

Val Verde Unified School District
975 West Morgan Street
Perris, California 92571-3157



TRANSITIONAL KINDERGARTEN ACADEMIC EXPECTANCIES
CONTINUUM OF STANDARDS TO THE KINDERGARTEN CA COMMON CORE STANDARDS

2015-2016

What Transitional Kindergarten Looks Like

Transitional Kindergarten	Traditional Kindergarten
<ul style="list-style-type: none"> • Students are exposed to content standards. 	<ul style="list-style-type: none"> • Mastery of content standards is expected.
<ul style="list-style-type: none"> • Program follows a modified curriculum that meets the academic and social emotional needs of young children. 	<ul style="list-style-type: none"> • Program follows a curriculum dictated by a pacing guide.
<ul style="list-style-type: none"> • Students have more time to master content standards. 	<ul style="list-style-type: none"> • Students may be retained if content standards are not mastered.
<ul style="list-style-type: none"> • Program is student-centered, driven by individual student needs to ensure students develop individual assets. 	<ul style="list-style-type: none"> • Program is teacher-directed, driven by expectations to master content standards.
<ul style="list-style-type: none"> • Social & emotional development is emphasized in order to help students develop social skills. 	<ul style="list-style-type: none"> • The focus is on academic development based on prior social/emotional development.

The Transitional Kindergarten (TK) is the first year of two-year Kindergarten program. This document shows how Transitional Kindergarten serves as a bridge connecting what students mastered from the Preschool Learning Foundation Standards to what they will master in TK Year 2 which is the Kindergarten California Common Core Standards. This document focuses on English Language Arts and Mathematics standards.

Val Verde USD

LANGUAGE ARTS Continuum of Standards for Transitional Kindergarten (TK)

Preschool Learning Foundations ⇒ Transitional Kindergarten ⇒ Kindergarten CA Common Core Standards

Preschool Learning Foundations	Transitional Kindergarten (TK Year 1)	Kindergarten CA Common Core Standards (TK Year 2)
Listening & Speaking	SPEAKING AND LISTENING STANDARDS	
Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.	Students communicate using clear and coherent sentences.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
Speak clearly enough to be understood by both familiar and unfamiliar adults and children.	Answer questions about key details of a text read aloud or information presented orally or through other media. Students understand and follow one-step oral directions.	Ask and answer questions about key details of a text read aloud or information presented orally or through other media. Understand and follow one- and two-step oral directions.
Use accepted language and style during communication with both familiar and unfamiliar adults and children.	Students follow agreed-upon rules of discussions and maintain turn-taking when asking and answering questions with prompts and support as needed.	Follow agreed-upon rules of discussions and maintain turn-taking when asking and answering questions.
Use language to construct extended narratives that are real or fictional.	Students tell about familiar people, places, things, and events	Describe familiar people, places, things, and events and with prompting and support, provide additional details.
	Student speaks clearly in complete sentences.	Speak audibly and express thoughts, feelings, and ideas clearly.
	LANGUAGE STANDARDS	
Grammar	Conventions of Standard English	
Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.	Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> • Print most uppercase and lowercase letters. • Use nouns and verbs. • Form regular plural nouns. • Understand and use question words. • Use prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). • Produce and expand complete sentences in shared language activities. 	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> • Print uppercase and lowercase letters. • Use nouns and verbs. • Form regular plural nouns. • Understand and use question words. • Use prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). • Produce and expand complete sentences in shared language activities.
Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns and possessives.	Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun I. • Recognize and name end punctuation. • Write a letter or letters for most consonant. • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun I. • Recognize and name end punctuation. • Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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LANGUAGE STANDARDS		
Vocabulary Acquisition and Use		
Vocabulary		
Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	<p>Students determine or clarify the meaning of unknown and multiple-meaning words and phrases based on transitional kindergarten reading and content.</p> <ul style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). Use the most frequently occurring inflections and affixes (e.g., -ed, -s, -ing). 	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
Understand and use accepted words for categories of objects encountered in everyday life.	<p>With guidance and support from adults, students explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods). Demonstrate understanding of frequently occurring adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are colorful). 	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
Understand and use both simple and complex words that describe the relations between objects.	Students will use a variety of vocabulary in daily language.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Val Verde USD
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Preschool Learning Foundations	Transitional Kindergarten (TK Year 1)	Kindergarten CA Common Core Standards (TK Year 2)
READING STANDARDS: FOUNDATIONAL SKILLS		
Print Concepts		
Concepts About Print		
Display appropriate book-handling behaviors and knowledge of print conventions.	Student understands how a book works. Student understands that words and the pictures tell a story or give information.	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper and lower case letters of the alphabet.
Understand that print is something that is read and has specific meaning.	Students recognize most uppercase and lowercase letters of the alphabet.	
Phonological Awareness		
Phonological Awareness		
Orally blend and delete words and syllables without the support of pictures or objects.	Students demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> Recognize rhyming words. Count, pronounce, blend and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial and final sounds (phonemes) in three-phoneme (CVC) words. Blend two to three phonemes into recognizable words. 	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (CVC) words. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. Blend two to three phonemes into recognizable words.
Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets or words with the support of pictures or objects.		
Phonics and Word Recognition		
Recognize own name or other common words in print.	Know and apply grade-level phonics and word analysis skills in decoding words in isolation and in text. <ul style="list-style-type: none"> Produce the primary sounds of consonants. Associate short vowel sounds with common spellings for the five major vowels. Read common high-frequency words by sight (25 words). Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	Know and apply grade-level phonics and word analysis skills in decoding words in isolation and in text. <ul style="list-style-type: none"> Produce the primary sounds of consonants. Associate long and short vowel sounds with common spellings for the five major vowels. Read common high-frequency words by sight (100 words) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.		
Begin to recognize that letters have sounds.		

