



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 and the school facilities information was acquired in November 2017.

MARCH MIDDLE SCHOOL

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AN ANNUAL REPORT TO THE COMMUNITY 2016-17 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2018

A MESSAGE FROM THE PRINCIPAL



I am honored to be the principal of such an outstanding middle school. We are proud of our academic accomplishments, and equally proud to be a school of diversity ethnically, socioeconomically, and educationally. Our largest ethnic subgroups are Hispanic/Latino and African American, with Caucasian, Asian, Filipino, and other groups rounding out our population. March is a Schoolwide Title I school with a majority of our students qualifying for the National Free and Reduced Lunch/Breakfast Program. In addition to our general education program, March Middle School provides classes for Life Skills, Applied Behavioral Analysis Autism, Deaf and Hard of Hearing, Special Day, and Resource Specialist Program. Our teachers and support staff are highly qualified and participate in ongoing training in academic areas such that process Collaborative Coaching and Learning (CCL) through the Articulated Instructional Model (AIM) and other strategies to increase student engagement. Mr. Sievers (Assistant Principal), Ms. Hartman and Mrs. Breems (Counselors), Mrs. Brennan (Instructional Coach), our teachers and support staff, and I work together to provide a safe school where students, staff, and community are valued and students are provided a high quality education.

March Middle School is a great place to work and learn!

Jim Owen, Principal

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 2016-17 school year, the district's schools served more than 19,900 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 2016-17 school year, March Middle School served 740 students in grades 6-8. Student enrollment included 16.4% in special education, 13.5% qualifying for English learner support and 89.9% qualifying for free or reduced-price meals.

Student Enrollment by Subgroup/Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African American	17.9%	Kindergarten	0
American Indian or Alaskan Native	0.3%	Grade 1	0
Asian	1.8%	Grade 2	0
Filipino	0.9%	Grade 3	0
Hawaiian or Pacific Islander	0.3%	Grade 4	0
Hispanic or Latino	72.0%	Grade 5	0
White (not Hispanic)	5.0%	Grade 6	252
Two or More Races	1.9%	Grade 7	238
Socioeconomically Disadvantaged	89.9%	Grade 8	250
English Learners	13.5%		
Students with Disabilities	16.4%		
Migrant Education	0.0%	Total	
Foster Youth	1.1%	Enrollment	740

ACADEMIC CLASSES

March Middle School offers a diverse series of programs and possibilities to meet the unique needs of its students. In sixth grade, students are placed in both English Language Arts classes to increase reading proficiency skills. Sixth grade math classes are structured to challenge students at their individual skill level. High achievers (according to assessment and/or prior grades) may be placed in college prep classes which require additional critical thinking skill sets. GATE students are clustered in college preparatory classes. Our Junior Scholars program provides opportunities to successfully prepare students for AP classes at the high schools.

March Middle School offers a wide range of classes customized to meet the needs of its English learners. In each grade, teachers use Specially Designed Academic Instruction (SDAIE) strategies in English with EL students who are performing at or below grade level proficiency standards in their coursework. SDAIE strategies have been proven to be highly successful in helping children succeed in both reading and acquiring language skills. Students who are learning English as their second language may have up to three periods of English language development instruction.

All students are engaged in Advisory Period daily. The first ten minutes of class time are devoted to video announcements addressing current events, behavior, and programs. The remaining instructional time focuses on character education including bullying prevention and academic goals.

Students with disabilities are serviced in special day classes, life skills classes, or the autism class. An individualized educational plan for each student directs daily instruction in accordance with their unique needs. All students are exposed to the general education environment and receive a free, appropriate public education. March Middle School offers a rigorous, comprehensive learning experience for each of its students!

