School-to-home communication is provided in both English and Spanish. A calendar of school events is published on the schools website. Teachers prepare either newsletters or progress reports on a weekly or monthly basis to keep parents apprised of classroom activities and curriculum news. The

school website features general information. School staff use PeachJar and Blackboard Connect, an automated telephone broadcast system, to quickly forward important messages to students' homes. Parents can have access to their student's information through the Val Verde app and parent portal.

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/cal.

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Rainbow Ridge			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)	41	36	44	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	132	131	99.2%	43.5%
Male	73	72	98.6%	50.0%
Female	59	59	100.0%	35.6%
African American	22	22	100.0%	27.3%
Hispanic or Latino	103	102	99.0%	48.0%
Economically Disadvantaged	117	116	99.2%	43.1%
English Learners	34	33	97.1%	21.2%
Students with Disabilities	31	31	100.0%	32.3%

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	130	126	96.9%	24.6%	130	126	96.9%	34.1%
Male	61	61	100.0%	16.4%	61	61	100.0%	29.5%
Female	69	65	94.2%	32.3%	69	65	94.2%	38.5%
African American	14	14	100.0%	21.4%	14	14	100.0%	28.6%
Hispanic or Latino	106	102	96.2%	24.5%	106	102	96.2%	34.3%
Socioeconomically Disadvantaged	116	114	98.3%	21.9%	116	114	98.3%	30.7%
English Learners	51	51	100.0%	23.5%	51	51	100.0%	31.4%
Students with Disabilities	16	16	100.0%	6.3%	16	16	100.0%	6.3%
Grade 4					Grade 4			
All Students Tested	152	150	98.7%	28.7%	152	151	99.3%	27.8%
Male	82	80	97.6%	27.5%	82	81	98.8%	27.2%
Female	70	70	100.0%	30.0%	70	70	100.0%	28.6%
African American	14	14	100.0%	21.4%	14	14	100.0%	14.3%
Hispanic or Latino	130	128	98.5%	28.1%	130	129	99.2%	27.9%
Socioeconomically Disadvantaged	141	139	98.6%	26.6%	141	140	99.3%	26.4%
English Learners	52	51	98.1%	11.8%	52	52	100.0%	13.5%
Students with Disabilities	16	16	100.0%	0.0%	16	16	100.0%	6.3%
Grade 5					Grade 5			
All Students Tested	132	131	99.2%	35.1%	132	131	99.2%	21.4%
Male	73	72	98.6%	31.9%	73	72	98.6%	20.8%
Female	59	59	100.0%	39.0%	59	59	100.0%	22.0%
African American	22	22	100.0%	22.7%	22	22	100.0%	9.1%
Hispanic or Latino	103	102	99.0%	38.2%	103	102	99.0%	24.5%
Socioeconomically Disadvantaged	117	116	99.2%	34.5%	117	116	99.2%	21.6%
English Learners	34	33	97.1%	12.1%	34	33	97.1%	9.1%
Students with Disabilities	31	31	100.0%	3.2%	31	31	100.0%	3.2%

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						
	Rainbow Ridge		VVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	28	29	38	41	44	48
Mathematics	21	28	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.

PHYSICAL FITNESS

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16			
	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	57.3%	34.7%	13.7%

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

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17

a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program 2016-17		
	Rainbow Ridge	VVUSD
PI Status	In PI	In PI
First Year of PI Implementation	2012-13	2012-13
Year in PI	Year 2	Year 2
# Schools Currently In PI		11
% Schools Currently In PI		50%

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

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

Rainbow Ridge Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1989; the two-story add-on was completed during the 2008-09 school year. Ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff.

