



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 2016 and the school facilities information was acquired in October 2016.

MANUEL L. REAL ELEMENTARY SCHOOL

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AN ANNUAL REPORT TO THE COMMUNITY 2015-16 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2017

PRINCIPAL'S MESSAGE



Welcome to Manuel L. Real Elementary. Our school is committed to providing all students a solid foundation of academic and social skills that will empower them to become lifelong learners and contributing members of society. We achieve this commitment through research-based academic and social instructional practices, ongoing assessments, differentiated instruction, the use of technology, project based learning, and a safe and healthy school environment in partnership with staff, students, and parents. The instruction and experiences provided for students are built on the California California Common Core State Standards. We want our students to take an active role in their education and strive towards excellence. Staff members work collaboratively to guide each child through a rigorous curriculum built on a foundation of high expectations and a love for learning.

We welcome the community to visit and become more involved with the academic success of our students. Our school is a special place and we look forward in sharing the successes our staff and parents make happen for our students.

DISTRICT & SCHOOL PROFILE

Val Verde Unified School District is located in the heart of the Inland Empire, approximately 72 miles east of Los Angeles. Neighboring the district and its communities are March Air Force Base and the Lake Perris recreational area. During the 2015-16 school year, the district's schools served more than 19,800 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 2015-16 school year, Manuel L. Real Elementary School served 684 students in grades TK-5. Student enrollment included 12.6% receiving special education services, 56.6% qualifying for English Learner support, and 94.9% qualifying for free or reduced-price meals.

Student Enrollment by Subgroup/Grade Level 2015-16

Ethnic Group	%	Grade Level	#
African American	3.7%	Kindergarten	125
American Indian or Alaskan Native	0.3%	Grade 1	88
Asian	0.1%	Grade 2	107
Filipino	0.1%	Grade 3	107
Hawaiian or Pacific Islander	0.0%	Grade 4	128
Hispanic or Latino	91.7%	Grade 5	129
White (not Hispanic)	3.8%	Grade 6	0
Two or More Races	0.1%	Grade 7	0
Socioeconomically Disadvantaged	94.9%	Grade 8	0
English Learners	56.6%		
Students with Disabilities	12.6%		
Migrant Education	0.0%	Total	
Foster Youth	40.0%	Enrollment	684

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/State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement/State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts.

Parental Involvement/State Priority 3: Covered in Parent Involvement.

School Climate/State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes/State Priority 8: Covered in the Physical Fitness, including the Physical Fitness Test chart.

PARENT INVOLVEMENT

Parent involvement is a vital component to school and student success. Manuel L. Real Elementary School offers a wide variety of opportunities for parents to support the school and their child's academic efforts. Parents seeking more information or who are interested in participating in any of the activities listed below may call the school office or their child's teacher at (951) 940- 8520.

Volunteer to Help

- In classrooms, library, and school office
- Fundraising

Join Leadership Groups

- District Advisory Council (Title I)
- School Site Council
- Parent Advisory Committee
- English Learner Advisory Council
- Parent Teacher Organization (PTO)

Attend Special Events & Workshops

- Back to School Night
- Holiday programs
- Award assemblies
- Parent Conferences
- Parent Education Workshops
- Parent Math, Reading & Writing Nights
- Science Night

School-to-home communication is provided in both English and Spanish. Manuel L. Real Elementary sends home a monthly calendar highlighting school events and important dates. Parents have access to the internet in the library by Chromebooks. School staff will call a student's home when direct contact is necessary. PeachJar and Blackboard Connect are used to generate student-specific or general telephone messages through an automated system. The district web site is an excellent resource for general information (www.valverde.edu). The school's digital marquee displays current announcements and reminders. Parents can have access to their student's information thru the new Val Verde app for cell phones.

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 subject matter and skill levels. District benchmark assessments are being aligned with the California Common Core State Standards and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2015-16 school year, all students in grades 1-5 were tested three times throughout the school year to identify subject area mastery and specific gaps in the learning process. Students in grades 7-12 were evaluated 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 standardized tests; benchmark assessments; classroom observations; teacher-created assessments; DIBELS; DRA; and 95% screeners for phonics/fluency. 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.

PHYSICAL FITNESS

In the spring of each year, Manuel L. Real 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/pfi/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards

2015-16

Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	47.3%	22.1%	6.1%

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

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

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 grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP 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/.

