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 and school facilities information were acquired in September 2014.

**Val Verde Unified School District**

**www.valverde.edu**

**Board of Education**

Maria Kirkland, President
Shelly Yarbrough, Vice President
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Superintendent

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Assistant Superintendent
Business Services

Michael R. McCormick
Assistant Superintendent
Education Services

Christi Barrett
Assistant Superintendent
Human Resources

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**

**2013-14 SCHOOL ACTIVITY PUBLISHED IN DECEMBER 2014**

**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 Common Core 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 2013-14 school year, the district’s schools served more than 19,700 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, 2 comprehensive high schools, a student success academy, a virtual academy, and a continuation high school.

During the 2013-14 school year, Rainbow Ridge Elementary School served 786 students in grades K-5. Student enrollment included 15% receiving special education services, 37.8% qualifying for English learner support, and 89.9% 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.

**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 STAR Results and CAASPP charts; Academic
Performance Index, including API chart; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Pupil Engagement/State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements 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 California High School Exit Exam, including the CAHSEE charts; and 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
• 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
• Student performances
• Parent conferences
• School dances and other PTO-sponsored events

School-to-home communication is provided in both English and Spanish. A calendar of school events is distributed monthly. Teachers prepare either newsletters or progress reports on a weekly or monthly basis to keep parents apprised of classroom activities and curriculum news. Memos and the school marquee are used for special announcements and reminders. The school website features general information. School staff use TeleParent, an automated telephone broadcast system, to quickly forward important messages to students’ homes.

Student Achievement

To obtain accurate and valid measures of educational progress, Rainbow Ridge Elementary School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher-created tests, classroom observation, report card grades, INSPECT formative and summative assessments, multiple measures assessments, and results of standardized tests.

 Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state’s standards based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

On March 7, 2014, the U.S. Department of Education approved California’s testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school’s progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education’s (CDE) web site www.cde.ca.gov/nclb/ and the U.S. Department of Education’s web site www.ed.gov/ nclb/accountability/.

Rainbow Ridge Elementary School
**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 Common Core State Standards and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2013-14 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. Students in grades 7-12 were evaluated quarterly throughout the year to increase student proficiency levels to meet grade level standards. Basic levels may receive differentiated instruction and support from school intervention programs designed to retrain, reinforce, or revise to ensure every student obtains a solid foundation for future success in learning.

**California English Language Development Test**

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies students in grades kindergarten through twelve whose home language is not English. The test identifies students’ proficiency level of understanding the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

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. Students in grades 7-12 were evaluated quarterly throughout the year to increase student proficiency levels to meet grade level standards. Basic levels may receive differentiated instruction and support from school intervention programs designed to retrain, reinforce, or revise to ensure every student obtains a solid foundation for future success in learning.

**Califorina State StandardS Test**

The California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards.

**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 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.

<table>
<thead>
<tr>
<th>STAR Results</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Students Scoring at Proficient and Advanced Levels</td>
<td>Rainbow Ridge</td>
</tr>
<tr>
<td>10-11</td>
<td>11-12</td>
</tr>
<tr>
<td>English-Language Arts</td>
<td>49</td>
</tr>
<tr>
<td>Math</td>
<td>51</td>
</tr>
<tr>
<td>History</td>
<td>48</td>
</tr>
</tbody>
</table>

**Academic Performance Index**

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state’s graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API table in this report highlights Rainbow Ridge Elementary School’s progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of 1) at least 100 students with valid test scores or 2) at least 50 valid scores comprising at least 15% of the valid test scores. More information about the API may be found at www.cde.ca.gov/ta/ac/ap/.
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/tpl/.

### Physical Fitness Test Percentage of Students Meeting California Fitness Standards

<table>
<thead>
<tr>
<th>2013-14</th>
<th>Number of Standards Met:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 of 6</td>
<td>24.6%</td>
</tr>
<tr>
<td>5 of 6</td>
<td>24.6%</td>
</tr>
<tr>
<td>6 of 6</td>
<td>13.1%</td>
</tr>
</tbody>
</table>

**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.

### No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act 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 2013-14, Rainbow Ridge Elementary School qualified for Schoolwide funding and is therefore required to comply with program mandates. 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.

### 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.

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 and 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 22, 2014. 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 2013-14 school year, 100% of student restrooms were fully operational and available for student use at all times.

<table>
<thead>
<tr>
<th>Title I PI Status</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rainbow Ridge VVUSD</td>
<td>In PI</td>
</tr>
</tbody>
</table>

**PI Status:**

- **First Year of PI:** 2012-13
- **Implementation:** 2012-13
- **Year in PI:** Year 2
- **# Schools Currently In PI:** 12
- **% Schools Currently In PI:** 57%

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

*DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE’s web site www.cde.ca.gov/ta/ac/ayl.

