



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 November 2019 and the school facilities information was acquired in October 2019.

RAINBOW RIDGE ELEMENTARY SCHOOL

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AN ANNUAL REPORT TO THE COMMUNITY 2018-19 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2020

PRINCIPAL'S MESSAGE



Welcome to Rainbow Ridge Elementary School. We believe all students can learn and are dedicated to providing a positive and safe environment for every one of our students. We are committed to building relationships with our students and ensuring that they are future ready.

In order to meet the needs of all students, teachers work collaboratively to analyze data to guide instruction. All instructional goals are focused on the California State Standards.

Rainbow Ridge Elementary offers multiple programs to support the needs of our diverse learning population. Schoolwide AVID implementation is our primary focus and we are dedicated to providing students the tools necessary to be college and career ready. Teachers participate in professional development on how to WICORize their lessons, in which students write, provide inquiry, collaborate, learn strategies for organization, and reading. Rainbow Ridge also offers a Gifted and Talented Education program in which students are given opportunities to further their education through enrichment activities and field trips. All Rainbow Ridge Scholars and staff are a part of our Positive Behavior and Intervention Support Program where our scholars learn how they "Rep the Ridge" by being respectful, responsible, encouraging, and safe.

Our parents are involved through School Site Council (SSC), and English Learner Advisory Committee (ELAC). We provide in-services on the instructional practices implemented in classrooms, and receive feedback from our community.

Rainbow Ridge parents also volunteer in classrooms and during after school activities. Rainbow Ridge Elementary School provides a diverse, rigorous, and enriching learning environment committed to elevating our students' academic, social, and emotional success.

VISION STATEMENT

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

DISTRICT & SCHOOL 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 2018-19 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 2018-19 school year, Rainbow Ridge Elementary School served 777 students in grades TK-5. Student enrollment included 19.9% receiving special education services, 25.4% qualifying for English learner support, and 86.4% qualifying for free or reduced-price meals. The principal leads a team of highly qualified professionals dedicated to providing a rigorous academic program designed to ensure students reach their maximum potential in alignment with state standards.

Student Enrollment by Student Group and Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	14.7%	Kindergarten	142
American Indian or Alaskan Native	0.4%	Grade 1	103
Asian	1.2%	Grade 2	136
Filipino	0.3%	Grade 3	126
Hawaiian or Pacific Islander	0.3%	Grade 4	148
Hispanic or Latino	76.2%	Grade 5	122
White	4.8%		
Two or More Races	2.1%		
Socioeconomically Disadvantaged	86.4%		
English Learners	25.4%		
Students with Disabilities	19.9%		
Homeless	6.7%		
Foster Youth	1.2%	Total Enrollment	777



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. Rainbow Ridge Elementary School offers a wide variety of opportunities for parents to support the school and their child's academic efforts through volunteering or simply attending school events. Parents seeking more information or who are interested in participating in any of the activities listed below may contact the school office or their child's teacher at (951) 490-0420.

Volunteer to Help:

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

Join Leadership Groups:

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

Attend Special Events & Workshops:

- Back to School Night
- Breakfast with the Principal
- Family Reading Night
- Jump Rope for Heart
- March of Dimes
- Parent Conferences
- Parent Engagement Night
- Parent Trainings
- PBIS Night
- Picture Day
- Read Across America
- Red Ribbon Week
- Science Fair
- Spelling Bee
- STEAM Night
- Student Performances
- TK-1 Early Literacy Training
- Volunteer Appreciation Tea
- Winter Program

School-to-home communication is provided in both English and Spanish. A calendar of school events is published on the schools website. Teachers communicate through Class DoJo and progress reports to keep parents apprised of classroom activities and curriculum news. The school website features general information. School staff use Peach Jar and Blackboard Connect, an automated telephone broadcast system, to quickly forward important messages to students' homes. Parents can have access to their student's information through the Val Verde app and parent portal.

STUDENT ACHIEVEMENT

DISTRICT BENCHMARK ASSESSMENTS

Val Verde Unified School District uses a variety of tools to evaluate and analyze student learning. District benchmark assessments supplement multiple measures of assessment to identify students' mastery of 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 2018-19 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).

