



VAL VERDE UNIFIED SCHOOL DISTRICT

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The statistical information disclosed in this report is obtained from the California Department of Education and the Val Verde Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials information and the school facilities information was acquired in November 2018.

MAY RANCH ELEMENTARY SCHOOL

900 East Morgan Street, Perris, CA 92571
Phone: (951) 490-4670 • Fax: (951) 490-4675

Aimee Breton, Principal
E-mail: abreton@valverde.edu



AN ANNUAL REPORT TO THE COMMUNITY 2017-18 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2019

PRINCIPAL'S MESSAGE



Welcome to May Ranch Elementary School, home of the Wranglers! At May Ranch, our vision is for all students to be empowered and equipped with the knowledge and strategies necessary to become confident and successful global citizens. Our staff is committed to providing rigorous and innovative learning opportunities and support for all students. Our instructional goals are focused on the California State Standards and in alignment with district goals and grade level expectations. We take pride in creating a school culture that is dedicated to promoting and supporting positive behaviors and character traits and emphasizes being respectful, responsible and safe. Supplemental programs and support are in place through Response to Intervention (RTI) and PBIS for students who are in need. Teachers and grade level teams collaborate on instructional planning as well as analyzing data to guide instruction and meet the needs of all students. As the 2018-19 year unfolds, we look forward to providing an academic environment that prepares students to be global citizens in the 21st century.

DISTRICT & SCHOOL DESCRIPTION

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 2017-18 school year, the district's schools served more than 20,200 students residing in the rural and suburban communities of Perris, Moreno Valley, and portions of unincorporated Riverside County. The district currently operates a preschool, 12 elementary schools, 4 middle schools, 3 comprehensive high schools, a student success academy, a virtual academy, and a continuation high school.

During the 2017-18 school year, May Ranch Elementary School served 937 students in grades K-5. Student enrollment included 8.3% receiving special education services, 24.7% qualifying for English learner support, and 81.9% qualifying for free or reduced-price meals.

Student Enrollment by Student Group and Grade Level 2017-18

Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	11.0%	Kindergarten	210
American Indian or Alaskan Native	0.5%	Grade 1	147
Asian	1.3%	Grade 2	153
Filipino	1.5%	Grade 3	136
Hawaiian or Pacific Islander	0.0%	Grade 4	141
Hispanic or Latino	74.9%	Grade 5	150
White	8.1%		
Two or More Races	2.1%		
Socioeconomically Disadvantaged	81.9%		
English Learners	24.7%		
Students with Disabilities	8.3%		
Foster Youth	2.2%		
		Total Enrollment	937

HONORS

2011 Award of Recognition
County of Riverside, Community Health



Agency, Department of Environmental Health



2011-12 Title I Academic Achievement Award



2012 California Business for
Education Excellence
2017 California Distinguished School



LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

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

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

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

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

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

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

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

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

PARENT INVOLVEMENT

Parent involvement is a vital component to school and student success. May Ranch Elementary School offers a wide variety of opportunities for parents to support the school and their child's academic efforts through volunteering efforts or simply attending special events and activities. Parents seeking more information or who are interested in participating in any of the activities listed below may contact their child's teacher or anyone in the school office at (951) 490-4670.

Volunteer to Help In:

- Classrooms
- Chaperone field trips
- Office
- Library

Join Leadership Groups

- African American Advisory Council
- School Site Council
- English Learner Advisory Council
- GATE Advisory Committee (Gifted & Talented Education)
- Parent Advisory Committee
- Parent Teacher Organization

Attend Special Events & Workshops

- 21st Century Learning
- Book Fairs
- Back to School Night
- Family STEAM Night
- March of Dimes
- Parent Conferences
- Parent Education Classes & Workshops
- Parent Engagement Days
- Student Performances
- Student Recognition Activities

School-to-home communication is provided in both English and Spanish. Flyers, letters, monthly calendars, the school marquee, Parent Link, Facebook (@May Ranch), and Peach Jar (automated telephone messages) are issued as needed for special announcements and reminders. The school website (<http://www.mayranch.valverde.edu>) and our Twitter page (@mayranch) features current news and general information.