Campus Description	
Year Built	1989
Acreage	9.4
Bldg. Square Footage	37900
	Quantity
# of Permanent Classrooms	37
# of Portable Classrooms	0
# of Restrooms (student use)	3 sets
STEAM Lab	1
Guided Learning Library	1
Library	1
Multipurpose Room	1
Staff Lounge	1
Teacher Work Room	1

2015-16 Campus improvements:

- Addition of a school garden
- Addition of aquaponics thru STEAM
- Installation of solar panels and shade structures

2016-17 Planned Campus Improvements:

- Upgrades to lighting throughout campus
- Roofing projects throughout campus
- Installation of security cameras throughout campus
- Installation of solar panels

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, the teachers and supervision aides share supervision of students in the cafeteria receiving breakfast. Teachers are strategically stationed at the playground, parking lot, and cafeteria to monitor activities and behavior. One campus supervisor assists during arrival and departure of kindergarten students (Early Birds/Later Gators). During recess, campus supervision aides oversee playground activities. During the lunch recess, five campus supervision aides are responsible for monitoring student behavior and activities in the cafeteria, outside the restrooms, and on the playground. When students are dismissed at the end of the day, the principal and all teachers escort their students to the main exit areas to ensure students leave campus in a safe and orderly manner. Teachers assist during arrival and departure of kindergarten sessions. Crossing guards patrol the streets and parking lot and assist in student crossing before and after school.

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

Rainbow Ridge 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 Rainbow Ridge Elementary School took place on August 4, 2016. Schools are required by state law to report the condition of their facilities; the School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2015-16 school year, 100% of student restrooms were fully operational and available for student use at all times.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Rainbow Ridge 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 Rainbow Ridge 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 May 2016.

MAINTENANCE AND REPAIRS

School custodial staff and the district's maintenance department work together to ensure playing fields, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) continues to employ an electronic work order process to facilitate and improve services to Rainbow Ridge Elementary School. Teachers and school staff communicate unscheduled maintenance needs, urgent repairs,

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Inspection Date: August 4, 2016			
Systems	✓		
Interior Surfaces		✓	
Cleanliness	✓		
Electrical	✓		
Restrooms/Fountains	✓		
Safety	✓		
Structural	✓		
External	✓		
Repair Needed and Action Taken or Planned Preschool/2 - Exhaust fan is not working Preschool/2 - Hole in linoleum floor; 1st Floor Room 501 - Water stained ceiling tiles, ceiling tile is missing; Room 509 - Water stains at hallway; Storage/2nd Floor - Water stained ceiling tiles hallway at stairwell; Room 511, 517, 520, 521 & 9 - Water stained ceiling tiles; Room 519 - Water stained ceiling tiles by overhead and vent; Room 7/Reading Library - Floor tile missing at entry, trip hazard Preschool/2 - Lights are not working in office area; Boys Restroom - Exhaust fan and outlet covers are missing; Room 15 - Thermostat cover is missing, exposed wires; Room 16 - Light sensor is hanging from ceiling, clock missing on wall, exposed wires; Room 9 & 10 - Exposed wires, cover is missing, wires capped Room 1 - Faucet is leaking MPR - Trip hazard on walkway at north exit; 1st Floor Room 501 - South door will not close properly			
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
Overall Summary		✓	

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

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 evening custodian, one part-time evening custodian, and a groundscrew are assigned to Rainbow Ridge Elementary School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and custodians communicate daily, as needed, to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian inspects the facilities for safety hazards, graffiti, and other conditions that require immediate attention or removal prior to students and staff entering school grounds. Custodians and campus supervision aides check restrooms every hour 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 Supervisor visits Rainbow Ridge 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

DISCIPLINE & CLIMATE FOR LEARNING

A safe, clean school and an effective learning program provide the basis for Rainbow Ridge 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. Teachers have established classroom management policies and behavior incentive programs in alignment with schoolwide rules and policies.

The OLWEUS Bully Prevention Program as well as the Positive Behavior Support System (PBIS) was implemented in the beginning of January 2014. The OLWEUS bully prevention program is a preventative program which requires active

participation from all members of our school community. It is designed for all students and is preventative and responsive to any and all acts of bullying. The Positive Behavior Support System will be integrated with OLWEUS bully prevention program. Through the Positive Behavior Support System, our school community will provide intentional structures for student success through positive behavior expectations. The PBIS team meets twice a month to fully engage students.

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/parent handbook, 2) shared by teachers as part of their classroom orientation process, and 3) reinforced at student assemblies. Students are reminded throughout the year in morning announcements to conduct themselves in a safe, responsible, and courteous manner. Character education lessons are integrated into morning announcements; the principal shares encouraging messages designed to help students make good choices in behavior while developing positive social-emotional skills.