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)
2018-19**

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	393	387	98.47%	1.53%	43.15%	393	387	98.47%	1.53%	28.42%
Male	196	193	98.47%	1.53%	34.20%	196	192	97.96%	2.04%	29.17%
Female	197	194	98.48%	1.52%	52.06%	197	195	98.98%	1.02%	27.69%
Black or African American	62	61	98.39%	1.61%	36.07%	62	61	98.39%	1.61%	22.95%
Asian	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	295	291	98.64%	1.36%	43.64%	295	291	98.64%	1.36%	28.52%
Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
White	16	15	93.75%	6.25%	60.00%	16	15	93.75%	6.25%	46.67%
Two or More Races	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	357	353	98.88%	1.12%	42.49%	357	353	98.88%	1.12%	28.05%
English Learners	152	149	98.03%	1.97%	41.61%	152	150	98.68%	1.32%	30.67%
Students with Disabilities	80	76	95.00%	5.00%	10.53%	80	75	93.75%	6.25%	8.00%
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

	Rainbow Ridge		VVUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	43	43	42	44	50	50
Mathematics	30	28	27	28	38	39

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

	Rainbow Ridge		VVUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
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.

This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

PHYSICAL FITNESS

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

**California Physical Fitness Test Results
2018-19**

	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Level			
Fifth	20.2%	21.0%	12.6%

Note: Percentages are not calculated and double dashes (--) appear in the table 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

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

Campus Description

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

2018-19 Campus Improvements:

- Remodeling projects to the front lobby for security purposes
- Painting projects campus wide
- Installation of new flooring in the multipurpose room
- Installation of privacy fencing on the small playground

2019-20 Campus Improvements in Progress:

- Addition of speed bumps in main parking lot
- Painting projects campus wide
- Installation of new flooring in the multipurpose room
- Addition of parking spaces for the parents of special ed students
- Creation of a conference room for IEPs
- Addition of privacy fencing in the lunch area
- Clean out of the school garden

SUPERVISION & SAFETY

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

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

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, present valid picture identification, obtain and wear a visitor's badge, and then return to the school office upon departure.

SCHOOL INSPECTIONS

Rainbow Ridge Elementary School and the Val Verde Unified School District's Maintenance and Operations Department (M&O) work together to ensure student safety and uphold high cleaning standards. M&O supervisors and school administration inspect facilities on a continual basis to identify and resolve concerns in a proactive and timely manner. The most recent facilities inspection at Rainbow Ridge Elementary School took place on July 16, 2019. Schools are required by state law to report the condition of their facilities; the School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Rainbow Ridge Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. The Val Verde Unified School District partners with Hour-Zero for school emergency response planning, management, consulting, and training. Hour-Zero specialists support district and school staff with the ongoing development of a comprehensive emergency preparedness program to address critical components of emergency response planning and compliance with federal and state requirements.

Components of Rainbow Ridge Elementary's school safety plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated, and shared with school staff in February 2019.

MAINTENANCE AND REPAIRS

School custodial staff and the district's maintenance department work together to ensure playing fields, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) continues to employ an electronic work order process to facilitate and improve services to Rainbow Ridge Elementary School. Teachers and school staff communicate unscheduled maintenance needs, urgent repairs, or special projects to designated custodial and office support staff who prepare and submit work orders to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