STUDENT ACHIEVEMENT DISTRICT BENCHMARK ASSESSMENTS

Val Verde Unified School District uses a variety of tools to evaluate and analyze student learning. District benchmark assessments supplement multiple measures of assessment to identify students' mastery of content, depth of knowledge, and skills. District benchmark assessments are aligned to the California State Standards and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2017-18 school year, all students in grades 1-5 were assessed multiple times utilizing a system of short-cycle formative assessments to identify content area mastery and specific gaps in the learning process. Students in grades 7-12 were evaluated quarterly throughout the year to determine course grades and levels of content mastery.

Multiple measures of assessment are used to identify student progress, understanding of state content standards, and mastery of subject area matter/concepts. These measures include: state summative assessments, benchmark assessments, grade level/department common assessments, classroom observations, teacher-created assessments, adaptive diagnostic assessments in reading and math, and early indicators of reading assessments. Collectively, the benchmark assessments and multiple measures aid teachers in 1) identifying areas where instruction may or may not be effective; 2) guiding classroom instruction practices and strategies; and 3) identifying students who need targeted academic assistance or intervention. Teachers and administrators are able to pinpoint any deficiencies or gaps in the learning process, identifying very specific skill sets and subject area content that needs to be retaught, reinforced, or revised to ensure every student obtains a solid foundation for future success in learning.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)
2017-18**

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students Tested	432	427	98.84%	53.40%	432	428	99.07%	48.60%
Male	222	220	99.10%	50.00%	222	220	99.10%	50.45%
Female	210	207	98.57%	57.00%	210	208	99.05%	46.63%
Black or African American	45	44	97.78%	45.45%	45	44	97.78%	34.09%
American Indian or Alaskan Native	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--
Hispanic or Latino	326	322	98.77%	51.24%	326	323	99.08%	47.99%
White	30	30	100.00%	80.00%	30	30	100.00%	73.33%
Two or More Races	11	11	100.00%	54.55%	11	11	100.00%	36.36%
Socioeconomically Disadvantaged	369	364	98.64%	49.18%	369	365	98.92%	44.38%
English Learners	157	154	98.09%	50.00%	157	155	98.73%	47.10%
Students with Disabilities	44	43	97.73%	20.93%	44	43	97.73%	20.93%
Foster Youth	--	--	--	--	--	--	--	--

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**California Assessment of Student Performance and Progress Test Results in
English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight**

Percentage of Students Meeting or Exceeding the State Standards

	May Ranch		VVUSD		CA	
	16-17	17-18	16-17	17-18	16-17	17-18
English-Language Arts/Literacy	49	53	40	42	48	50
Mathematics	41	49	25	27	37	38

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.

**California Assessment of Student Performance and Progress Test Results in Science
All Students**

Percentage of Students Meeting or Exceeding the State Standards

	May Ranch		VVUSD		CA	
	16-17	17-18	16-17	17-18	16-17	17-18
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

The 2016-17 data is not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

PHYSICAL FITNESS

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

**California Physical Fitness Test Results
2017-18**

	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Level			
Fifth	25.7%	22.4%	27.6%

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.

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

May Ranch Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 2008; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff. All classrooms feature a HoverCam and projectors; all teachers have been supplied with a laptop.

2017-18 Campus Improvements:

- Repairs and replacement to asphalt
- Remodeling projects to the main lobby for security purposes

Campus Description	
Year Built	2008
	Quantity
# of Permanent Classrooms	35
# of Portable Classrooms	4
# of Restrooms (student use)	4 sets
STEAM Lab	1
Library	1
Multipurpose Room	1
Staff Lounge	1
Teacher Work Room	1

SCHOOL INSPECTIONS

May Ranch 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 May Ranch Elementary School took place on July 17, 2018. Schools are required by state law to report the condition of their facilities; the School Facility Good Repair Status table illustrated in this report (on page 4) identifies the state-required inspection areas and discloses the operational status in each of those areas. During fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

SUPERVISION & SAFETY

As a component of the school’s secure campus policy, school facilities are fully enclosed with a perimeter fence system. Only students are allowed to travel in and out of entrance gates; parents and guardians must enter the campus through the school’s main office.

