



## VAL VERDE UNIFIED SCHOOL DISTRICT

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The statistical information disclosed in this report is obtained from the California Department of Education and the Val Verde Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials information was acquired in September 2011 and school facilities information was acquired in January 2012.

# MARCH MIDDLE SCHOOL

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## AN ANNUAL REPORT TO THE COMMUNITY

2010-11 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2012

### A MESSAGE FROM THE PRINCIPAL

I am honored to be the principal of such an outstanding middle school. Our students have made outstanding growth on the state Academic Performance Index (API). Last year we had a similar schools statewide ranking of 8 out of 10. We expect that ranking to go up based upon our 24-point increase in API score to 777. Our current goal is to exceed an API score of 800 on the 2012 CST.



We are proud of our academic accomplishments, and equally proud to be a school of diversity ethnically, socioeconomically, and educationally. Our target ethnic subgroups are Hispanic or 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 areas such as Collaborative Coaching and Learning (CCL), Articulated Instructional Model (AIM) and strategies to increase student engagement. Mr. McPhee (Assistant Principal), Ms. Hartman (Counselor), Mrs. Kim (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 2010-11 school year, the district's schools served more than 19,500 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 2010-11 school year, March Middle School served 821 students in grades 6-8. Student enrollment included 6.3% in special education, 16.8% qualifying for English learner support and 83% qualifying for free or reduced-price meals. March Middle School opened its doors in 2006 to a large group of families eager to welcome a high quality educational program in their community.

#### Percentage of Students by Ethnicity/Grade Level

2010-11

Ethnic Group	%	Grade Level	#
African American	21.6%	Kindergarten	0
American Indian or Alaskan Native	0.0%	Grade 1	0
Asian	1.5%	Grade 2	0
Filipino	1.2%	Grade 3	0
Hawaiian or Pacific Islander	0.4%	Grade 4	0
Hispanic or Latino	69.5%	Grade 5	0
White (not Hispanic)	5.8%	Grade 6	284
Two or More Races	0.1%	Grade 7	262
		Grade 8	275
		Total Enrollment	821

#### 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 and reading 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.

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 in English (SDAIE) strategies 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.

Students with disabilities are serviced in the general education environment and in a special day class or life skills classes. An individualized educational plan for each student directs daily instruction in accordance with their unique needs. 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 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, Christian Club, GSA, Dance Club, school dances, Chess Club, student leadership, and AVID (Advancement via Individual Determination). Every student is encouraged to get involved and participate!

### 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:

- School Site Council
- English Learner Advisory Council
- Parent Teacher Organization

Attend Special Events & Workshops:

- Back to School Night
- Parent conferences
- Music/vocal performances

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. PAMS is accessible through the district website and provides the resources for parents to manage school lunch payments and check the status of their student's grades, attendance, and assignments. TeleParent is an automated telephone message system which enables school staff to quickly forward important announcements to each student's home.

### STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress, March Middle 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 tests, classroom observation, report card grades, benchmark 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.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2010-11		
Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?		
AYP Criteria	March	VVUSD
Overall Performance	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	Yes	No
Math	No	No
API	Yes	Yes
Graduation Rate	N/A	No
AYP Performance Level		
Number of AYP Criteria		
Met Out of the Total	19/23	29/42
Number of Criteria Possible		

For the 2010-11 AYP cycle, elementary and middle schools must achieve a 67.6% or higher proficiency rate in English/Language Arts and 68.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 710 or higher or increasing the API growth by one point.

The AYP table in this report illustrates the school's progress in meeting 2010-11 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

### 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 in alignment with California State Content Standards and Frameworks and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2010-11 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 twice 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, end-of-unit exams, and classroom observations. Collectively, the benchmark assessments and multiple measures help 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 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 the student's proficiency level of understanding of 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.

### STANDARDIZED STATE ASSESSMENTS

Students at March Middle School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

### CALIFORNIA STANDARDS TEST

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, 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/](http://www.cde.ca.gov/ta/tg/pf/).