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Comprehension and Analysis of Age Appropriate Text	READING STANDARDS FOR LITERATURE	
Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting or creating artwork.	With prompting and support, students answer questions about details in a text.	With prompting and support, ask and answer questions about key details in a text.
Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.	With prompting and support, students retell familiar stories including key details.	With prompting and support, retell familiar stories, including key details.
	With prompting and support, students identify characters, settings, and major events.	With prompting and support, identify characters, settings, and major events in a story.
Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.		Ask and answer questions about unknown words in a text.
Engage in more complex routines associated with literacy activities.	Students recognize common types of texts (e.g., storybooks, poems).	Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).
	With prompting and support, students define the role of the author and illustrator of the story.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
	With prompting and support, students describe illustrations and the story.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
	With prompting and support, students compare and contrast the characters in familiar stories.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
	Actively engage in group reading activities with purpose and understanding. <ul style="list-style-type: none"> • Activate prior knowledge related to the information and events in texts. • Use illustrations and context to make predictions about text. 	Actively engage in group reading activities with purpose and understanding. <ul style="list-style-type: none"> • Activate prior knowledge related to the information and events in texts. • Use illustrations and context to make predictions about text.

Val Verde USD
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	READING STANDARDS FOR INFORMATIONAL TEXT	
	With prompting and support, students answer questions about text.	With prompting and support, ask and answer questions about key details in a text.
	With prompting and support, students identify the main topic of a text.	With prompting and support, identify the main topic and retell key details of a text.
		With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
		With prompting and support, ask and answer questions about unknown words in a text.
	Students identify the front cover, back cover, and title page of a book.	Identify the front cover, back cover, and title page of a book.
	With prompting and support, students define the role the author and illustrator in presenting the ideas or information in a text.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
		With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
		With prompting and support, identify the reasons an author gives to support points in a text.
		With prompting and support, identify basic similarities in and differences between two texts on the same topic.

Val Verde USD
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WRITING	WRITING	
Writing Strategies	Text Types and Purposes	
Adjust grasp and body position for increased control in drawing and writing.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they state an opinion or preference.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
Write letters or letter-like shapes to represent words or ideas.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Write first name nearly correctly.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	Production and Distribution of Writing	
		With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
		With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
		Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
		With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Val Verde USD

MATHEMATICS Continuum of Standards for Transitional Kindergarten (TK)

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Preschool Learning Foundations	Transitional Kindergarten (TK Year 1)	Kindergarten CA Common Core Standards (TK Year 2)
STANDARDS FOR MATHEMATICAL PRACTICE		
1. <i>Make sense of problems and persevere in solving them.</i>		
2. <i>Reason abstractly and quantitatively.</i>		
3. <i>Construct viable arguments and critique the reasoning of others.</i>		
4. <i>Model with mathematics.</i>		
5. <i>Use appropriate tools strategically.</i>		
6. <i>Attend to precision.</i>		
7. <i>Look for and make use of structure.</i>		
8. <i>Look for and express regularity in repeated reasoning.</i>		
COUNTING AND CARDINALITY		
Number Sense Children expand their understanding of numbers and quantities in their everyday environment.	Students count by ones to 30 and count by tens.	Know number names and the count sequence. Count to 100 by ones and by tens.
Recite numbers in order to twenty with increasing accuracy.	Students count forward beginning from a given number within the known sequence up to 30 (instead of having to begin at 1).	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
Recognize and know the name of some written numerals.	Students write numbers from 0-20 (with 0 representing a count of no objects).	Write numbers from 0-20 (with 0 representing a count of no objects).
Identify, without counting, the number of objects in a collection of up to four objects.	Students identify, without counting, the number of objects in a collection of up to five objects. Students accurately count up to ten objects, using one-to-one correspondence. Students understand, when counting 10 objects, that the number name of the last object counted represents the total number of objects in a group. Students understand when counting forward that the next number is one more than the previous number.	Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. Understand that each successive number name refers to a quantity that is one larger.
Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.	Students count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1-10 count out that many objects.	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20 count out that many objects.
Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).	Students compare numbers to 5. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	Compare numbers. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
		Compare two numbers between 1 and 10 presented as written numerals.

