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# School News

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**Covering the Menifee Union School District**



Volume 3, Issue 5

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**MTSS: All students. All needs. All the time.**



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**Dr. Jennifer Root**

### Learning & Implementing MTSS

Beginning last year we established three district-wide instructional goals including the implementation of universal design for learning, exploration of the math framework and standards, and development of the Multi-tiered Systems of Support (MTSS). MTSS is a framework for providing individualized instruction and interventions to students

based on their level of need, including those who need additional support as well as those who are excelling. Simplistically, we can say MTSS is for all students, all needs, all the time.



There are three tiers in MTSS. Tier 1 represents the core instruction provided to all students also referred to as first best instruction in MUSD. Tier 2 represents targeted interventions for students who need additional support. Tier 3 represents intensive interventions for students who need the most support. In this edition of the School News Roll Call, you will learn more about the impressive work being done across the district and the resulting successes!

## Board of Education

### Intentional & Timely Support

The Governing Board is proud of the progress being made throughout our thriving district. We know that it is our responsibility to ensure that every child in our community has access to a quality education. One way that we can achieve this goal is through the ongoing implementation of the Multi-tier System of Supports (MTSS). The goal of MTSS is to provide the right level of support to the right student at the right time to ensure that all students can succeed academically and socially, resulting in limitless futures! We have seen how MTSS involves regular progress monitoring, data-based decision-making, and ongoing evaluation to ensure that students are receiving the appropriate level of support, and we are proud of staff across the district for their dedication to this initiative. Our ongoing commitment to our MTSS plan, and our trust in those implementing it in their respective roles, is a sign of our commitment to our students and the community.



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**FOUNDER/PUBLISHER:** Kay Coop  
562/493-3193 • kay@schoolnewsrollcall.com

**ADVERTISING SALES:** 562/493-3193

**CONTENT COORDINATOR:** Barbra Longiny

**GRAPHIC DESIGNER/PRODUCTION:**

Emily Ung and Mie Kawamura

**COPY EDITORS:** Kate Karp, Anna Zappia

**SOCIAL MEDIA:** Nancy Lueder

**Netragrednik** by Neta Madison

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### SCHOOL NEWS ROLL CALL, LLC

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562/493-3193

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**Kay Coop**  
Founder/Publisher



562/493-3193  
kay@schoolnewsrollcall.com



Netragrednik

## Happy New Year!

A new year is always exciting with hope for a better tomorrow. As you read the articles in this issue you will be hopeful. Students are engaged and focused.

Readers often ask what the significance is of the chicken under the umbrella in this masthead. It is a simple cartoon my mother used

to draw for me when I was a child and I drew it for my children and grandchild. When I founded *School News*, I decided to use it as our mascot and named it Netragrednik — kindergarten spelled backwards.

Thank you for including *School News* among your reading choices.

Our next issue is July 19.



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# Menifee Preschool

26350 La Piedra Rd., Menifee, CA 92584 • 951/672-6478 • [www.menifeeUSD.org/pre](http://www.menifeeUSD.org/pre)

Dr. Ifthika "Shine" Nissar, Coordinator

## Thriving Little Learners

We are opening our 5th Early Childhood Special Education (ECSE) class! Our number of enrollments is increasing due to receiving referrals from the Child Find program and Inland Regional Center. Preschool enrollment is ongoing for our ECSE classes for three-year-old children as they become eligible for special education services with IEPs. We are currently serving over 230 children at our Menifee Preschool in our Early Childhood Education (ECE) and ECSE classes along with serving children who are eligible for speech services. Our Psychologists, Speech-Language Pathologists, ECSE Teachers, Occupational Therapist, Physical Therapist, Adaptive Physical Education Coach, and Nurses for completed numerous! Also, our Early Childhood Education teachers promote inclusive practices by providing access children of diverse abilities so that all children are learning and growing.