Each morning as students arrive on campus, crossing guards, teachers, and supervision aides are strategically stationed at line-up areas to monitor activities and behavior. Students receiving breakfast in the multipurpose room or outdoor eating area are chaperoned by supervision aides. During recess and lunch, supervision aides are responsible for monitoring student behavior and activities in the cafeteria and on the playground. When students are dismissed at the end of the day, teachers escort their students to the main exit areas and assigned teachers remain at designated exits to ensure students leave campus in a safe and orderly manner. Crossing guards assist with a safe departure as students leave campus.

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, present a valid picture identification to be scanned through the Raptor System, and obtain and wear a visitor’s badge.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for May Ranch 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 May Ranch Elementary’s school safety plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school’s most current safety plan was reviewed by administration and local law enforcement and updated in January 2019 and discussed with staff throughout the year. It is available for review by the public in the front office.

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 May Ranch Elementary School. Teachers and school staff communicate unscheduled maintenance needs, urgent repairs, or special projects to designated custodial and office support staff who prepare and submit work orders to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

DAILY CLEANING PRACTICES

One full-time day custodian, one part-time afternoon custodian, and one full-time evening custodian are assigned to May Ranch Elementary School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal, assistant principal, and custodians communicate daily regarding safety issues, cleaning practices, and housekeeping needs. 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 May Ranch Elementary School monthly to review custodial performance, discuss campus maintenance needs with the principal, evaluate conditions of the school facility, and follow up on outstanding work order requests.

School Facility Good Repair Status		Repair Status
Item Inspected	Good Fair Poor	Repair Needed and Action Taken or Planned
Inspection Date: July 17, 2018		
Systems	✓	
Interior Surfaces	✓	Comm Room, Lounge, Library & Room K-201 - Water stain ceiling tiles; MPR - Water stains ceiling tiles / wallpaper is torn; Men’s RR - Water stain ceiling tiles in hallway at entry; P-4 - Water stain ceiling tiles / ceiling tile is loose
Cleanliness	✓	
Electrical	✓	Room 505 - Light diffuser is loose; Kitchen - Water stain in light diffuser
Restrooms/Fountains	✓	
Safety	✓	
Structural	✓	
External	✓	Library - Caulking is missing on door frame; Room 505 - Door does not close properly
Overall Summary of School Facility Good Repair Status		
	Exemplary	Good
	Fair	Poor
Overall Summary		✓

Percentage Description Rating:

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

CLASSROOM ENVIRONMENT

CLASS SIZE

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.

Average Class Size and Class Size Distribution				
2015-16				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	15.0	8		
1	26.0	1	4	
2	27.0	1	4	
3	23.0	2	5	
4	30.0		5	
5	27.0	1	5	
Other**	4.0	1		
2016-17				
K	15.0	12		
1	30.0		5	
2	26.0	1	4	
3	23.0	2	4	
4	27.0		5	
5	23.0	2	5	
2017-18				
K	15.0	14		
1	29.0		5	
2	30.0		5	
3	27.0	1	4	
4	28.0	1	4	
5	22.0	2	5	
Other**	4.0	1		

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

** "Other" category is for multi-grade level classes.

DISCIPLINE AND CLIMATE FOR LEARNING

A safe, clean school and an effective learning program provide the basis for May Ranch 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. Classroom rules are posted in each classroom.

The OLWEUS Bully Prevention Program as well as the Positive Behavior Intervention Support System (PBIS) has been implemented. 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 Intervention Support System will be integrated with OLWEUS bully prevention program. Through the Positive Behavior Intervention Support System, our school community will provide intentional structures for student success through positive behavior expectations.

May Ranch Elementary School implements the Positive Behavior Intervention and Support (PBIS) curriculum to develop social skills and expectations. There are three schoolwide expectations for students to follow: 1) Be Respectful, 2) Be Responsible, and 3) Be Safe.

