A Message from the Principal

Welcome to Avalon Elementary School, home of the Falcons! At Avalon we continue to create a foundation of excellence and to commit ourselves to high standards of teaching and learning. Our teachers have been working hard to make the transition to the Common Core State Standards. Our greatest commitment is to prepare our students for career and college readiness through STEAM and 21st Century Learning.

Avalon Elementary School is a California Distinguished School and a Title 1 Academic Achieving School. In the spirit of continuous improvement, our goals through the triangle of caring. It takes the student, the parents and the school to achieve exceptional results. We are a professional learning community where staff, students, parents, and the community embrace the idea that together we can make a difference.

Avalon Elementary School provides quality programs to enrich the educational experience of our students. Our staff is comprised of hardworking, dedicated professionals determined to make a positive impact on the lives of Avalon’s students.

We invite you to visit our campus. You will see focused students determined to be their personal best. Our students come first and we impart to them the importance of learning and being prepared for the 21st century. We encourage them to set goals and always look toward the future.

“Falcons on a quest for knowledge to attend college.”

A California Distinguished School

Awards & Honors

Distinguished School Status Honored by:
• City of Perris/Council for California Distinguished Schools
• Parents Rotary for California Distinguished Schools
• Jim Battin California Distinguished Schools

Vision Statement
Falcons on a quest for knowledge to attend college.

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 2013-14 school year, the district’s schools served more than 19,700 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, 2 comprehensive high schools, a student success academy, a virtual academy, and a continuation high school.

During the 2013-14 school year, Avalon Elementary School served 753 students in grades K-5. Student enrollment included 7% in special education, 24% qualifying for English learner price meals.

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 and school facilities information were acquired in September 2014.
Avalon Elementary School’s TOES campaign (Token Organized Events and Expected Standards of Behavior) features structured lessons integrated into campus culture to increase student responsibility, respect, and safety. Upon the completion of the first year’s implementation in 2012-13, school staff have evidenced a noticeable improvement in student behavior and a positive shift in school climate.

**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.
- **Parent Involvement/State Priority 3:** Covered in Parent Involvement.

Pupil Achievement/State Priority 4: Covered in Standardized State Assessments, including the STAR Results and CAASPP charts; Academic Performance Index, including API chart; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Pupil Engagement/State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

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 California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

**Parent Involvement**

Parent involvement is a vital component to school and student success. Avalon Elementary School offers a wide variety of opportunities for parents to support the school and their child’s academic efforts. Parents who are interested in participating in any of the activities listed below or who would like additional information may contact their child’s teacher, the principal or the school office at (951) 490-0360.

Volunteer to Help:
- In the classroom and library
- Chaperoning field trips
- With take-home projects
- With recognition awards

Join Leadership Groups:
- English Learner Advisory Council
- District Advisory Council
- GATE Advisory Committee (Gifted & Talented Education)
- Parent Teacher Student Organization
- School Advisory Council
- School Site Council

Attend Special Events & Workshops
- Back to School Night
- Extracurricular academic events/competitions
- Family Movie Night
- Family nights
- Family Valentine Dance
- Parent conferences
- Parent education workshops
- Student performances
- Student recognition assemblies and events

School-to-home communication is provided in both English and Spanish. The principal issues a school newsletter once every trimester; the newsletter features valuable information on school policy changes, special events, announcements, and helpful student/parent tips. TeleParent is an Internet-based automated parental notification system that forwards personalized messages from school staff to each student's home. Other resources of information include:
- District Facebook page
- Flyers and letters
- Home-to-School Connection (monthly publication)
- PTO newsletter
- School marquee
- School and district web sites

**Student Achievement**

To obtain accurate and valid measures of educational progress, Avalon Elementary School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, classroom observation, report card grades, benchmark assessments, summative tests, and standardized tests.

### Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state’s standards based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency levels set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

On March 7, 2014, the U.S. Department of Education approved California’s testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts.

### District Benchmark Assessments

Val Verde Unified School District uses a variety of tests 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 Common Core State Standards and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2013-2014 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.