DAILY CLEANING PRACTICES

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

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date:	Good	Fair	Poor	
July 16, 2019				
Systems	✓			
Interior Surfaces		✓		MPR - Water stain ceiling tiles, rubber molding is missing in hallway at roof access; Stage - Formica is broken on cabinets; Preschool/1 & Preschool/2 - Floor tiles are loose and cracked; Room 3 - Ceiling tile has hole; Room 4/STEAM Lab & Room 9 - Water stain ceiling tiles; Room 15 - Rubber molding is missing on wall; Room 510/2nd Floor - Wall has hole in hallway; Room 513 - Water stain ceiling tiles, ceiling tiles are cracked
Cleanliness	✓			
Electrical	✓			Room 2 - Light cover is missing in RR; Preschool/1 - Light diffuser is missing, outlet cover is missing; Room 3 - Ethernet box is loose on wall; Room 15 - Outlet cover is missing, clock is missing on wall/exposed, ethernet box is loose on wall; Room 16 - Clock missing on wall, exposed wires, sensor cover is missing
Restrooms/Fountains	✓			
Safety	✓			Room 15 & 16 - Paint is chipping on electrical panels
Structural	✓			
External	✓			Room 1 - Metal weather stripping is torn on south door, injury hazard; Lounge - Door frame is bent, injury hazard; Room 3 - Swing arm cover is loose; Room 13 - Wather strip is torn at base of door; K Play Ground - Trip hazard on asphalt walkway
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

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

Custodians are responsible for cleaning campus grounds, classrooms, restrooms, and common areas to ensure facilities remain in good working condition, clean, and safe for students, staff, and visitors. The custodians are required to inspect restrooms a minimum of two times a day and subsequently document restroom inspections in their daily inspection log. All custodians follow approved district standards and procedures for routine custodial functions and campus maintenance. The groundskeeper is responsible for general gardening and maintenance work such as trash and debris removal, landscaping care, irrigation system maintenance, and playing field maintenance.

Each custodian is provided one week of intensive training upon employment. Thereafter, training is coordinated by district maintenance supervisors and custodial staff meetings are held twice annually. Training activities in use of equipment and safety procedures are led by district risk management representatives, vendors, and department supervisors. The district's Operations Supervisor visits Rainbow Ridge Elementary School monthly to review custodial performance, discuss campus maintenance needs with the principal, evaluate conditions of the school facility, and follow up on outstanding work order requests.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

A safe, clean school and an effective learning program provide the basis for Rainbow Ridge Elementary School's discipline program. School staff support an environment that teaches students, through the daily curriculum, the skills to resolve conflicts and take responsibility for their decisions. Teachers have established classroom management policies and behavior incentive programs in alignment with schoolwide rules and policies.

Rainbow Ridge Elementary School utilizes both the Positive Behavior Intervention and Support system and morning meetings. Through the Positive Behavior Support System and morning meetings, our school community will provide intentional structures for student success through positive behavior expectations. The PBIS team meets at least once a month to fully engage students.

School and classroom rules are posted in each classroom. At the beginning of the school year, school rules, district policies, and academic expectations are 1) outlined in the student/parent handbook, 2) shared by teachers as part of their classroom orientation process, and 3) reinforced at student assemblies. Students are reminded throughout the year during morning announcements to conduct themselves in a safe, responsible, and courteous manner. Social skills lessons are integrated into daily morning announcements and taught during morning meetings; the principal shares encouraging messages designed to help students make good choices while developing positive social-emotional skills.

Suspensions and Expulsions									
	Rainbow Ridge			VVUSD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions	2.20%	1.60%	2.20%	4.90%	5.10%	4.80%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.11%	0.02%	0.00%	0.09%	0.08%	0.10%

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. When students continue having difficulty following school rules, teachers refer students to administration for further intervention. Students may be placed in a "buddy" classroom for a short period time; the temporary placement allows the student a neutral environment to reflect upon their behavior and the opportunity to complete class assignments. Consequences and disciplinary action are based upon the student's past behavior trend and severity of infraction. Discipline measures are consistently applied in a fair and consistent manner.

Staff members frequently reward and encourage students exhibiting good behavior. At the end of each month, an awards assembly is held to recognize students earning Student of the Month, where peers and parents can attend and they are also awarded lunch with the principal. Trimester awards assemblies honor students for:

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

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.