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Seventh	26%	20%	23%

## 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 March Middle 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 can be found at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

## 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,

STAR Results All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	March			VVUSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	35	39	46	44	47	49	49	52	54
Math	40	52	51	48	52	51	46	48	50
Science	60	58	63	47	53	56	50	54	57
History	47	47	52	43	47	48	41	44	48

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results Ethnic Subgroups Percentage of Students Scoring at Proficient and Advanced Levels 2010-11									
	March								
	African American	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races	
English-Language Arts	45	*	82	*	45	*	56	27	
Math	44	*	82	*	51	*	60	29	
Science	65	*	*	*	61	*	*	*	
History	48	*	*	*	51	*	*	*	

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

STAR Results Other Subgroups Percentage of Students Scoring at Proficient and Advanced Levels 2010-11						
	March					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	42	51	15	44	40	
Math	51	51	24	49	33	
Science	70	57	21	62	*	
History	56	47	14	49	10	

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

Academic Performance Index Three-Year Performance Comparison									
	March								
	Base API Rank:								
	2008	2009	2010						
Statewide Rank	5	5	5						
Similar Schools Rank	8	9	8						
	March			March		VVUSD		State	
	Increase/Decrease in API			# of Students	Growth	# of Students	Growth	# of Students	Growth
	2008-09	2009-10	2010-11	2010-11	2010-11	2010-11	2010-11	2010-11	
All Students	16	18	24	676	777	13,575	789	4,683,676	778
Ethnic Subgroups									
African American	33	18	17	136	769	2,001	766	317,856	696
American Indian or Alaskan Native						30	797	33,774	733
Asian				12	898	222	893	398,869	898
Hispanic or Latino	9	18	26	472	771	9,935	784	2,406,749	729
White (not Hispanic)				39	831	811	827	1,258,831	845
Other Subgroups									
Economically Disadvantaged	21	16	26	573	768	11,195	779	2,731,843	726
English Learners	4	17	25	247	726	5,477	755	1,521,844	705
Students with Disabilities		37		75	610	1,238	588	521,815	595

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 2010-11, March Middle School did not participate in the Title I program and therefore not 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.

Title I PI Status 2011-12		
	March	VVUSD
PI Status	Not in PI	Not in PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
# Schools Currently In PI		
% Schools Currently In PI		

The statistical information in this table reflects the PI status during the 2011-12 school year.

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 website [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

## 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.

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 A1	1
Resource/Specialty Rooms	3
Staff Lounge	1
Teacher Work Room	1

### 2011-12 Campus Improvement Projects

- Install trees, benches, and covered tables in the quad
- Place stamped concrete in shaded area adjacent to multipurpose room facility
- Place additional trees, plants, and lawn areas throughout campus

### 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 a District Security Agent are strategically stationed throughout the campus to monitor student activities. During the lunch period, school administrators, counselors, and the District Security Agent share supervision of students in the cafeteria, outside eating areas, and common gathering areas.

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 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. Components of this 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, and dress code policy. The school's most current safety plan was reviewed, updated, and shared with school staff in November 2011.

### 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) inspects 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 frequently 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.

### 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

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date:	Repair Needed and Action Taken or Planned		
December 6, 2011	Good	Fair	Poor
Systems	✓		
Interior	✓		Computer Lab, MDF Storage, Work Room, Gym, Room 504: water stains ceiling tiles. Office: water damage to ceiling in staff restroom.
Cleanliness	✓		
Electrical	✓		Room 905: SMARTBoard not working. Boys' Restroom: outlet cover missing at entry.
Restrooms/Fountains	✓		
Safety	✓		
Structural	✓		Gym: linoleum flooring coming up at west end (trip hazard).
External	✓		Room 607: water cover bent on walkway, metal protruding (injury hazard).
Overall Summary of School Facility Good Repair Status			
Overall Summary	Exemplary	Good	Fair
	✓		

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.

facilities inspection at March Middle School took place on December 2, 2011. 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 2010-11 school year, 100% of restrooms were fully operational and available for student use at all times.

## 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 support an environment that teaches 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.