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Number Sense	OPERATIONS AND ALGEBRAIC THINKING	
Children expand their understanding of number relationships and operations in their everyday environment.	Students understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”).	Students represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, or verbal explanations.	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
Understand that adding one or taking away one changes the number in a small group of objects by exactly one.	Students solve addition and subtraction word problems, and add and subtract within 5, e.g., by using objects or drawings to represent the problem.	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.	Students decompose numbers up to 5 into pairs in more than one way.	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.	Students model addition and subtraction up to 5 with or without objects.	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.	Students add and subtract within 5.	Fluently add and subtract within 5.
Algebra and Functions		
Children expand their understanding of sorting and classifying objects in their everyday environment.		
Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).		
Children expand their understanding of simple, repeating patterns.		
Recognize and duplicate simple repeating patterns.		
Begin to extend and create simple repeating patterns.		

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NUMBER AND OPERATIONS IN BASE TEN		
		Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
MEASUREMENT AND DATA		
Measurement Children expand their understanding of comparing, ordering, and measuring objects.	Students describe measurable attributes of objects, such as length or weight.	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
Compare two objects by length, weight, or capacity directly (e.g., <i>putting objects side by side or indirectly such as using a third object</i>).	Students directly compare two objects with a measurable attribute in common, to see which object has “more of / less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	Directly compare two objects with a measurable attribute in common, to see which object has “more of / less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
Order four or more objects by size.		
Measure length using multiple duplicates of the same-size concrete units laid end to end.	Students classify objects into given categories; count the numbers of objects in each category and sort the categories by count up to 5 objects.	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
GEOMETRY		
Children identify and use a variety of shapes in their everyday environment.	Students identify and describe shapes (squares, circles, triangles, rectangles, and hexagons).	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.	Students describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, & next to.
Combine different shapes to create a picture or design.	Students correctly name shapes.	Correctly name shapes regardless of their orientations or overall size.
Children expand their understanding of positions in space.		Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.	Students analyze, compare, create, and compose shapes.	Analyze, compare, create, and compose shapes.
		Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., having sides of equal length).
Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, etc.		Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
Combine different shapes to create a picture or design.		Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i>

Val Verde Unified School District
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Darrin Watters, Assistant Superintendent Business Services
Mark Lenoir, Assistant Superintendent Education Services
Christi Barrett, Assistant Superintendent Human Resources

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Shelly Yarbrough, Vice President
Suzanne Stotlar, Clerk
Michael M. Vargas, Member
Julio Gonzalez, Member

Elementary Schools	Principal	Phone Number	Address
Avalon Elementary School	Tammy Roughton	951-490-0360	1815 E. Rider Street, Perris, CA 92571
Columbia Elementary School	Thelma Almuena	951-443-2460	21350 Rider Street, Perris, CA 92570
Lasselle Elementary School	Tom Gronotte	951-490-0350	26445 Krameria, Moreno Valley, CA 92555
Manuel L. Real Elementary School	Fernando Betanzos	951-940-8520	19150 Clark Street, Perris, CA 92570
Mary McLeod Bethune Elementary School	Katrina Bermudez	951-490-0380	25390 Krameria Street, Moreno Valley, CA 92551
May Ranch Elementary School	Aimee Garcia	951-490-4670	900 E. Morgan Street, Perris, CA 92571
Mead Valley Elementary School	Nicky Smith	951-940-8540	21-100 Oleander Avenue, Perris, CA 92570
Rainbow Ridge Elementary School	Laura Pulido	951-490-4670	15950 Indian Avenue, Perris, CA 92551
Sierra Vista Elementary School	Corby Warren	951-443-2430	20300 Sherman Road, Perris, CA 92571
Triple Crown Elementary School	Deni Seagrave	951-490-0440	530 Orange Avenue, Perris, CA 92571
Val Verde Elementary School	Tim Tanner	951-940-8550	2656 Indian Avenue, Perris, CA 92571
Victoriano Elementary School	Caryn Lewis	951-490-0390	25650 Los Cabos Drive, Moreno Valley, CA 92551
Secondary Schools	Principal	Phone Number	School Address
Lakeside Middle School	John Parker	951-443-2440	27720 Walnut Avenue, Perris, CA 92571
March Middle School	Jim Owen	951-490-0430	15800 Indian Avenue, Moreno Valley, CA 92551
Tómas Rivera Middle School	Esteban Lizzaraga	951-940-8570	21675 Martin Street, Perris, CA 92570
Vista Verde Middle School	Esperanza Arce	951-490-4690	25777 Krameria Street, Moreno Valley, CA 92551
Citrus Hill High School	Nereyda Gonzalez	951-490-0400	18140 Wood Road, Perris, CA 92570
Rancho Verde High School	Ross Godfrey	951-490-4680	17750 Lasselle Street, Moreno Valley, CA 92551
Val Verde High School	Steve Coehlo	951-940-6155	972 West Morgan Street, Perris, CA 92571
Val Verde Academy/Student Success Academy		951-443-2450	25100 Red Maple Lane, Moreno Valley, CA 92551
Head Start/Pre-School	Principal	Phone Number	School Address
El Potrero Pre-School	Julie Singletary	951-940-8530	168 Via Pamplona Drive, Moreno Valley, CA 92551