### 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.

#### School Facility Good Repair Status

<table>
<thead>
<tr>
<th>Item Inspected</th>
<th>School Facility Good Repair Status</th>
<th>Repair Needed and Action Taken or Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspection Date: August 22, 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systems</td>
<td>✓</td>
<td>Preschool/2 - Exhaust fan is not working</td>
</tr>
<tr>
<td>Interior Surfaces</td>
<td>✓</td>
<td>Room 509 - Water stains at hallway; Storage/2nd Floor - Water stained ceiling tiles hallway at stairwell; Room 510/2nd Floor; Room 511 &amp; Room 9 - Water stained ceiling tiles; Room 519 - Water stained ceiling tiles by overhead and vent; Room 7/Reading Library - Floor tile missing at entry</td>
</tr>
<tr>
<td>Cleanliness</td>
<td>✓</td>
<td>Boys Restroom - Exhaust fan and outlet covers are missing; Room 510/2nd Floor - Light panel is loose/Clip is broken; Room 7/Reading Library - Three light panels are out; Room 9 &amp; Room 10 - Exposed wires/cover is missing/wires capped</td>
</tr>
<tr>
<td>Electrical</td>
<td>✓</td>
<td>Restrooms/Fountains - Preschool/2 - First toilet is leaking, toilet cover is broken/injury hazard second toilet</td>
</tr>
<tr>
<td>Safety</td>
<td>✓</td>
<td>K Playground - Injury Hazard/Picnic table is rusted/Protruding on bench</td>
</tr>
<tr>
<td>Structural</td>
<td>✓</td>
<td>External</td>
</tr>
</tbody>
</table>

**Overall Summary of School Facility Good Repair Status**

- **Exemplary**
- **Good**
- **Fair**
- **Poor**

**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.
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 bullying prevention policy. The school’s most current safety plan was reviewed, updated, and shared with school staff in May 2014.

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, 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, a full-time evening custodian, and a groundskeeper 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 conduct 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 orders and policies.

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.

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. The principal and teaching staff reinforce positive behavior and take the opportunity to re-visit school rules at morning flag salutes, monthly assemblies, and school spirit Fridays.

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 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 Eye Awards (outstanding citizenship), Perfect Attendance Awards (monthly), and PTO (“Pays to Go to School”) Coupons. Trimester awards assemblies honor students for:

- Soaring Eagle Awards
- Most Improved Awards (Academics)
- Citizenship Awards
- Principal’s Honor Roll
- 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.

<table>
<thead>
<tr>
<th>Suspensions and Expulsions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rainbow Ridge</strong></td>
</tr>
<tr>
<td>11-12</td>
</tr>
<tr>
<td>Suspensions (#)</td>
</tr>
<tr>
<td>Expulsions (#)</td>
</tr>
</tbody>
</table>

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

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:

- GATE
- Pioneer Living Experience
- THINK Together
- Sports (track, soccer, softball)
- Student government
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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Average Class Size</th>
<th>Number of Classes*</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>31.0</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>26.6</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>23.2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>21.3</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>32.8</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>25.6</td>
<td>1</td>
</tr>
</tbody>
</table>

*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 Common Core State Standards. The district’s Educational Services department selects staff development concentrations based on principal feedback, teacher survey results, California State Content Standards, district benchmark assessment results, and state standardized test results.

<table>
<thead>
<tr>
<th>Staff Development Days Three-Year Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

During the 2013-14 school year, Rainbow Ridge Elementary School held staff development training focused on:

- Articulated Instruction Model (AIM)
- California Assessment of Student Performance and Progress (CAASPP)
- Classroom Environment
- Close Reading
- Common Core State Standards
- Data Analysis
- Depth of Knowledge (DoK)
- DIBELS
- English Learner Reclassification and Monitoring

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 Content Standards.

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 for student needs.

The textbooks and instructional materials used by the school are selected from the State Board of Education’s most recent adoption. Textbook information was obtained from district office personnel in September 22, 2014.
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 three 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, and in-house field trips.

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:

- After-school Intervention Program: students in grades 1-5 who are at the far below basic, below basic, and basic levels of proficiency in reading, math, and/or language arts based upon multiple measures, benchmark assessments, and in-class performance are recommended by their teachers to attend. Certificated staff provide instruction once a week for 60 minutes over a six-week period. Instruction focuses on content area standards in an effort to help students meet state proficiency criteria.

- 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.

- Inside: fourth and fifth grade students who are performing two or more years below grade level receive three hours of intensive language arts instruction daily for the duration of the school year. Teachers follow the Inside curriculum to deliver tailored instruction.

Professional 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.

Support Services Staff

<table>
<thead>
<tr>
<th>Position</th>
<th>No. of Staff</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Technician</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Nurse</td>
<td>1</td>
<td>0.2</td>
</tr>
<tr>
<td>Psychologist</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Speech &amp; Language Therapist</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Licensed Vocational Nurse</td>
<td>1</td>
<td>1.0</td>
</tr>
</tbody>
</table>

*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 2013-14 school year, the school employed 33 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as “NCLB Compliant”. Minimum qualifications include: possession of a bachelor’s degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

**Teacher Credentials and Assignments**

<table>
<thead>
<tr>
<th>Rainbow Ridge</th>
<th>VVUSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-13</td>
<td>13-14</td>
</tr>
<tr>
<td>Total Teachers</td>
<td>33</td>
</tr>
<tr>
<td>Teachers with Full Credential</td>
<td>33</td>
</tr>
<tr>
<td>Teachers without Full Credential</td>
<td>0</td>
</tr>
<tr>
<td>Teachers Teaching Outside Subject Area (with full credential)</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Misassignments for English Learners</td>
<td>0</td>
</tr>
<tr>
<td>Total Teacher Misassignments*</td>
<td>0</td>
</tr>
</tbody>
</table>

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/srtq/.

**District Expenditures**

**Expenditures Per Student**

For the 2012-13 school year, Val Verde Unified School District spent an average of $7,566 of total general funds to educate each student (based on 2012-13 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/fde/ 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.)

**SARC Data & Internet Access**

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 to API, AYP, STAR results, 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: 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