## Callie Kirkpatrick Elementary

28800 Revere Dr., Menifee, CA 92584 • 951/672-6420 • [www.menifeeUSD.org/cke](http://www.menifeeUSD.org/cke)



**Julie B. Makapugay**  
Principal

### Counselors Step In

Callie Kirkpatrick Elementary School has a multi-tiered system of support (MTSS) that integrates academic achievement, social emotional learning, and behavior strategies. Currently implemented as a Tier I MTSS practice are whole class Social Emotional Lessons. Each classroom receives

a lesson from a School Counselor once a month. This strategy targets individual social emotional learning. A key focus for this strategy is the ability of children to build their social emotional learning capacity, while enhancing emotion regulation. Research shows that students who can regulate their emotions are able to learn more effectively, interact with their peers, and have a positive self-outlook. Our school counselor and our classroom teachers are

critical to this work. Since the implementation of classroom lessons taught a counselor, we have seen students with trauma responses manage their emotions better and remain learning in class. Suspension rates have decreased and behavior at the school site is easily managed.



## Chester W. Morrison *Elementary*

30250 Bradley Rd., Menifee, CA 92584 • 951/679-7076 • [www.menifeeusd.org/cwm](http://www.menifeeusd.org/cwm)



**Jonathan Mitchem**  
*Principal*

### Response to Intervention

We have been implementing the MTSS practice of Response to Intervention (RTI) with great success. RTI is a data-driven approach that helps us identify students who need extra support and/or enrichment and respond accordingly. Our teachers meet weekly to review

student data and discuss the effectiveness of interventions, while our support staff provides critical assistance in the classroom. As a result, students who were struggling are making significant progress. Students are better at accessing grade-level content. We are proud of the progress being made and grateful for the support of our community. Most recently, we had a 5th-grade student who started the year reading at a 1st-grade level. After Tier 2 and

3 interventions targeted to meet her specific needs, she can now read at a 3rd-grade level! While there is still room to grow, this student has shown that focused, intensive intervention based on data helps our students achieve!



## Evans Ranch *Elementary*

30465 Evans Rd., Menifee, CA 92584 • 951/246-7690 • [www.menifeeusd.org/ere](http://www.menifeeusd.org/ere)



**Michael A. Reyes**  
*Principal*

### Multiple Learning Mediums

The Ranch continues its emphasis on MTSS. Our teachers and school counselor have consciously integrated Universal Design for Learning (UDL) into their lessons for all general and special education students. The curriculum is presented to students in multiple mediums such as enlarged visuals, Google slide,

educational videos, music, children's picture books, text-to-speech/speech-to-text, worksheets, and kinesthetic materials to remove barriers to learning of academic concepts. Other resources include the use of mathematics manipulatives, playdough, kinetic sand, fidget toys, and building materials for sensory processing. They target the need for differentiated learning for students. All staff are critical, including our school counselor who contributes to the academic and social and emotional

success of our students. Using UDL as an approach to teaching students has increased student comprehension and recall of the material that has been presented to them. There has also been an increase in engagement, especially for students who struggle with processing.



## Freedom Crest *Elementary*

29282 Menifee Rd., Menifee, CA 92584 • 951/679-5285 • [www.menifeeusd.org/fce](http://www.menifeeusd.org/fce)



**Eli Orr**  
Principal

### Leveled Learning Time

We are united in our common goal to create an amazing learning environment for all students. One practice which creates the opportunity for each child to receive instruction based on their personal needs is reflected in our plan for MTSS. Each week on students receive Leveled Learning

Time (LLT) for forty minutes. This forty-minute block is provided on a rotating schedule based on grade level and includes additional instruction support provided by our intervention facilitator and other instructional aides. Grade level teams can flexibly group students based on their instructional needs, which are determined through data analysis during grade level meetings. The additional instructional staff provided are vital in lowering the

adult student ratio, which allows students to extend their knowledge as well as provide interventions for students who require additional support from their teacher. We have seen tremendous growth from our students across multiple grades thanks to LLT!