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. Students may be placed in a "buddy" classroom for a short period time; the temporary placement allows the student a neutral environment to reflect upon their behavior and the opportunity to complete class assignments. 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.

Staff members frequently reward and encourage students exhibiting good behavior. At the end of each month, an awards assembly is held to recognize students earning: Student of the Month, Eagle Talon Awards (outstanding citizenship), Perfect Attendance Awards (monthly), excellence in math, reading, writing, and spelling, and PTO ("Pays to Go to School") Coupons. Trimester awards assemblies honor students for:

- Eagle Talon Awards
- Excellence in Reading, Math, Writing, and Spelling
- Citizenship Awards
- Honor Roll
- Most Improved Awards (Academics)
- Principal's Honor Roll
- Perfect Attendance

The classroom within each grade level with the highest attendance rate is recognized during a Student of the Month assembly and earns the privilege of keeping a Cat in the Hat stuffed animal in their classroom.

Suspensions and Expulsions									
	Rainbow Ridge			VVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	30	26	15	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

EXTRACURRICULAR AND ENRICHMENT ACTIVITIES

Students are encouraged to participate in the school's extracurricular and enrichment activities offered during and after school. These programs provide the opportunity for students to explore their interests beyond the standard curriculum in a structured, supervised setting. Sports programs are sponsored by the PTO and coordinated by volunteer coaches; sports teams compete with other elementary school teams within the district. Activities include:

- Drama Club
- GATE
- Music Program
- Pioneer Living Experience
- Sports (track, soccer, softball)
- STEAM
- Student government
- Talent Show
- THINK Together
- Yearbook

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	13		
1	18.0	3	4	
2	17.0	4	4	
3	14.0	5	4	
4	17.0	4	2	1
5	18.0	3	4	
2014-15				
K	14.0	12		
1	30.0		4	
2	30.0		4	
3	29.0		5	
4	27.0	1	3	
5	22.0	3	3	
2015-16				
K	12.0	14		
1	24.0	2	4	
2	28.0		4	
3	26.0	1	4	
4	26.0	2	4	
5	27.0	1	3	

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

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, Rainbow Ridge Elementary School held staff development training focused on:

- 21st Century Learning
- Articulated Instruction Model (AIM)
- California Assessment of Student Performance and Progress (CAASPP)
- Catch-up Plans/Reclassification
- Classroom Environment
- Close Reading
- California Common Core State Standards
- Data Analysis
- Depth of Knowledge (DoK)
- DIBELS
- English Learner Reclassification & Monitoring
- GATE Identification and Testing
- Hazard Communication Training
- Interim Assessments
- PBIS
- Pre-referral Intervention Manual
- Response to Intervention

- Retention/Promotion
- School Safety
- Student Engagement Strategies
- Study Island
- Teachers Training Teachers
- Technology
- Test Preparation Strategies
- Think Central
- Two Part Learning Objective
- Universal Access
- Writing

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 Rainbow Ridge Elementary School is a responsibility shared among the principal, teachers, and parents. The principal and school's leadership team shares 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, instructional coach, special education teachers, and grade level leaders, meets one to two times a month to discuss current school activities, concerns, and needs of teachers and students. Team members are responsible for facilitating grade level team meetings as well as serving as a liaison between grade level teams and school administration.

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

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.

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.

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. Rainbow Ridge 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 (Individualized Education Program) and provided instruction in the least restrictive environment. Special education teachers, special education aides, and general education teachers take a team-oriented approach to provide maximum levels of instruction in the general education environment. For a portion of the regular school day, students may receive individual and/or small group instruction from special education staff in either two of Learning Center classes, three of the autism classes, or four of the special day classes. A District Program Specialist meets with special education teachers regularly to provide support and assistance in developing student teaching schedules and allocating staff resources.

Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP teams. The IEP ensures that

students with disabilities have equal access to core curriculum and educational opportunities and is used to coordinate specially-designed instruction based upon individual academic, social, and behavior needs.

ENGLISH LEARNER INSTRUCTION

All of Rainbow Ridge Elementary's teachers are certified and trained to provide instruction for students identified as English Learners (EL). All 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.