EXTRACURRICULAR AND ENRICHMENT ACTIVITIES

Students are encouraged to participate in the school's extracurricular and enrichment activities offered during and after school. These programs provide the opportunity for students to explore their interests beyond the standard curriculum in a structured and supervised setting. Activities include:

- 100 Mile Club
- After School GATE Enrichment
- ASB
- Drama Club
- Drumfit
- GATE
- In-school Enrichment by Impact Subs
- Music Program
- Playworks
- Robotics
- Spirit Days
- Sports (basketball, track, soccer, softball) (Gr.3-5)
- STEAM Saturday School
- Talent Show
- THINK Together (After School)
- VAPA (Dance, Theater & Drum Circle)
- Yearbook

Average Class Size and Class Size Distribution				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
2016-17				
K	12.0	14		
1	29.0		4	
2	22.0	1	5	
3	27.0		4	
4	30.0		4	
5	22.0	2	5	
Other**	9.0	3		
2017-18				
K	12.0	12		
1	31.0		4	
2	23.0	1	4	
3	23.0	1	5	
4	28.0		4	
5	32.0		3	1
Other**	9.0	4		
2018-19				
K	13.0	11		
1	23.0	1	3	
2	26.0	1	4	
3	29.0		4	
4	26.0		5	
5	18.0	4	4	
Other**	10.0	2		

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

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

CURRICULUM & INSTRUCTION

INSTRUCTIONAL MATERIALS

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

On September 3, 2019, 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.19-20-10 which certifies as required by Education Code §60119 that 1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a standards-aligned textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the curriculum frameworks in mathematics, science, history-social science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive. Within a six-week period prior to adoption, parents may preview recommended instructional materials at the district office or the school's office.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2019-20 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.

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			
2019	Yes	McGraw Hill: <i>Impact</i>	0%

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 2018-19 school year, Rainbow Ridge Elementary School held staff development training focused on:

- Active Shooter
- AVID
- California Assessment of Student Performance and Progress (CAASPP)
- Conceptual Math
- DATA
- Digital Citizenship
- Discipline
- English Learner Training
- iStation
- Lockdown Procedures/School Safety
- Positive Behavior Intervention & Support (PBIS)
- Professional Learning Communities
- Response to Intervention
- Restorative Justice
- Science, Technology, Engineering, Art, Mathematics (STEAM)
- Small Group Intervention
- Technology
- Trauma Informed Care
- Vertical Articulation
- Wonders Curriculum

During the 2017-18, 2018-19, and 2019-20 school years, Val Verde Unified School District provided professional development on the following topics:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement	
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 Superheroes • Deep Dive Electives • MTSS: Tiered Supports to Breaking Down Barriers 	
2019-20	4 days
<ul style="list-style-type: none"> • Integrated & Designated ELD Instructional Practices • Early Literacy Strategies • Restorative Practices • Common Collaborative Assessment Process • Math Performance Tasks and Instructional Strategies • Instructional Technology • Equity & Access for All Students • Universal Design for Learning • History Social Science Adopted Curriculum 	

During the 2019-20 school year, teachers also had the opportunity to participate in the following professional development trainings:

- Restorative Practices & Restorative Circles
- Classroom Management Techniques
- K-2 Literacy Intervention: Diagnostics & Instructional Strategies
- Inclusive Practices
- Redefining "Giftedness"
- Summer EL Institute
- Lego Education for STEAM Learning
- Math Instructional Routines "Capturing Quantities"

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 Rainbow Ridge Elementary School is a responsibility shared among the principal, assistant principal, teachers, and parents. The principal and school's leadership team shares in the decision-making and administrative processes to create an effective, safe, and nurturing learning environment. The school's leadership team, comprised of the principal, assistant principal, instructional coach, special education teachers, classified staff, and grade level leaders, meets once a month to discuss current school activities, concerns, and needs of teachers and students. Team members are responsible for facilitating grade level team meetings as well as serving as a liaison between grade level teams and school administration.

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

SPECIALIZED INSTRUCTION

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

SPECIAL EDUCATION

Special education students are provided instruction in the least restrictive environment. Special education teachers, special education aides, and general education teachers take a team-oriented approach to provide maximum levels of instruction in the general education environment. Special ed students who are mainstreamed may receive individual and/or small group instruction from special education staff in either the Learning Center classes, the autism classes, or the special day classes. A District Program Specialist meets with special education teachers regularly to provide support and assistance in developing student teaching schedules and allocating staff resources.