ENRICHMENT ACTIVITIES

Research shows that students who participate in school activities have greater academic success and are less likely to get into trouble. March Middle School offers excellent music and arts programs. Students may participate in vocal or instrumental music classes. Students may enroll in art or AVID classes as an elective course. Students with special interests and talents are invited to join school-sponsored clubs and enjoy activities such as band, Associated Student Body, Reading Club, Yearbook, GATE enrichment, Bible Club, school dances, student leadership, music, choir, STEAM, art, digital art, and AVID (Advancement via Individual Determination). Our morning sports program which is supervised by two teachers, offers students the opportunity to participate in sports related activities with their peers in a healthy and safe environment. Every student is encouraged to get involved and participate!

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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart..

PARENT INVOLVEMENT

Parent involvement is a vital component to school and student success. March Middle School offers a wide variety of opportunities for parents to support the school and their child's academic efforts. Parents seeking more information or who are interested in participating in any of the activities listed below may contact the school receptionist at (951) 490-0430.

Volunteer to Help:

- In the classroom
- In the library
- Chaperone field trips

Join Leadership Groups:

- English Learner Advisory Council
- Parent Advisory Committee
- March Activities Committee (MAC)
- School Site Council

Attend Special Events & Workshops:

- Back to School Night
- Parent conferences
- Music/vocal performances
- ASB sponsored events

School-to-home communication is provided in both English and Spanish. Periodically throughout the year, the principal issues a school newsletter to address school policy changes, special events, announcements, and helpful parent tips. Flyers and letters are issued as needed for important

announcements and reminders about school events. The school marquee features reminders and special event dates. The Parent Portal is accessible through the district web site and provides the resources for parents to manage school lunch payments and check the status of their student's grades, attendance, and assignments. Peach Jar and TeleParent are automated telephone message systems which enable school staff to quickly forward important announcements to each student's home. The school's web site is the primary resource for general information about the school and its programs, teachers, volunteer opportunities, upcoming events, curriculum, library, and March Activities Committee (MAC).

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 content, depth of knowledge, and skills. District benchmark assessments are aligned to the California State Standards and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2016-17 school year, all students in grades 1-5 were assessed multiple times utilizing a system of short-cycle formative assessments to identify content 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 summative assessments, benchmark assessments, grade level/departments common assessments, classroom observations, teacher-created assessments, adaptive diagnostic assessments in reading and math, and early indicators of reading assessments. 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

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)
2016-17**

	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
All Students Tested	755	748	99.1%	31.3%	754	750	99.5%	19.2%
Male	382	379	99.2%	25.7%	381	379	99.5%	16.9%
Female	373	369	98.9%	37.1%	373	371	99.5%	21.6%
African American	142	139	97.9%	25.9%	142	139	97.9%	15.1%
Asian	14	13	92.9%	46.2%	14	14	100.0%	42.9%
Hispanic or Latino	534	531	99.4%	33.2%	533	532	99.8%	19.2%
White (not Hispanic)	38	38	100.0%	21.1%	38	38	100.0%	21.1%
Two or More Races	13	13	100.0%	23.1%	136	13	100.0%	15.4%
Socioeconomically Disadvantaged	684	678	99.1%	30.0%	683	680	99.6%	18.8%
English Learners	275	271	98.6%	23.3%	275	275	100.0%	15.6%
Students with Disabilities	122	120	98.4%	*	122	120	98.4%	*

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 in Grades Three Through Eight						
Percentage of Students Meeting or Exceeding the State Standards						
	March		VVUSD		CA	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy	36	31	41	40	48	48
Mathematics	21	19	26	25	36	37

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. An asterisk (*) appears in the table when the number of students tested is ten or less.

California Assessment of Student Performance and Progress Test Results in Science All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	March		VVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
Science (Grades 5, 8, & 10)	58	62	48	46	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. The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the 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/.

PHYSICAL FITNESS

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2016-17			
	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Seventh	22.2%	16.7%	19.0%

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 2016-17, March Middle School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

Federal Intervention Program 2017-18		
	March	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.

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/.

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

March Middle School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 2006; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff.