## Herk Bouris *Elementary*

34257 Kalanchoe Rd., Lake Elsinore, CA 92532 • 951/244-7657 • [www.menifeeusd.org/hbe](http://www.menifeeusd.org/hbe)



**Stephanie Acosta**  
Principal

### Introducing Bouris Believers

After administering a survey this fall, we found that 10% of the students surveyed were struggling with feeling connected to school. Research shows that connection is important to healthy child development. Connection helps with achievement and health outcomes, and reduces the risk of behavior and

emotional problems. Therefore, we decided to create a special student leadership team aimed at increasing student self-confidence. We invited about 40 students twice a month to participate in team building activities, provide a platform for their voices to be heard, and to develop leadership skills. Students will be paired up with an on-campus adult mentor, and can mentor younger students too. When students feel happy, safe, and

connected at school, their academic achievement follows. Our goal is to implement a student support system that will not only make a high impact on these students, but will make Herk Bouris Elementary a better place for ALL students.



## Oak Meadows *Elementary*

28600 Poinsettia St., Murrieta, CA 92563 • 951/246-4210 • [www.menifeeusd.org/ome](http://www.menifeeusd.org/ome)



**Christina Gallardo-Barrett**  
*Interim Principal*

### OME Honors

As part of tier I in our MTSS process, all students have the opportunity to earn “Oak Meadows Honors”. OME Honors is earned

by students through high performance or improvement in report card grades, academic assessments, behavior, attendance, and PE.

All teachers meet with students at the beginning of the year to review data and set individual goals in all these areas. Students regularly reference their goals, along with our school wide goals to determine if students are progressing in all aspects of their education. Students attend our OME Honors Ceremony to celebrate their progress and growth each semester. Our OME Honors system has empowered our site to not only recognize our high performers, but also recognize ALL students who

have set goals and shown improvement. As a result, we have seen an 11% increase in math proficiency, as well as a reduction of 22% of students who are more than two years behind in reading and math proficiency. Lead the way!



## Quail Valley *Elementary*

23757 Canyon Heights Dr., Menifee, CA 92587 • 951/244-1937 • [www.menifeeusd.org/qve](http://www.menifeeusd.org/qve)



**Lily Peña**  
*Principal*

### First Best Instruction

For the past three years, Quail Valley Elementary School’s MTSS practice for Tier 1 has had a laser-focus on First Best Instruction, specifically in the area of mathematics.

Teachers from TK through 5th grade have had training

with the collaboration of Riverside County Office of Education on Number Sense strategies. Students in our classrooms have been asked to think critically and grapple with various number sense routines that allow ALL children to participate. Above the district average for the 2021-22 CAASPP, Quail Valley Elementary School prides itself in providing every child with quality instruction, every day,

in every classroom. Routines such as How Many Ways?, Which One Doesn’t Belong?, and Choral Counting are just some of the ways in which all children are given the opportunity to apply their knowledge of Number Sense while also using high levels of academic discourse.



## Ridgemoor *Elementary*

25455 Ridgemoor Rd., Menifee, CA 92586 • 951/672-6450 • [www.menifeeusd.org/res](http://www.menifeeusd.org/res)



**Michael Walsh**  
*Principal*

### Individualized Intervention

We know that students learn best when they have a small group or individual attention given to them by highly skilled professionals. Similar to many highly skilled educators at Ridgemoor, Mrs. Pam Gal, our Intervention Specialist, has worked hard to set up a program that helps to address the needs of struggling learners. Mrs. Gal starts the school year collaborating with teachers to identify students that might need individualized reading intervention. Once students are identified, Mrs. Gal assesses their reading fluency and groups them into similar grades and ability levels. She then teaches them routines to gradually improve their reading fluency which can dramatically improve student confidence. This program is one

more way that we at Ridgemoor Elementary adhere to our Mission Statement which states, “We focus on literacy, for the ability to read and comprehend is the foundation upon which all future education is built.”



## Southshore *Elementary*

30975 Southshore Dr., Menifee, CA 92584 • 951/672-0013 • [www.menifeeusd.org/SSE](http://www.menifeeusd.org/SSE)



**Bridget Heeren**  
*Principal*

### Mariner Mentor Time

Social emotional wellness is a top priority at Southshore. Here at Southshore, we developed Mariner Mentor time to strategically incorporate additional social emotional learning for our tier two students who need an extra level of support. With teachers' input, a specific goal is created, and the students earn tokens throughout the day. The last 20 minutes of the day is dedicated to Mariner Mentor time and takes place in the multi-purpose room. Our “Mentors” and “Mentees” proudly wear their personalized badges at the end of the day. Our supportive team builds on each of the five social emotional competencies! Our school counselor, a.m. kinder teachers, supervisors and administrators all join to support student success. The

mentors and mentees participate in team building activities where the goal might be losing appropriately, working together on difficult challenges, winning with humility, etc. Teachers consistently share the tremendous perseverance their mentor or mentee show daily.