One bilingual aide collaborates with class teachers to provide in-class small group support based upon individual student needs. Lessons are delivered at every grade level to meet the needs of English Learners at CELDT levels 1 and 2 and improve student understanding of subject area matter, concepts, and lessons.

As students increase fluency in the English language, Rainbow Ridge Elementary School continues to monitor student performance through CELDT results, benchmark assessments, report cards, 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

Rainbow Ridge Elementary School offers a Gifted and Talented Education program for students who have been recognized as high achievers by their teachers and through district testing. Both GATE and non-GATE high achievers are clustered by grade level to receive accelerated, differentiated instruction that offers more depth and complexity throughout the curriculum. GATE students are invited to participate in rotations on a weekly basis. Activities focus on technology, art, and the Literature Circle. Pioneers theme is filled with activities, guest speakers, and inhouse field trips.

AVID

Rainbow Ridge 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

Rainbow Ridge 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 for and monitor progress of students having difficulty with academic or social development. Formal intervention programs include:

- Early Birds/Later Gators: the full-day kindergarten program is structured to support small group intervention activities geared to individualized modalities of learning. Students are divided into two groups - Early Birds and Later Gators. Early Birds arrive 60 minutes before whole class instruction begins and are engaged in small group activities. When Early Birds are released, Later Gators remain for their 60 minutes of small group instruction. Teachers are able to effectively support extremely small class sizes as a component of the students' regular instructional day.

- THINK Together: students are referred by teachers or their parents to the program. Students are engaged in a highly structured program that provides homework assistance, tutoring, enrichment, recreational activities, and sports. THINK Together is offered after school until 6:00 p.m. five days a week.

- Impact: A small group of students are pulled-out for instruction using iPads for remedial skills building.

PROFESSIONAL STAFF

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.

Counselors and Support Personnel (Nonteaching Professional Staff)

2015-16

	No. of Staff	FTE*
Academic Counselor	0	
Health Technician	1	1.0
Nurse	1	0.2
Psychologist	1	0.8
Speech Therapist	2	1.8
Licensed Vocational Nurse	1	1.0

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

The psychologist assists with academic, social, and emotional issues; provides assessments to determine eligibility for Special Education services; and facilitates coordination of Individualized 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 Rainbow Ridge Elementary School have access to a full complement of professional resources and services to meet the individual needs of its students with disabilities.

TEACHER ASSIGNMENT

Rainbow Ridge Elementary School recruits and employs only the most qualified credentialed teachers. For the 2015-16 school year, the school employed 35 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.

- 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

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.

Salary Comparison 2014-15		
	VVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	46,771	44,958
Mid-Range Teacher Salary	75,834	70,581
Highest Teacher Salary	92,216	91,469
Average Principal Salaries:		
Elementary School	126,180	113,994
Middle School	134,877	120,075
High School	132,742	130,249
Superintendent Salary	238,433	218,315
Percentage of Budget For:		
Teacher Salaries	35.0	38.0
Administrative Salaries	5.0	5.0

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

SARC DATA & INTERNET ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Rainbow Ridge Elementary and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited CAASPP, enrollment, and staffing.

PUBLIC INTERNET ACCESS LOCATION

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

Moreno Valley Public Library • (951) 413-3880
Hours: Mon-Thurs 9-8; Fri 9-6; Sat 9-5; Sun 12-5
Number of computers available: 15 adult computers and 10 children's computers
Number of printers available: 1

Teacher Credentials and Assignments

	Rainbow Ridge			VVUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	34	35	37	810	813	819
Teachers with Full Credential	34	35	37	809	797	795
Teachers without Full Credential	0	0	0	1	16	24
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	5	0
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	3	2

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

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

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	
Rainbow Ridge	97.0%	3.0%
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.

DISTRICT EXPENDITURES 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.)

Current Expense of Education Per Pupil 2014-15

	Dollars Spent Per Student		State Average for Districts of Same Size and Type		
	Rainbow Ridge	VVUSD	% Difference - School and District	% Difference - Same Size and Type	% Difference - School and State
Expenditures Per Pupil					
Total Restricted and Unrestricted	5,306	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,660	N/A	N/A	N/A	N/A
Unrestricted (Basic)	3,646	4,990	73.1%	5,677	87.9%
Average Teacher Salary	62,484	75,804	82.4%	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