2016-17 Campus Improvement Projects:

- Addition of a new Maker Space/STEAM lab
- Upgrades to the school garden

Campus Description	
Year Built	2006
Acreage	29
Bldg. Square Footage	83301
	Quantity
# of Permanent Classrooms	42
# of Portable Classrooms	0
# of Restrooms (student use)	4 sets
Computer Lab	1
Covered Outdoor Eating Area	1
Library	1
Multipurpose Room/Gym with Stage Area	1
Resource/Specialty Rooms	3
Staff Lounge	1
Teacher Work Room	1

SCHOOL INSPECTIONS

March Middle 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 March Middle School took place on July 13, 2017. 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 fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

SUPERVISION AND SAFETY

Each morning as students arrive on campus and at the end of the day when students are dismissed, school administrators, teachers, and two District Security Officers are strategically stationed throughout the campus to monitor student activities. During the lunch period, school administrators, counselors, and two

School Facility Good Repair Status					
Item Inspected	Repair Status				
Inspection Date: July 13, 2017	Repair Needed and Action Taken or Planned				
	<table border="0"> <tr> <td style="text-align: center;">Good</td> <td style="text-align: center;">Fair</td> <td style="text-align: center;">Poor</td> </tr> </table>	Good	Fair	Poor	
Good	Fair	Poor			
Systems	✓				
Interior Surfaces	✓				
Cleanliness	✓				
Electrical	✓				
Restrooms/Fountains	✓				
Safety	✓				
Structural	✓				
External	✓				
	Library, Work Room & MDF Storage - Water stains ceiling tiles; Computer Lab - Water stain ceiling tiles/ceiling tiles are missing; Room 601, Room 605 & Room 804 - Ceiling tile is cracked				
	Room 306 - Light diffuser is missing				
	Room 503 & Room 501 - Paint is chipping on door frame				
	Room 504 - Tint is peeling on windows (needed for lockdown procedures); Room 704 - Hole/caulking is missing around door				
Overall Summary of School Facility Good Repair Status					
	<table border="0"> <tr> <td style="text-align: center;">Exemplary</td> <td style="text-align: center;">Good</td> <td style="text-align: center;">Fair</td> <td style="text-align: center;">Poor</td> </tr> </table>	Exemplary	Good	Fair	Poor
Exemplary	Good	Fair	Poor		
Overall Summary	✓				

Percentage Description Rating:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

District Security Officers share supervision of students in the outside eating areas and common gathering areas.

To maintain a safe and secure environment, all individuals that visit the campus as are required to check in at the school office upon arrival and present valid picture identification, obtain and wear a visitor's badge thru the Raptor System, and then return to the school office upon departure.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for March Middle 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 March Middle School's 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 November 2017.

MAINTENANCE & REPAIRS

School custodial staff and the district's maintenance department work together to ensure playing fields, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) continues to employ an electronic work order process to facilitate and improve services to March Middle 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 day custodian, two evening custodians, and a team of groundskeepers are assigned to March Middle School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and day custodian communicate daily as needed to discuss campus cleaning needs and safety concerns. Every morning before school begins, the day custodian (and in some instances administrators) inspect facilities for safety hazards, graffiti, and other conditions that require immediate attention or removal prior to students and staff entering school grounds. Custodians and the District Security Agent check restrooms after each passing period 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. Groundskeepers are on campus once a week and are responsible for general gardening and maintenance work such as trash and debris removal, landscaping care, irrigation system maintenance, and playing field maintenance.