### Star Results

<table>
<thead>
<tr>
<th>STAR Results</th>
<th>All Students</th>
<th>Percentage of Students Scoring at Proficient and Advanced Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Avalon</td>
<td>VVUSD CA</td>
</tr>
<tr>
<td></td>
<td>10-11</td>
<td>11-12</td>
</tr>
<tr>
<td>English-Language Arts</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Math</td>
<td>75</td>
<td>74</td>
</tr>
<tr>
<td>History</td>
<td>48</td>
<td>52</td>
</tr>
</tbody>
</table>

Note: STAR Program was last administered in 2012-13. 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/Standardized Testing and Reporting

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

<table>
<thead>
<tr>
<th></th>
<th>Avalon</th>
<th>VVUSD</th>
<th>CA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>11-12</td>
<td>12-13</td>
<td>13-14</td>
</tr>
<tr>
<td></td>
<td>46</td>
<td>47</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>59</td>
<td>58</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>60</td>
<td>59</td>
<td>60</td>
</tr>
</tbody>
</table>

California Assessment of Student Performance and Progress Results by Student Group in Science 2013-14

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Percentage of Students Scoring at Proficient and Advanced Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>VVUSD</td>
<td>56</td>
</tr>
<tr>
<td>Avalon</td>
<td>44</td>
</tr>
<tr>
<td>Male</td>
<td>42</td>
</tr>
<tr>
<td>Female</td>
<td>46</td>
</tr>
<tr>
<td>African American</td>
<td>14</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
</tr>
<tr>
<td>Hawaiian or Latino</td>
<td>46</td>
</tr>
<tr>
<td>White (not Hispanic)</td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>37</td>
</tr>
<tr>
<td>English Learners</td>
<td>7</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td></td>
</tr>
<tr>
<td>Migrant Education</td>
<td></td>
</tr>
</tbody>
</table>

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.

Academic Performance Index

Three-Year Performance Comparison

<table>
<thead>
<tr>
<th></th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avalon Base API Rank:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statewide Rank</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Similar Schools Rank</td>
<td>8</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual API Change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students</td>
<td>10</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced. “N/D” means that no data were available to the CDE or LEA to report. “B” means the school did not have a valid API Base and there is no Growth or target information. “C” means the school had significant demographic changes and there is no Growth or target information.

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies the student’s proficiency level of understanding the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

Students at Avalon Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Avalon Elementary School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight, and ten only. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's web site http://star.cde.ca.gov.

California Standards Test

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. All school districts in the State of California are required to report their CST results in comparison to the state average.

Academic Performance Index

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's...
graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API table in this report highlights Avalon Elementary School’s progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of 1) at least 100 students with valid test scores or 2) at least 50 valid scores comprising at least 15% of the valid test scores. More information about API can be found at www.cde.ca.gov/ta/ac/ay/.

**Physical Fitness**

In the spring of each year, Avalon 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/ac/gf/pl.

**No Child Left Behind (NCLB)**

The No Child Left Behind (NCLB) Act 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 2013-14, Avalon Elementary School qualified for Schoolwide funding and is therefore required to comply with program mandates. 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.

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE’s web site www.cde.ca.gov/ta/ac/ay/.

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**Title I PI Status**

<table>
<thead>
<tr>
<th>Year</th>
<th>PI Status</th>
<th>Avalon</th>
<th>VVUSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>In PI</td>
<td>In PI</td>
<td>In PI</td>
</tr>
</tbody>
</table>

**First Year of PI**

- 2013-14
- 2012-13

- Year in PI: Year 1
- Year 2

- # Schools Currently In PI: 12
- % Schools Currently In PI: 57%

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

*DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

**School Facilities & Safety**

Avalon Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 2005; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff.

- 2013-14 Campus Improvement Projects:
  - Installation of a new sound system in multipurpose room
  - Paint fence around school
  - Addition of a new computer lab

- 2014-15 Planned Campus Improvement Projects:
  - Installation of a larger parking lot
  - Installation of an AV system in conference room
  - Upgrades to computer lab

**Supervision and Safety**

Designated teachers, administrators, crossing guards, and two supervisor aides are stationed at main entrance areas and on the playground to supervise students before classes begin. During recess and lunch, five supervision aides monitor student behavior and activities in the cafeteria and on the playground. When students are dismissed at the end of the day, teachers and the principal escort students to exit areas monitored by assigned staff and crossing guards to ensure a safe and orderly departure. Teachers and the principal remain on campus until all students have left campus.