At the beginning of the school year, school rules, district policies, and academic expectations are 1) outlined in the Student Handbook (in both English and Spanish) and 2) shared by teachers as part of their classroom orientation process. At the beginning of the school year and again after winter recess, students are reminded in classroom discussions and at assemblies to conduct themselves in a safe, responsible, and courteous manner. The principal and/or assistant principal visits with students on an as-needed basis to discuss the importance of good behavior, address current trends in inappropriate behavior, explore bully prevention topics, and reinforce school rules.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. When students continue having difficulty following school rules, teachers may temporarily place the student in another classroom. If poor behavior continues, the student is referred to the school principal for further intervention. Education Management Teams comprised of certificated staff collaborate when necessary to identify and develop strategies to resolve behavior-related concerns interfering with the learning process. Consequences and disciplinary action are based upon the student's past behavior trend and the severity of the infraction. Discipline measures are consistently applied in a fair and firm manner.

Suspensions and Expulsions									
	May Ranch			VVUSD			CA		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Suspensions	5.42%	1.10%	1.20%	5.70%	4.90%	5.10%	3.70%	3.60%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.17%	0.11%	0.02%	0.09%	0.09%	0.08%

ENRICHMENT ACTIVITIES

Students are encouraged to participate in the school's many academic enrichment and extracurricular activities. These activities promote the development of interests and skills outside the standard curriculum. Students are encouraged to participate in the 100 Mile Running Club, Associated Student Body (ASB), after school clubs and intervention, 5th grade band and choir, STEAM enrichment classes, and THINK Together. After-school enrichment classes are available to identified GATE (Gifted and Talented Education) students.

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Val Verde Unified School District are aligned to the California State Standards. The district's Educational Services Department selects staff development concentrations based on principal feedback, teacher survey results, California State Standards, district benchmark assessment results, and state standardized test results.

During the 2017-18 school year, May Ranch Elementary School held staff development focused on:

- 21st Century Learning
- College & Career Readiness
- AVID
- Curriculum Based Training
- Inquiry
- Next Generation Science Standards (NGSS)
- Positive Behavioral Intervention & Support (PBIS)
- Professional Learning Communities (PLC)
- Response to Intervention
- STEAM Education
- Use of Instructional Technology

Certificated staff serving both general education and special education programs devoted additional time to the continued implementation of the Collaborative Coaching and Learning model. Teams of teachers met with the instructional coach in response to data analysis findings to explore and expand grade level strategies to improve student learning.

During the 2016-17, 2017-18, and 2018-19 school years, Val Verde Unified School District provided professional development on the following topics:

**Professional Development Days & Topics
Three-Year Trend**

2016-17	4 days
<ul style="list-style-type: none"> Elementary Reading Assessment and Intervention English Language Arts/English Language Development ACCESS and EQUITY MTSS-Tiered Supports for Breaking Down Barriers Breaking Down Barriers Through Integrated and Designated English Language Development 	
2017-18	3 days
<ul style="list-style-type: none"> Building Classroom Communities Tiered Supports for Reading ELA/ELD Reading & Writing Across Content Areas Deep Dive Electives Future iReady 	
2018-19	4 days
<ul style="list-style-type: none"> ELD Designated & Integrated Grade Level Professional Learning Communities (PLCs) Grade Level Professional Learning and Collaboration Breaking Down Barriers: Return of the Equity & Access Superheros Deep Dive Electives MTSS: Tiered Supports to Breaking Down Barriers 	

Val Verde Unified School District welcomes new teachers and provides intensive training to help them experience success in their new classrooms. For ongoing professional guidance, the district supports new and veteran teachers in developing their teaching skills. California Teacher Induction (CTID) program, a state-sponsored program, is designed for first- and second-year credentialed teachers and provides skills assistance over a two-year period. The Peer Assistance and Review program is designed to improve the education of students and increase the classroom performance of teachers, targeting both new and veteran teachers.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the district and Riverside County Office of Education. Professional and subject-specific offerings are consistent with the California State Standards.