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

ENGLISH LEARNER INSTRUCTION

All of Rainbow Ridge Elementary's teachers are certified and trained to provide instruction for students identified as English Learners (EL). All EL students receive English Language Development (ELD) instruction by their class teacher for 30 minutes a day as a supplement to their regular language arts curriculum.

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

As students increase fluency in the English language, Rainbow Ridge Elementary School continues to monitor student performance through ELPAC results, benchmark assessments, report cards, and classroom observation to adjust instruction as needed to ensure continued success in acquiring the English language and proficiency in reading/language arts.

GIFTED AND TALENTED EDUCATION

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

AVID

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

INTERVENTION PROGRAMS

Rainbow Ridge Elementary School supports intervention programs to meet the needs of those students not meeting state proficiency standards in reading, language arts, and math. Response to Intervention Teams comprised of school administrators, teachers, and parents work together to identify individualized intervention strategies for and monitor progress of students having difficulty with academic or social development. Formal intervention programs include:

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

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

- **Impact Substitute Teachers:** Substitute teachers provide instruction for the whole class while the classroom teacher provides remedial skills building instruction for small groups of students who require remediation.

- **Impact Tutors:** Instructional small group with kindergarten and first grade teachers in the classroom.

PROFESSIONAL STAFF

SUPPORT SERVICES STAFF

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

Academic Counselors and Other Support Staff 2018-19		
	No. of Staff	FTE*
Academic Counselor	0	0.0
District Nurse	1	0.2
Psychologist	2	1.0
Speech Therapist	2	1.8
Licensed Vocational Nurse	1	1.0

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

The psychologist assists with academic, social, and emotional issues; provides assessments to determine eligibility for Special Education services; and facilitates coordination of Individualized Education Plans (IEP). The school nurse conducts

health screening programs. Health technicians provide basic aid. As a participating member of the Riverside County Special Education Local Plan Area (SELPA), Val Verde Unified School District and Rainbow Ridge Elementary School have access to a full complement of professional resources and services to meet the individual needs of its students with disabilities.

TEACHER ASSIGNMENT

During the 2018-19 school year, Avalon 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						
	Rainbow Ridge			VVUSD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	36	36	35	833	841	850
Teachers with Full Credential	34	34	32	805	817	820
Teachers without Full Credential	2	2	3	28	24	30
Teaching Outside Subject Area (with full credential)	0	0	0	0	5	8
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	0	8	6

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

DISTRICT EXPENDITURES

EXPENDITURES PER STUDENT

For the 2017-18 school year, Val Verde Unified School District spent an average of \$11,189 of total general funds to educate each student (based on 2017-18 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.)

Expenditures Per Pupil and School Site Teachers Salaries 2017-18					
Expenditures Per Pupil	Dollars Spent Per Student				
	Rainbow Ridge	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,225	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,973	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,252	5,473	77.7%	7,507	72.9%
Average Teacher Salary	99,853	83,822	119.1%	82,031	102.2%

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 2017-18 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Agricultural Career Technical Education Incentive
- Career & Technical Education Program
- 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
- Ongoing & Major Maintenance Account
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III, IX
- Tobacco-Use Prevention Education

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.

Teacher and Administrative Salaries 2017-18		
	VVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	52,045	51,374
Mid-Range Teacher Salary	84,387	80,151
Highest Teacher Salary	112,391	100,143
Average Principal Salaries:		
Elementary School	136,895	126,896
Middle School	144,176	133,668
High School	146,638	143,746
Superintendent Salary	244,394	245,810
Percentage of Budget For:		
Teacher Salaries	31.0	35.0
Administrative Salaries	5.0	5.0

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

SARC DATA & INTERNET ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Rainbow Ridge Elementary 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 Rainbow Ridge Elementary's SARC and access the internet at any of the county's public libraries. The closest library to Rainbow Ridge Elementary is Moreno Valley Public Library located at 25480 Alessandro Blvd., Moreno Valley, CA 92553.

Moreno Valley Public Library • (951) 413-3880
Hours: Monday-Thursday 9-8
Friday 9-6
Saturday 9-5
Sunday 12-5

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