Suspensions and Expulsions			
	March		
	08-09	09-10	10-11
Suspensions (#)	378	301	302
Suspensions (%)	42.76%	36.71%	36.78%
Expulsions (#)	3	5	5
Expulsions (%)	0.34%	0.61%	0.61%

  

VVUSD All Middle Schools			
	08-09	09-10	10-11
Suspensions (#)	1,481	1,553	1,296
Suspensions (%)	32.81%	34.61%	28.95%
Expulsions (#)	6	23	29
Expulsions (%)	0.13%	0.51%	0.65%

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month late for three days is counted as two cases of suspension.*

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 grade level assemblies. The following March Middle School behavior expectation is displayed in every classroom:

Motivation  
Academic  
Responsibility  
Community  
Honesty

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 written communication between parents and teachers as well as to record class assignment information, homework assignments, and project due dates.

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.

Character education lessons are embedded in campus culture and a component of classroom discussions led by school counseling staff. Following an annual agenda of topics, counselors lead presentations once a month to address social and behavioral topics such as bullying, sexual harassment, the importance of academic success, and preparing for high school.

## 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 semester, awards assemblies are held to recognize students for their individual achievements in academics and attendance. 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. Awards are presented to qualifying students at semester awards assemblies. Individuals receiving semester awards are given a special certificate along with a school backpack.

## 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 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction				
2008-09				
Subject	Average Class Size	Number of Classes		
		1-20	21-32	33+
English	28.4	4	16	7
Math	28.9	1	14	4
Science	26.9	3	15	3
History	28	2	17	3
2010-11				
English	31.4	3	5	15
Math	28.2	5	6	8
Science	31.6	3	1	13
English	31.5	3	1	13

*\*Data for 2009-10 is unavailable from the CDE.*

# CURRICULUM & INSTRUCTION

## STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Val Verde Unified School District are aligned to the California State Content Standards and Frameworks. 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. During the 2010-11 school year, Val Verde Unified School District sponsored three formal days of staff development training in which teachers from March Middle School attended. Training topics focused on leadership training and collaborative planning/articulation within core subject areas. A portion of staff development time was devoted to specific areas of need identified by each individual school site.

Staff Development Days Three-Year Trend		
2008-09	2009-10	2010-11
3	3	3

As a supplement to district-sponsored activities and in response to site-based goals, March Middle School's staff participated in weekly professional development activities on early release days. Training topics are identified based upon results of student performance data and current trends in education to maintain alignment with the district's standardized curriculum. During the 2010-11 school year, site-based training focused on:

- Articulated Instructional Model (AIM)
- Strategies to Increase Student Engagement

The district offers supplemental support year-round for new and ongoing programs tied to either specific strategies to improve student learning or district-adopted materials. Supplemental district-sponsored training sessions offered during the 2010-11 school year included:

- Collaborative Coaching and Learning (CCL) Training
- Core Content Articulation
- Doug Fisher's Gradual Release Model
- Articulated Instruction Model
- GLAD Strategies (Guided Language Acquisition Design)
- Intensive English/Language Arts Intervention - National Geographic *Inside*
- Special Education
- Step Up to Writing
- Thinking Maps
- Student Engagement Strategies
- District Benchmark Development
- Technology

A collaborative team of district administrators, instructional coaches, and school administrators is responsible for making informed decisions on improving classroom instruction, developing effective classroom strategies to increase student learning, and evaluating the progress of students meeting grade level standards. Establishing the agendas for ongoing professional development activities is based upon teacher input and results from formative and summative assessments

acquired throughout the year. Using a combination of resources and techniques which include data analysis, lesson observation, lesson modeling, and teacher input, specific areas of strength and weakness are identified in classroom instruction and/or presentation of subject matter. In response, instructional practices are modified to increase the effectiveness of class lessons to subsequently improve student learning.

Val Verde Unified School District welcomes new teachers and provides three days of intensive training to help them experience success in their new classrooms. For ongoing professional guidance, the district supports new and veteran teachers and instructional assistants 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 Content 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 vendors, 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 district-sponsored activities to enhance their understanding of Val Verde Unified School District's curriculum and classroom management practices.

### 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 Principal's Advisory team, grade level teams, program facilitators, and School Site Council share in the decision-making and administrative processes to create an effective, safe, and nurturing learning environment. The Principal's Advisory team, comprised of the principal, principal's secretary, assistant principal, assistant principal's secretary, counselor, and instructional coach, meets weekly 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 budget.

### INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Val Verde Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 13, 2011, 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 #11-12-06 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 instruction materials used for its visual/performing arts curricula. During the 2011-12 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 state's content standards and curriculum frameworks.

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
Reading/Language Arts				
2009	Yes	Hampton Brown: <i>Inside</i>	0%	6-8
2002	Yes	McDougal Littell: <i>The Language of Literature</i>	0%	6-8
2002	Yes	McDougal Littell: <i>Bridges to Literature</i>	0%	6-8
2001	Yes	Houghton Mifflin: <i>Triumphs</i>	0%	6
2002	Yes	Touchstones: <i>Touchstones</i>	0%	6-8
2009	Yes	Hampton Brown: <i>High Point</i>	0%	6-8
Math				
2008	Yes	McGraw Hill: <i>California Mathematics</i>	0%	6-7
2008	Yes	Glencoe-McGraw Hill: <i>CA Algebra I</i>	0%	6-8
2008	Yes	Glencoe-McGraw Hill: <i>Algebra Readiness</i>	0%	6-8
2008	Yes	Glencoe-McGraw Hill: <i>Geometry</i>	0%	6-8
Science				
2008	Yes	Prentice Hall: <i>Focus on Earth Science</i>	0%	6
2008	Yes	Prentice Hall: <i>Focus on Life Science</i>	0%	7
2008	Yes	Prentice Hall: <i>Focus on Physical Science</i>	0%	8
Social Science				
2006	Yes	Holt Rinehart Winston: <i>World History - Ancient Civilizations</i>	0%	6
2006	Yes	Holt Rinehart Winston: <i>World History - Medieval to Early Modern Times</i>	0%	7
2006	Yes	Holt Rinehart Winston: <i>U.S. History</i>	0%	8
Health				
2010	Yes	American National Red Cross: <i>Positive Prevention</i>	0%	7

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 2011.

## SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks 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 three special education teachers and four special education aides who provide both full period and full day instruction in three special day classes. Three resource specialist teachers and three 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 Life Skills class is supported by a certificated teacher and two instructional aides specially trained to effectively deliver a core curriculum following an applied behavior analysis method.

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

### ENGLISH LEARNER INSTRUCTION

All of 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 Hampton Brown's *Inside* 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.

As students increase fluency in the English language, 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. Both GATE and non-

GATE high achievers are placed in college prep classes. On designated days, all GATE students participate in a full-day workshop featuring activities in science, robotics, cell structure, chemical reaction, and lab work. GATE students are invited to participate in after-school activities/special events sponsored throughout the year.

### AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)

March Middle School offers the Advancement via Individual Determination (AVID) program as an elective to qualifying students. The program targets students with a grade point average ranging from 2.5 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.

### 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. Student Success 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:

- Reading Classes: students in seventh and eighth grade who are performing at the far below basic and below basic levels on district benchmarks are recommended for placement. Students receive a double period of reading/language arts instruction in lieu of an elective.
- Sixth Grade Reading: sixth grade students performing below proficient levels in reading are placed in a full-period reading class in addition to their regular language arts course.

• Sixth Grade Math Intervention Classes: students performing at far below basic and below basic proficient levels on district and state benchmarks may be placed in a supplemental skills-based math course.

• Seventh Grade Counseling: students who are performing at the far below basic level in English/language arts and math meet with the counselor and the student's parent(s) to discuss individual needs or strategies to increase academic performance.

• Sixth and Eighth Grade Counseling: the counselor contacts the parents of the those students who are at risk of being retained. The counselor establishes open communication with identified students' parents to explore strategies and develop a plan for academic success.

• Students with a 2.0 GPA: at the end of each semester, the counselor meets as a group with all students who have earned a 2.0 or less GPA (grade point average). The counselor explains the importance of the GPA, good organizational skills, using the Academic Organizer, study strategies, and establishing personal goals.

## PROFESSIONAL STAFF

### TEACHER ASSIGNMENT

March Middle School recruits and employs only the most qualified credentialed teachers. For the 2010-11 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.

In the table below which 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.