Special education staff, resource specialist staff, bilingual aides, and instructional aides receive customized training to support the district's educational programs and develop strategies to increase effectiveness in teaching practices. Classified support staff receive job-related training from department supervisors and district representatives; training activities and workshops are designed to enhance and extend job performance. Long-term substitute teachers may be encouraged to participate in site-sponsored activities to enhance their understanding of Val Verde Unified School District's curriculum and classroom management practices.

SCHOOL LEADERSHIP

Leadership at May Ranch Elementary School is a responsibility shared among the principal, assistant principal, teachers, and parents. Principal Aimee Breton is responsible for the day-to-day operations and overall curriculum. The assistant principal, Tre Adams, helps oversee student safety and the implementation of PBIS. The school's leadership team, instructional coach, grade level teams, English Learners Advisory Council, African American Advisory Council, Parent Teacher Organization, and School Site Council share 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, assistant principal, grade level leaders, special education teachers, and the instructional coach work together to review and offer input towards improving school programs. Team members are responsible for providing oversight and supervision as requested for special programs or activities, supporting the principal in program implementation, and serving as a liaison to their respective grade level teams.

The School Site Council (SSC), consisting of the principal, community members, teachers, and classified staff, 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 State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education.

On September 4, 2018, the Val Verde Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No.18-19-14 which certifies as required by Education Code §60119 1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a standards-aligned textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the curriculum frameworks in mathematics, science, history-social science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive. Within a six-week period prior to adoption, parents may preview recommended instructional materials at the district office or the school's office.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2018-19 school year, Val Verde Unified School District certifies that each student, including English learners, enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the California State Standards.

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Standards and approved by the State Board of Education. Every child receives a rigorous, California Common Core State Standards aligned program. May Ranch Elementary School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
English Language Arts			
2016	Yes	McGraw-Hill: <i>Wonders</i>	0%
2016	Yes	McGraw-Hill: <i>WonderWorks</i>	0%
Mathematics			
2013	Yes	Houghton Mifflin Harcourt: <i>Math Expressions</i>	0%
Science			
2007	Yes	Pearson: <i>Scott Foresman: California Science</i>	0%
Social Science			
2006	Yes	Pearson: <i>Scott Foresman: California History-Social Science</i>	0%

SPECIAL EDUCATION

Special education students are mainstreamed into the general education classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. Special education teachers, special education aides, and general education teachers collaboratively utilize a team-oriented approach to provide maximum levels of instruction in the general education environment. For a portion of the regular school day, students may receive individual and/or small group instruction from special education staff in the Learning Center. A District Program Specialist meets with special education teachers regularly to provide support and assistance in developing student instructional schedules and allocating staff resources. The instructional coach is available to provide training and support to special education staff.

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 May Ranch Elementary's teachers are certified and trained to provide instruction for students identified as English Learners (EL). EL students receive designated English Language Development (ELD) instruction by their teacher for 30 minutes a day as a supplement to their regular language arts curriculum. ELD Instruction focuses on reading development, verbal language development, and vocabulary building. As students increase fluency in the English language, May Ranch Elementary School continues to monitor student performance through ELPAC 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

May Ranch 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. GATE students are grouped by grade level to receive accelerated, differentiated instruction that offers more depth and complexity throughout the curriculum by GATE-trained teachers.

AVID

May Ranch Elementary School is an AVID elementary school. AVID Elementary is a foundational component of the AVID College Readiness System and supports AVID's mission to close the achievement gap by preparing all students for college readiness and success in a global society. Based on the same learning foundation that underlies AVID Secondary, AVID Elementary is designed to be embedded into the daily instruction of all elementary classrooms across entire grade levels to maintain school wide structures. AVID Elementary's implementation of resources, trainings, and philosophy are all grounded in the idea that growth mindset can be taught to students. It is through the growth mindset that AVID students succeed in following their dreams and fulfilling their aspirations. AVID Elementary takes a systemic approach through the use of WICOR (Writing, Inquiry, Collaboration, Organization, Reading) and an explicit focus on high expectations, rigor, and developing a college readiness culture.