## Táawila Elementary

30344 Stage Coach Rd., Menifee, CA 92586 • 951/723-3001 • [www.menifeeusd.org/tes](http://www.menifeeusd.org/tes)



**Daphne Donoho**  
Principal

### Critical Intervention Programs

Our Intervention Program is a key component of our MTSS strategy, and it is focused on student success. Through supplemental, small-group targeted intervention groups we work with students on a specific skill they may struggle with

and use a variety of approaches to help them progress. To succeed, it is critical that we as a Student Success Team work together. Through regular communication, we can collaborate and develop a plan to find instructional needs and plan a routine that provides the best support. We see much success because of our Intervention Program. Not only do we see a confidence boost, but it is also evident through our i-Ready diagnostics. Our recent 3rd grade group focused on reading.

The students showed an average of 87% growth in their Winter i-Ready diagnostic. When we see student progress, it is motivating to students, parents, and staff. It shows just how important MTSS is in helping bridge the gap!



## Harvest Hill STEAM Academy

31600 Pat Rd., Winchester, CA 92596 • 951/325-6000 • [www.menifeeusd.org/hhsa](http://www.menifeeusd.org/hhsa)



**Phil Suttner**  
Principal

### It's WIN Time

Our MTSS efforts provide targeted support for all students, regardless of their academic and behavioral needs. This year, we have designated our first block of the day in middle school for WIN (What I Need) Time. For Tier 1, WIN Time provides teacher and

counselor-facilitated Social Emotional Learning (SEL) lessons. These lessons help students develop the skills needed to succeed academically, socially, and emotionally. For Tier 2, we use our WIN Time for reteaching, remediation, as well as extra support for English Language Learners and Special Education students. Students receive the additional support they need to succeed in their classes. This tier supports small groups to work with our counselor on specific areas of need.

For Tier 3, we utilize WIN Time for reading intervention and more intensive English Language Learner support, individualized academic and behavior interventions, progress monitoring, and goal setting.