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

Percentage of Students Meeting or Exceeding the State Standards

	Manuel L. Real			VVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, & 10)	43	28	34	56	48	46	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown 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.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)

2015-16

	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	135	133	98.5%	33.8%
Male	59	58	98.3%	37.9%
Female	76	75	98.7%	30.7%
Hispanic or Latino	120	119	99.2%	31.1%
Economically Disadvantaged	131	130	99.2%	33.1%
English Learners	43	42	97.7%	14.3%
Students with Disabilities	26	26	100.0%	50.0%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown 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.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)
2015-16

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Grade 3					Grade 3			
All Students Tested	112	106	94.6%	20.8%	112	110	98.2%	16.4%
Male	57	53	93.0%	18.9%	57	56	98.3%	17.9%
Female	55	53	96.4%	22.6%	55	54	98.2%	14.8%
Hispanic or Latino	104	101	97.1%	19.8%	104	104	100.0%	16.4%
Socioeconomically Disadvantaged	109	104	95.4%	20.2%	109	107	98.2%	15.0%
English Learners	82	78	95.1%	15.4%	82	82	100.0%	13.4%
Students with Disabilities	16	15	93.8%	6.7%	16	15	93.8%	13.3%
Grade 4					Grade 4			
All Students Tested	132	132	100.0%	26.7%	132	132	100.0%	14.4%
Male	70	70	100.0%	22.9%	70	70	100.0%	14.3%
Female	62	62	100.0%	31.2%	62	62	100.0%	14.5%
Hispanic or Latino	120	120	100.0%	25.2%	120	120	100.0%	13.3%
Socioeconomically Disadvantaged	124	124	100.0%	26.0%	124	124	100.0%	14.5%
English Learners	72	72	100.0%	12.5%	72	72	100.0%	4.2%
Students with Disabilities	24	24	100.0%	4.2%	24	24	100.0%	0.0%
Grade 5					Grade 5			
All Students Tested	133	128	96.2%	43.0%	134	133	99.3%	21.2%
Male	59	55	93.2%	32.7%	58	58	100.0%	15.8%
Female	74	73	98.7%	50.7%	76	75	98.7%	25.3%
Hispanic or Latino	120	116	96.7%	44.0%	119	119	100.0%	22.0%
Socioeconomically Disadvantaged	129	125	96.9%	43.2%	130	130	100.0%	21.7%
English Learners	43	41	95.4%	7.3%	42	42	100.0%	4.9%
Students with Disabilities	26	26	100.0%	15.4%	26	26	100.0%	11.5%

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 on the CAAs divided by the total number of students who participated in both assessments. An asterisk (*) appears 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
Percentage of Students Meeting or Exceeding the State Standards

	Manuel L. Real		VVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	22	31	38	41	44	48
Mathematics	12	17	23	26	33	36

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.

FEDERAL INTERVENTION PROGRAM

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Manuel L. Real Elementary School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

	Federal Intervention Program	
	Manuel L. Real	VVUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2012-13
Year in PI	N/A	Year 2
# Schools Currently In PI	11	
% Schools Currently In PI		50%

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

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

Manuel L. Real Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1997; 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	1997
Acreage	10
Bldg. Square Footage	56000
	Quantity
# of Permanent Classrooms	31
# of Portable Classrooms	0
# of Restrooms (student use)	8 sets
Computer Lab	1
Library	1
Multipurpose Room	1
Staff Lounge	1
Teacher Work Room	1
Music Room	1

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 principal, crossing guards, teachers, and a morning supervision aide are strategically stationed at the entrance gates and student drop-off area, in the breakfast area, and on the playground to monitor activities and behavior. During recess, supervision aides monitor students on the playground. During lunch period, supervision aides are responsible for monitoring student behavior and activities in the cafeteria and on the playground. When students are dismissed at the end of the day, teachers escort their students to the designated exit gates to ensure students depart in a safe and orderly manner. Crossing guards monitor students departure while leaving the school campus.

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

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Manuel L. Real 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 Manuel L. Real 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 will be reviewed, updated, and discussed with school staff in November 2016.