INTERVENTION PROGRAMS

May Ranch Elementary School supports intervention programs to meet the needs of those students not meeting state proficiency standards in reading, language arts, and math. Education Management 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.

- **THINK Together:** voluntary after-school program provided five days a week. Students are engaged in a highly structured program that provides standards-based homework assistance, tutoring, and sports. The program is offered daily after school until 6:00 p.m.
- **Response to Intervention (RtI):** general education intervention through specialized academic instruction that has designated access time to target students during school hours.
- **Impact Substitute Teachers:** substitute teachers in the morning and in the afternoon provide support to regular classroom teachers who conduct small group intervention in reading and math.
- Students are given structured time during school hours to complete work.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

During the 2017-18 school year, May Ranch Elementary School had 34 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Teacher Credentials and Assignments					
	May Ranch			VVUSD		
	16-17	17-18	18-19	16-17	17-18	18-19
Total Teachers	34	35	36	819	833	841
Teachers with Full Credential	32	34	35	795	805	817
Teachers without Full Credential	2	1	1	24	28	24
Teaching Outside Subject Area (with full credential)	0	0	0	0	0	5
Misassignments of Teachers of English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	2	0	8

*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.*

SUPPORT SERVICES STAFF

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

The psychologist assists with academic, social, and emotional issues; provides assessments to determine eligibility for Special Education services; and facilitates coordination of Individual Education Plans (IEP). The school nurse conducts health screening programs. Health technicians provide basic aid. As a participating member of the Riverside County Special Education Local Plan Area (SELPA), Val Verde Unified School District and May Ranch Elementary School have access to a full complement of professional resources and services to meet the individual needs of its students with disabilities.

**Academic Counselors and
Other Support Staff
2017-18**

	No. of Staff	FTE*
Academic Counselor	0	0.0
Adaptive PE Specialist	1	As needed
Health Technician	1	1.0
Nurse	1	0.1
Psychologists	2	0.8
Speech Pathologist	1	0.6
Occupational Therapist	1	As needed

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

**SARC DATA &
INTERNET ACCESS
DATAQUEST**

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about May Ranch Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

**PUBLIC INTERNET ACCESS
LOCATION**

Parents may access May Ranch Elementary School's SARC and access the internet at any of the county's public libraries. The closest libraries to May Ranch Elementary School are:

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
10 children's computers
Number of printers available: 1

Perris Branch Public Library - (951) 657-2358
Hours: Sunday 1-5

Monday 10 -6
Tuesday-Wednesday 12-8
Thursday-Saturday 10-6

Number of computers available: 17
Number of printers available: 1

**DISTRICT
EXPENDITURES**

**SALARY AND 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 2016-17 school year, Val Verde Unified School District spent an average of \$10,846 of total general funds to educate each student (based on 2016-17 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

**Teacher and Administrative Salaries
2016-17**

	VVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	50,940	49,512
Mid-Range Teacher Salary	82,595	77,880
Highest Teacher Salary	100,259	96,387
Average Principal Salaries:		
Elementary School	135,966	123,139
Middle School	144,374	129,919
High School	140,658	140,111
Superintendent Salary	244,394	238,324
Percentage of Budget For:		
Teacher Salaries	31.0	36.0
Administrative Salaries	5.0	5.0

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

**Expenditures Per Pupil and School Site Teachers Salaries
2016-17**

Expenditures Per Pupil	Dollars Spent Per Student				
	May Ranch	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,291	N/A	N/A	N/A	N/A
Restricted (Supplemental)	513	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,778	5,400	88.5%	7,125	75.8%
Average Teacher Salary	72,725	82,145	88.5%	79,665	103.1%

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

In addition to general fund state funding, Val Verde Unified School District receives state and federal categorical funding for special programs. For the 2016-17 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Agricultural Career Technical Education Incentive
- California Clean Energy Jobs Act
- Career Technical Education Incentive Grant Program
- College Readiness Block Grant
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB Title I, II, III
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Vocational Programs

Note: The California Department of Education issued guidance to LEAs on August 1, 2018 regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.