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



	In Classrooms I will...	In PE & Locker Room I will...	In the Lunch Area I will...	Before School, After School & During Passing Periods I will...
Motivation	* Do my best	* Give 100% effort * Dress out daily	* Refuel and relax	* Be an "up-stander"
Academics	* Participate * Seek Improvement	* Meet district standards	* Discuss what I am learning	* Talk with teachers about grades and classwork
Responsibility	* Arrive to class on time with supplies * Complete assignments	* Dress out daily * Be safe	* Keep MARCH clean	* Respect myself and others
Community	* Promote teamwork * Support classmates * Show respect to adults and peers	* Encourage others * Model good sportsmanship * Cooperate	* Respect peers' space in line and at tables * Expand friendship	* Take pride in my school and community
Honesty	* Be truthful * Do my own work	* Respect others' belongings * Report theft	* Be kind	* Be trustworthy

Suspensions and Expulsions

	March			VVUSD			CA		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Suspensions	9.20%	12.50%	11.80%	5.80%	5.70%	4.90%	3.80%	3.70%	3.60%
Expulsions	0.11%	0.00%	0.36%	0.10%	0.17%	0.11%	0.09%	0.09%	0.09%

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

Based upon input from staff, parents, and students, March Middle School has adopted a schoolwide behavior management plan in alignment with the district policies and PBIS (Positive Behavior Intervention and Support). School staff teach students, through the daily curriculum, the skills to resolve conflicts and take responsibility for their decisions. The schoolwide behavior management plan focuses on positive strategies to managing disruptive behavior. Students are given the opportunity to learn from their mistakes and take an active role in correcting poor behavior. Our Running with the PAAC program rewards students for phenomenal academics, achievement, and citizenship.

School and classroom rules are posted in each classroom. As part of the registration process, students and parents are advised of behavior expectations and discipline policies. At the beginning of the school year, school rules, district policies, and academic expectations are 1) outlined in each students Academic Organizer and 2) reinforced at expectations assemblies. The following March Middle School behavior expectation is displayed in every classroom:

Teachers and the principal take appropriate opportunities to remind students of their responsibilities to conduct themselves in a safe, responsible, and courteous manner. The Academic Organizer may be used as a vehicle for behavioral skills instruction and written communication between parents and teachers as well as to record class assignment information, homework assignments, grade checks and project due dates. During Advisory Period, video announcements address inappropriate behavior trends or specific reminders.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. If students continue having difficulty following school rules, teachers may refer the student to the assistant principal or counselor for further intervention. Consequences and disciplinary action are based upon the student's past behavioral trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner.

STUDENT RECOGNITION

School staff take the opportunity to recognize students for their positive efforts in academics and behavior. Two students are chosen each month for the Superintendent's Award in honor of their excellent efforts in academics and citizenship. At the end of each grading period, awards assemblies are held to recognize students for their individual achievements in academics and attendance. Individuals receiving semester awards are given a certificate of recognition. Students who have shown measurable improvement in either academics or behavior are personally recognized by the principal, assistant principal, or counselor on an informal basis as referred by department teams. Students are recognized at assemblies monthly for Maverick of the Month. Each grading period students are recognized for meeting at least two out of the three PAAC (Phenomenal Attendance, Academics & Citizenship) requirements and can earn special PAAC field trips.

CLASS SIZE & TEACHING LOAD

The Teaching Load table in this report illustrates the distribution of class sizes in each core subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction				
2014-15				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	25.0	8	9	7
Mathematics	29.0	3	5	10
Science	29.0	3	4	11
History	30.0	2	5	10
2015-16				
English	30.0	10	11	9
Mathematics	32.0	4	7	13
Science	32.0	4	5	15
History	32.0	3	7	14
2016-17				
English	26.0	6	5	9
Mathematics	27.0	4	5	8
Science	29.0	3	4	9
History	29.0	2	5	9

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

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.

During the 2016-17 school year, March Middle School held staff development focused on:

- AVID Strategies
- Bullying Prevention
- CAASPP Training
- CCGI Training
- Close Reading Strategies
- Common Core State Standards (CCSS)
- Cross Curricular Planning
- Data Analysis
- Depth of Knowledge Training
- Educational Apps
- ELD Instructional Strategies
- Instructional Articulation
- Instructional Technology
- Intervention and Enrichment
- Next Generation Science Standards (NGSS)
- Positive Behavior Intervention & Support
- Project Based Learning (PBL)
- Social Skills Lessons
- Student Collaboration Strategies
- Student Engagement Strategies
- The 4 C's
- Thoughtful Classroom Tools
- Unit Plans

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 2016-17 school year included:

- ACCESS and EQUITY
- Digital Citizenship
- MTSS-Tiered Supports for Breaking Down Barriers
- Breaking Down Barriers Through Integrated and Designated English Language Development

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.