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 Manuel L. Real Elementary School. Teachers and school staff communicate unscheduled maintenance needs, urgent repairs, or special projects to the school secretary who prepares and submits

work orders to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

SCHOOL INSPECTIONS

Manuel L. Real Elementary School and the Val Verde Unified School District's Maintenance and Operations Department (M&O) work together to maintain high levels of student safety and campus cleanliness. 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 Manuel L. Real Elementary School took place on July 14, 2016. Schools are required by state law to report the condition of their facilities; the School Facilities Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2015-16 school year, 100% of restrooms were fully operational and available for student use at all times.

DAILY CLEANING PRACTICES

One full-time day custodian, one full-time evening custodian, and a groundskeeper are assigned to Manuel L. Real Elementary School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and custodians communicate daily via hand-held radios to discuss campus cleaning needs and safety concerns as needed. Every morning before school begins, the day custodian inspects facilities for safety hazards, graffiti, and other conditions that require immediate attention or removal prior to students and staff entering school grounds. Custodians and/or the principal inspect restrooms throughout the day as a proactive measure to keep restrooms fully stocked, safe, and sanitary.

Custodians are responsible for cleaning campus grounds, classrooms, restrooms, and common areas to ensure facilities remain in good working condition, clean, and safe for students, staff, and visitors. The custodians are required to inspect restrooms a minimum of two times a day and subsequently document restroom inspections in their daily inspection log. All custodians follow

approved district standards and procedures for routine custodial functions and campus maintenance. 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 Manuel L. Real 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

Students at Manuel L. Real Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Praise and positive discipline are emphasized consistently to create a warm and nurturing environment.

The Positive Behavior Support System (PBIS) was implemented in the beginning of January 2014. A progressive discipline program is in place where students are given low level referrals by staff or the principal. If a student has been suspended more than two times, they will be placed on a Behavioral Support Plan (BSP). It is designed for all students and is preventative and responsive to any and all acts of bullying. Through the Positive Behavior Support System, our school community will provide intentional structures for student success through positive behavior expectations.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date:	Good	Fair	Poor	Repair Needed and Action Taken or Planned
July 14, 2016				
Systems	✓			
Interior Surfaces	✓			Administration Building - Countertop has linoleum missing, cracked at lobby area, injury hazard; Stage - Rubber is torn on stairs, trip hazard; P-Room 309 - Ceiling tile frame is loose
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			P-Room 207 - Paint is chipping on door frame
Structural	✓			P-Room 310 - Paint chipping on trim at entry
External	✓			Boys Restroom - Injury hazard, gap in two cement pillar posts; Room 401 - Injury hazard, gap in cement pillar post; P-Room 410 - Metal weather stripping is loose and bent on door, injury hazard
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Each student receives a student/parent handbook (published in both English and Spanish) which outlines behavior expectations and the schoolwide discipline plan. School rules are posted in every classroom. At the beginning of the school year, teachers review attendance, grading, and discipline policies as part of their classroom orientation process. Teachers reinforce behavior expectations and classroom management policies with parents and students at Back to School Night. Teachers reinforce student behavior expectations weekly in classroom discussions with their students.

In alignment with the schoolwide discipline plan, teachers have implemented grade-appropriate classroom management policies and incentive programs for student conduct and academics. A progressive discipline approach is taken when students are having difficulty following school rules or disrupting classroom instruction. Teachers refer students to the principal for counseling when students continue to be disruptive or are struggling in their efforts to correct poor behavior. School administrators take into consideration the severity and nature of each infraction when considering consequences for unacceptable conduct. Discipline is consistently managed in a fair, firm manner and follows the schoolwide discipline plan. Manuel L. Real has a low suspension rate due to the fact they provide in-school suspensions.

Staff members frequently reward and encourage students exhibiting positive behavior and academic progress. Students who follow the rules may receive Compass Slips to participate in a weekly drawing. We recognize students who demonstrate outstanding effort and improvement, as well as perfect attendance during our Trimester Awards Assemblies. The librarian presents Accelerated Reader incentive rewards to those students meeting personal reading goals. Students work together as a class to earn incentives for their efforts in meeting attendance goals.