	Teacher Credentials and Assignments							
	March				VVUSD			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
Total Teachers	42	34	33		831	778	753	
Teachers with Full Credential	40	33	33		787	767	753	
Teachers without Full Credential	2	1	0		44	11	0	
Teachers Teaching Outside Subject Area	0	0	0		2	0	0	
Teacher Misassignments for English Learners	0	0	0	0	0	0	0	0
Total Teacher Misassignments	0	0	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0	0	0

	NCLB Compliance Percentage of Classes in Core Academic Subjects:	
	Taught by NCLB- Compliant Teachers	Not Taught by NCLB- Compliant Teachers
	2010-11	
March	100.0%	0.0%
District Totals		
All Schools	99.9%	0.1%
High-Poverty Schools	99.9%	0.1%
Low-Poverty Schools	0.0%	0.0%

	Teacher Education Levels 2010-11	
	March	VVUSD
Doctorate	0.0%	0.3%
Master's Degree Plus 30 or More Semester Hours	56.3%	42.0%
Master's Degree	9.4%	15.2%
Bachelor's Degree Plus 30 or More Semester Hours	31.3%	39.1%
Bachelor's Degree	3.1%	3.5%
Less Than a Bachelor's Degree	0.0%	0.0%

Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

### TEACHER EVALUATIONS

Evaluation procedures and criteria adopted by the Val Verde Unified School District are defined in the district's collective bargaining agreement. Teacher evaluation criteria are based on the California Standards for the Teaching Profession. Probationary teachers are formally evaluated annually and frequently observed. Tenured teachers are evaluated once every two years. Teachers meeting specific criteria may choose to receive evaluations once every five years. Evaluations are conducted by the principal or assistant principal who have been trained and certified for competency to perform teacher evaluations.

### 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 and Support Personnel (Nonteaching Professional Staff) 2010-11		
	No. of Staff	FTE
Academic Counselor	1	1.0
Adaptive PE Aide	1	0.3
Adaptive PE Teacher	1	0.3
District Security Agents	2	2.0
Health Technician	1	0.8
Nurse	1	0.2
Psychologist	1	0.6
Speech & Language Pathologist	1	0.5
Average Number of Students per Academic Counselor		821

FTE = Full-Time Equivalent

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; provide 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.

### SUBSTITUTE TEACHERS

The district's Human Resources Department makes every effort to select the most qualified

substitute teacher for the respective day's assignment. During the 2010-11 school year, Val Verde Unified School District's pool of substitutes was comprised of 206 teachers; the majority of substitutes were aspiring teachers, retired and semi-retired teachers, and career substitutes. Applicants seeking a position as a substitute must have passed the CBEST (California Basic Educational Skills Test) and possess a bachelor's degree.

## 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 2009-10 school year, Val Verde Unified School District spent an average of \$6,740 of total general funds to educate each student (based on 2009-10 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 salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2009-10		
	VVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	42,247	41,035
Mid-Range Teacher Salary	68,497	65,412
Highest Teacher Salary	83,488	84,837
Average Principal Salaries:		
Elementary School	108,415	106,217
Middle School	122,648	111,763
High School	116,016	121,538
Superintendent Salary	201,400	197,275
Percentage of Budget For:		
Teacher Salaries	15.0	39.0
Administrative Salaries	2.0	5.0

Current Expense of Education Per Pupil 2009-10					
Expenditures Per Pupil	Dollars Spent Per Student				
	March	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,567	4,706	118.3%	N/A	N/A
Restricted (Supplemental)	991	810	122.3%	N/A	N/A
Unrestricted (Basic)	4,576	3,896	117.5%	5,455	71.4%
Average Teacher Salary	65,190	66,474	98.1%	67,667	98.2%

In addition to general fund state funding, Val Verde Unified School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- ARRA: State Fiscal Stabilization Fund
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training and Student Assistance
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB Title I, II, III, IV, X
- Other Local
- Special Education
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

## 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 API, AYP, STAR results, enrollment, and staffing.

### 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: Sunday 1-5  
Monday-Thursday 9-8  
Friday-Saturday 9-6  
Number of computers available: 25  
Number of printers available: 2