Staff Development Days Three-Year Trend		
2014-15	2015-16	2016-17
2	4	3

SCHOOL LEADERSHIP

Leadership at March Middle School is a responsibility shared among school administration, teachers, and parents. The principal and assistant principal work collaboratively as a team to fulfill the many responsibilities associated with overseeing an effective middle school program.

The school leadership team, department teams, program facilitators, English Learner Advisory Council (ELAC), and School Site Council share in the decision-making and administrative processes to create an effective, safe, and nurturing learning environment. The school leadership team, comprised of the principal, principal's secretary, assistant principal, assistant principal's secretary, counselors, instructional coach, and department chairs meet monthly to collectively identify needs of students/staff and communicate current

overall social climate on campus (operational, curriculum, and discipline). Department Chair teams meet monthly to address and improve student achievement in all subject areas.

The School Site Council (SSC), consisting of teachers, school administrators, 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 categorical budgets.

INSTRUCTIONAL MATERIALS

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

On September 12, 2017, 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 No.17-18-08 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 math, 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 2017-18 school year, Val Verde Unified School District certifies that each student, including English learners, enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the California State Standards.

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Standards and approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. March Middle 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. March Middle School's special education program is staffed by a team of special education teachers and special education aides who provide both full period and full day instruction in special day classes. Resource specialist teachers and resource specialist aides provide individual and small group support inside the general education environment under the direction of classroom teachers (collaborative model and co-teaching model). The three Life Skills and the Applied Behavioral Analysis Autism classes are supported by certificated teachers and instructional aides specially trained to effectively deliver a core curriculum following an applied behavior analysis method.

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					
2015	Yes	Houghton-Mifflin Harcourt: <i>Collections</i>	0%	6-8	
2016	Yes	McGraw-Hill: <i>FLEX Literacy</i>	0%	6-8	
Mathematics					
2015	Yes	Houghton Mifflin Harcourt: <i>Go! Math</i>	0%	6-8	
Science					
2008	Yes	Pearson Prentice Hall: <i>Focus on Earth Science</i>	0%	6	
2008	Yes	Pearson Prentice Hall: <i>Focus on Life Science</i>	0%	7	
2008	Yes	Pearson Prentice Hall: <i>Focus on Physical Science</i>	0%	8	
Social Science					
2005	Yes	Holt: <i>World History - Ancient Civilizations</i>	0%	6	
2005	Yes	Holt: <i>World History - Medieval to Early Modern Times</i>	0%	7	
2005	Yes	Holt: <i>U.S. History</i>	0%	8	

Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP teams. The IEP ensures that students with disabilities have equal access to core curriculum and educational opportunities and is used to coordinate specially-designed instruction based upon individual academic, social, and behavioral needs. March Middle School hosts the Riverside COE Deaf & Hard of Hearing (DHH) program on campus.

ENGLISH LEARNER INSTRUCTION

All of March Middle School's teachers are certified and trained to provide instruction for students identified as English Learners (EL). Beginning level EL students receive a double block (two class periods) of English Language Development (ELD) instruction either as a component of or a supplement to their regular Language Arts curriculum. Using McGraw-Hill's *Wonders* curriculum, ELD instruction focuses on reading development, verbal language development, and vocabulary building. One bilingual aide collaborates with class teachers to provide in-class small group and individual support based upon student needs.

March Middle 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 (GATE)

March Middle School offers a Gifted and Talented Education program for students who have been recognized as high achievers by their teachers and through district testing. GATE and high-achieving students are enrolled in college-prep coursework. GATE students are invited to participate in after-school activities/special events, visits to nearby colleges, and college/career path exploration.

AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)

March Middle School offers the Advancement via Individual Determination (AVID) program as an elective to interested students. The program targets students with a grade point average ranging from 2.0 to 3.5, and who may be the first of their family members to attend college. AVID equips students with the skills required to be successful in post-secondary education. Communication skills, writing in particular, are strongly emphasized. Organizational, study, and note-taking skills are key elements of the college preparation process.

JUNIOR SCHOLARS

Maverick Scholars is a rigorous pre-AP program for students who are willing to commit to their academics and their community. Each scholar holds a GPA of 3.5 or higher without C's in challenging courses designed to prepare them for high school Advance Placement courses. In addition, each Scholar volunteers 15 hours in their community. They are required to compete in History Day, Spelling Bee, Science Fair, and writing competitions.

INTERVENTION PROGRAMS

March Middle 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:

- Sixth thru Eighth Grade Counseling: students who are failing in academics or in behavior meet with the counselor, student's parent(s), and educational monitoring team to discuss individual needs or strategies to increase performance. Response to Intervention (RtI) is monitored throughout the year.
- Students with a 2.0 GPA: at the end of each semester, the counselor meets as a group with all students who have earned less than a 2.0 GPA (grade point average). The counselor explains the importance of the GPA, good organizational skills, using the Academic Organizer, study strategies, and personal goals.
- Career Exploration: All students participate in the California College Going Initiative (CCGI) through an online program which allows them to explore colleges and careers and develop individual portfolios.

PROFESSIONAL STAFF

SUPPORT SERVICES STAFF

Support services staff consist of counselors, 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 are responsible for monitoring student progress, social skills presentations, and working with students and their parents to identify the barriers interfering with the learning process. 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 March Middle School have access to a full complement of professional resources and services to meet the individual needs of its students with disabilities.

TEACHER ASSIGNMENT

During the 2016-17 school year, March Middle School had 33 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Counselors and Support Personnel (Nonteaching Professional Staff)

2016-17

	No. of Staff		FTE*
Academic Counselor	2		2.0
Adaptive PE Aide	1		0.5
Adaptive PE Teacher	1		0.5
District Security Officers	2		2.0
LVN	1		1.0
Nurse	1		0.2
Psychologist	1		0.6
Speech Pathologist	2		1.0

Average Number of Students per Academic Counselor	370
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*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.

Teacher Credentials and Assignments

	March			VVUSD		
	15-16	16-17	17-18	15-16	16-17	17-18
Total Teachers	35	34	36	813	819	833
Teachers with Full Credential	35	33	35	797	795	805
Teachers without Full Credential	0	1	1	16	24	28
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	5	0	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	3	2	0

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.

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 2015-16 school year, Val Verde Unified School District spent an average of \$10,136 of total general funds to educate each student (based on 2015-16 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.)

Teacher and Administrative Salaries 2015-16		
	VVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,577	48,522
Mid-Range Teacher Salary	80,384	75,065
Highest Teacher Salary	97,629	94,688
Average Principal Salaries:		
Elementary School	131,301	119,876
Middle School	128,839	126,749
High School	136,359	135,830
Superintendent Salary	238,433	232,390
Percentage of Budget For:		
Teacher Salaries	34.0	37.0
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 March Middle 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 results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

PUBLIC INTERNET ACCESS LOCATION

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

Moreno Valley Public Library
(951) 413-3880

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

Number of computers available: 15 adult computers and 10 children's computers
Number of printers available: 1

Expenditures Per Pupil and School Site Teachers Salaries 2015-16					
Dollars Spent Per Student					
Expenditures Per Pupil	March	VVUSD	State Average		
			% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,918	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,813	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,105	5,422	112.6%	6,574	82.5%
Average Teacher Salary	77,475	80,765	95.9%	77,824	99.6%

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 2015-16 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
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Vocational Programs