- Further Developing Professional Learning Communities
- Integrating Technology into the Curriculum
- PBIS
- Promoting Community and Family Involvement

The district offers supplemental support year-round for new and ongoing programs related to either specific strategies to improve student learning or district-adopted materials. Supplemental training sessions offered during the 2015-16 school year included:

- 21st Century Learning: Beyond Direct Instruction
- AERIES Training
- Curriculum & Instruction
- Formative Assessments
- Technology Training
- Units of Study

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. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers and provides skills assistance over a two-year period. The Peer Assistance and Review program is designed to improve the education of students and increase the classroom performance of teachers, targeting both new and veteran teachers.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the district and Riverside County Office of Education. Professional and subject-specific offerings are consistent with the California 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 Manuel L. Real Elementary School is a responsibility shared among the school administration, teachers, and parents. School leadership is comprised of Principal Fernando Betanzos, an instructional coach, a special education representative, and grade level representatives.

Grade level leaders meet monthly to collaboratively discuss staff needs, disseminate information, obtain staff feedback, conduct data analysis, and plan curricula throughout the year. Each leader/representative serves as a

Suspensions and Expulsions

	Manuel L. Real			VVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	18	19	14	1,514	1,251	1,132	279,383	243,603	230,389
Expulsions (#)	0	0	0	0	22	40	6,611	5,692	6,227

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.

ENRICHMENT ACTIVITIES

Students are encouraged to participate in the school's many additional academic and extracurricular activities. These programs promote positive attitudes, encourage achievement, and instill a sense of belonging among students. The programs offered daily at Manuel L. Real Elementary until 6 p.m. include Think Together, tutoring, computers, arts/crafts, sports, and music. GATE (Gifted and Talented Education) students are invited to participate in weekly academic-based enrichment.

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Val Verde Unified School District are aligned to the California State Standards.

The district's Educational Services department selects staff development concentrations based on principal feedback, teacher survey results, California State Standards, district benchmark assessment results, and state standardized test results.

Staff Development Days Three-Year Trend

2013-14	2014-15	2015-16
0	2	4

During the 2015-16 Manuel L. Real Elementary School held staff development training focused on:

- Common Core State Standards
- DIBELS
- ELD Instructional Strategies
- Increasing Student Engagement
- Differentiated Instruction

Class Size Distribution Self-Contained Classrooms

Grade	2013-14			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	13.0	9		
1	21.0	2	4	
2	21.0	2	4	
3	19.0	2	4	
4	20.0	2	4	
5	22.0	2	4	
2014-15				
K	15.0	6		
1	26.0		4	
2	27.0		4	
3	30.0		4	
4	29.0		4	
5	27.0	1	4	
2015-16				
K	11.0	13		
1	30.0		3	
2	21.0	2	3	
3	23.0	2	3	
4	30.0		4	
5	30.0		4	

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

liaison and takes a supportive role in leading program implementation for their respective grade level team or department.

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.

Manuel L. Real Elementary School's English Learner Advisory Council meets monthly to discuss and evaluate the curriculum provided to English Learners. This team of parents and staff ensures academic needs of English learners are in alignment with students' needs and schoolwide goals.

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. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 13, 2016, 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 #16-17-13 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 SARC's the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2016-17 school year, Val Verde Unified School District certifies that each student, including English learners, enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the California State Standards.

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Standards and approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Manuel L. Real 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 mainstreamed into the general education classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. Special education teachers, special education aides, and general education teachers take a team-oriented approach to provide maximum levels of instruction in the general education environment. For a portion of the regular school day, students may receive individual and/or small group instruction from special education staff in the Learning Center. A District Program Specialist meets with special education teachers regularly to provide support and assistance in developing student teaching schedules and allocating staff resources.

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

ENGLISH LEARNER INSTRUCTION

All of Manuel L. Real Elementary's teachers are certified and trained to provide instruction for students identified as English Learners (EL). Beginning level EL students receive English Language Development (ELD) instruction for 30 minutes a day as a supplement to their regular language arts curriculum. ELD instruction focuses on reading development, verbal language development, and vocabulary building. Three impact subs (for grades TK-5) collaborate with class teachers to provide in-class small group support based upon individual student needs. As students increase fluency in the English language, Manuel L. Real Elementary School continues to monitor student performance through CELDT results, benchmark assessments, and classroom observation to adjust instruction as needed to ensure continued success in acquiring the English language and proficiency in reading/language arts.

GIFTED AND TALENTED EDUCATION

Manuel L. Real 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 academic-based enrichment activities once a week.