# MUSD Virtual School

27625 Sherman Rd. Menifee CA 92585 • 951/679-8356 • [www.menifeeusd.org](http://www.menifeeusd.org)

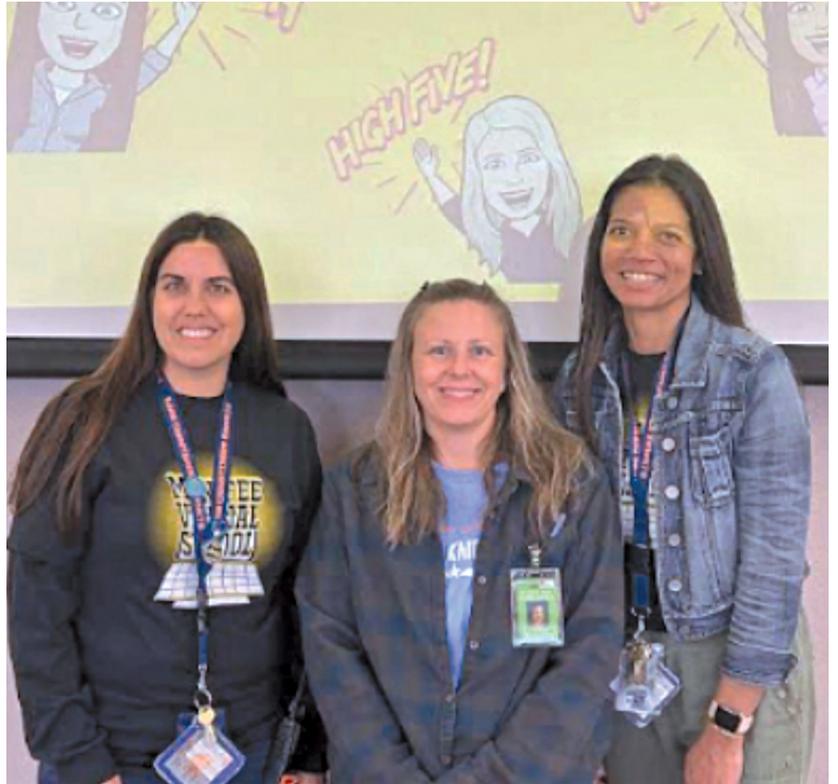


**Vanessa Westmoreland**  
*Interim Principal*

## Flexibility & Support

We pride ourselves on providing students with engaging lessons delivered within a flexible schedule. First, we provide students with direct instruction on grade-level standards followed by the choice to work asynchronously or to engage in small group instruction to receive intervention and enrichment.

Students have the freedom to work at their own pace and schedule, while still receiving the support they need to be successful. A seventh grader shared, "I like how I can work from home and move from room to room if I want to. I think it's really cool to have a small group and discuss anything I need help with." Our data shows that the number of students at or above grade level in reading has increased 17% since August and 9% in mathematics. This is a testament to the effectiveness of our approach and the dedication and hard work of our teachers and students.



## Bell Mountain Middle School

28525 La Piedra Rd., Menifee, CA 92584 • 951/301-8496 • [www.menifeeusd.org/bmms](http://www.menifeeusd.org/bmms)

**Dr Patrice Harris, Principal**

## Our Rewards System

We are pursuing connection, especially through Positive Behavior and Intervention and Supports (PBIS). Tier I supports within this system give all students an opportunity to earn and redeem points on a daily basis for demonstrating C.A.R.E. (Character, Accountability, Respect, and Effort). Students redeem points each Friday for school appropriate items of their choice. Through the collection of data from behavior entries and student points, we can identify students for Tier II and Tier III supports so that we can assign further support. Our Tier II and Tier III supports within the PBIS rewards system allow us to personalize supports for students and produce data to see if our interventions are working. We have found the most success with this system because it allows



immediate recognition for all students. Our community has really embraced this online system and we have found success with some of our most challenging students.

## Hans Christensen *Middle School*

27625 Sherman Rd., Menifee, CA 92585 • 951/679-8356 • [www.menifeeusd.org/HCMS](http://www.menifeeusd.org/HCMS)



**Vanessa Westmoreland**  
*Interim Principal*

### Rewarding Attendance & Kindness

Our staff members work diligently to build positive and productive relationships with students to help them feel safe and supported at school. Student attendance has a direct correlation with student achievement.

Therefore, our counselors have been working closely with

students who have been identified as chronically absent by implementing small group sessions, goal setting, and individual student check-ins. Seventy percent of students successfully met their goal and were invited to participate in a celebration. One student shared, “I got rewarded for not missing school. It made want to come to school more often.” In addition, we celebrate students

who model kindness. Staff members look to find students who are displaying acts of kindness. Positive phone calls home are made to families to share the act of kindness. Site administration then hand delivers a kindness bracelet, kindness sticker, and a certificate describing the kind act. Parents and students appreciate the positive recognition.



## Menifee Valley *Middle School*

26255 Garbani Rd., Menifee, CA 92584 • 951/672-6400 • [www.menifeeusd.org/MVMS](http://www.menifeeusd.org/MVMS)



**Arronda Douglas**  
*Principal*

### Intervention Facilitators: Champions!

Our Intervention Facilitators provide Tier 2 support to our English Language Learner students, specifically for math and language arts. The goal of intervention is to support students in accessing the curriculum and grade level standards. The intervention program provides additional support to help struggling students meet their academic needs while building their

self confidence in understanding the curriculum. Our Intervention Facilitators connect with our students which also supports them in Tier 2 for social-emotional support. Our students say they LOVE their Intervention Facilitators because they help support them in their native language. They are kind, friendly, and encouraging. Some of our students were newcomers at the beginning of the school year who had very few words in their English vocabulary. With the support of the Intervention Facilitators, these same students have grown in their academic vocabulary, are growing in their self-advocacy skills, and they have grown enormously in their confidence.



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