AVID

Manuel L. Real Elementary School is an AVID elementary school. AVID Elementary is a foundational component of the AVID College Readiness System and supports AVID's mission to close the achievement gap by preparing all students for college readiness and success in a global society. Based on the same learning foundation that underlies AVID Secondary, AVID Elementary is designed to be embedded into the daily instruction of all elementary classrooms across entire grade levels to maintain school wide structures. AVID Elementary's implementation of resources, trainings, and philosophy are all grounded in the idea that growth mindset can be taught

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
English Language Arts				
2016	Yes	McGraw-Hill: <i>Wonders</i>	0%	K-5
2017	Yes	McGraw-Hill: <i>WonderWorks</i>	0%	K-5
Mathematics				
2014	Yes	Houghton Mifflin Harcourt: <i>Math Expressions</i>	0%	K-5
Science				
2007	Yes	Pearson: <i>Scott Foresman: California Science</i>	0%	K-5
Social Science				
2006	Yes	Pearson: <i>Scott Foresman: California History</i>	0%	K-5

Textbook information was obtained from district office personnel in November 2016.

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

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

- Math and Reading Intervention: based upon analysis of student performance data, classroom teachers and Impact substitutes provide intensive intervention support for struggling students in grades 1-3.
- Think Together: voluntary after school program provided five days a week. 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.
- Impact Substitute Teachers (three): substitute teachers in the morning and in the afternoon provides support to regular classroom teachers who conduct small group intervention in reading and math.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Manuel L. Real Elementary School recruits and employs only the most qualified credentialed teachers. For the 2015-16 school year, the school employed 28 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments

	Manuel L. Real			VVUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	28	29	28	810	813	819
Teachers with Full Credential	28	28	26	809	797	795
Teachers without Full Credential	0	1	2	1	16	24
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	5	0
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	3	2

*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.*

The adjacent table identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at www.cde.ca.gov/nclb/sr/tq/.

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.

As a participating member of the Riverside County Special Education Local Plan Area (SELPA), Val Verde Unified School District and Manuel L. Real Elementary School have access to a full complement of professional resources and services to meet the individual needs of its students with disabilities.

SARC DATA & INTERNET ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Manuel L. Real Elementary 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, enrollment, and staffing.

PUBLIC INTERNET ACCESS LOCATION

Parents may access Manuel L. Real Elementary's SARC and access the internet at any of the county's public libraries. The closest library to Manuel L. Real Elementary is Perris Branch Public Library located at 163 E. San Jacinto Avenue, Perris, CA 92570.

Perris Branch Public Library
 (951) 657-2358
 Hours: Sunday 1-5; Monday 10 -6;
 Tuesday-Wednesday 12-8;
 Thursday-Saturday 10-6
 Number of computers available: 17
 Number of printers available: 1

Core Academic Classes

Taught by Highly Qualified Teachers

	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
	2015-16	
Manuel L. Real	100.0%	0.0%
District Totals		
All Schools	98.0%	2.0%
High-Poverty Schools	98.0%	2.0%
Low-Poverty Schools	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Counselors and Support Personnel (Nonteaching Professional Staff)

2015-16

	No. of Staff	FTE*
	Academic Counselor	0
Licensed Vocational Nurse	1	1.0
Psychologist	1	0.5
Speech Pathologist	2	1.3
Instructional Coach	1	1.0
Nurse	As needed	

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

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

EXPENDITURES PER STUDENT

For the 2014-15 school year, Val Verde Unified School District spent an average of \$9,037 of total general funds to educate each student (based on 2014-15 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.)

Salary Comparison 2014-15		
	VVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	46,771	44,958
Mid-Range Teacher Salary	75,834	70,581
Highest Teacher Salary	92,216	91,469
Average Principal Salaries:		
Elementary School	126,180	113,994
Middle School	134,877	120,075
High School	132,742	130,249
Superintendent Salary	238,433	218,315
Percentage of Budget For:		
Teacher Salaries	35.0	38.0
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/>.

Current Expense of Education Per Pupil 2014-15

Expenditures Per Pupil	Dollars Spent Per Student				
	Manuel L. Real	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,538	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,051	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,486	4,990	89.9%	5,677	87.9%
Average Teacher Salary	74,971	75,804	98.9%	74,216	102.1%

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

In addition to general fund state funding, Val Verde Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- California Clean Energy Jobs Act
- California Health Science Capacity Building Project
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB Title I, II, III, X
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Vocational Programs