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**School Site Safety Plan**

The Comprehensive School Site Safety Plan was developed for Avalon 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.

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**School Inspection**

Avalon Elementary School and the Val Verde Unified School District’s Maintenance and Operations Department (M&O) work together to ensure student safety and uphold high cleaning standards. M&O supervisors and school administration inspect facilities on a continual basis to identify and resolve concerns in a proactive and timely manner. The most recent facilities inspection at Avalon Elementary School took place on August 21, 2014. Schools are required by state law to report the condition of their facilities; the School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2013-14 school year, 100% of restrooms were fully operational and available for student use at all times.

---

**Comparative District and State Results**

- **2005**: Averagely fit
- **2006**: Fit
- **2007**: Above average fit
- **2008**: Above average fit
- **2009**: Above average fit
- **2010**: Above average fit
- **2011**: Above average fit
- **2012**: Above average fit
- **2013**: Above average fit
- **2014**: Above average fit

---

**Overall Summary of School Facility Good Repair Status**

- **Exemplary**: ✓
- **Good**: ✓
- **Fair**: ✓
- **Poor**: ✓

**Overall Summary**

- **Exemplary**: ✓
- **Good**: ✓
- **Fair**: ✓
- **Poor**: ✓

---

**Percentage Description Rating**

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

---

**Campus Description**

<table>
<thead>
<tr>
<th>Year Built</th>
<th>Acreage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>10</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Bidg. Square Footage</th>
</tr>
</thead>
<tbody>
<tr>
<td>50951</td>
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<table>
<thead>
<tr>
<th># of Permanent Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># of Portable Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># of Restrooms (student use)</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 sets</td>
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<table>
<thead>
<tr>
<th>Computer Lab</th>
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<tr>
<td>1</td>
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<table>
<thead>
<tr>
<th>Library</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<table>
<thead>
<tr>
<th>Multipurpose Room</th>
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<tr>
<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>Staff Lounge</th>
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<tbody>
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<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>Teacher Work Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

---

Avalon Elementary School 2013-14 School Accountability Report Card
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 Avalon 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, code of conduct policy, dress code policy, and bully prevention policy. The school’s most current safety plan was reviewed, updated, and shared with school staff in November 2014.

MAINTENANCE & REPAIRS
School custodial staff and the district’s maintenance department work together to ensure playing fields, classrooms, and campus grounds are well maintained and 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 Avalon Elementary School. Teachers, the custodian, and school staff communicate unscheduled maintenance needs, urgent repairs, or special projects to office support staff who prepare and submit work orders to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

DAILY CLEANING PRACTICES
One full-time lead day custodian, one full-time evening custodian, and one groundskeeper are assigned to Avalon Elementary School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and custodians communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the 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 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 check restrooms after recesses and lunch, and between classes as a proactive measure to keep restrooms fully stocked, safe, and sanitary. The custodians are required to 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 on campus once a week and 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 Avalon 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

CLASS SIZE & TEACHING LOAD
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.

DISCIPLINE & CLIMATE FOR LEARNING
A safe, clean school and an effective learning program provide the basis for Avalon Elementary School’s discipline program. School staff support an environment that teaches students, through the daily curriculum, the skills to resolve conflicts and take responsibility for their decisions. The schoolwide discipline plan focuses on a positive approach to managing disruptive behavior; students are given the opportunity to learn from their mistakes and take responsibility in making good choices in an effort to take an active role in changing their behavior.

The OLWEUS Bully Prevention Program as well as the positive behavior support system (PBIS) was implemented in the beginning of January 2014. The OLWEUS bully prevention program is a preventative program which requires active participation from all members of our school community. It is designed for all students and is preventative and responsive to any and all acts of bullying. The positive behavior support system will be integrated with OLWEUS bully prevention program. Through the positive behavior support system, our school community will provide intentional structures for student success through positive behavior expectations.

Students are actively involved in learning acceptable standards of behavior through TOES (Token Organized Events and Expected Standards of Behavior). Teachers deliver planned lessons on rules and procedures which apply to each area of the campus such as the classroom, cafeteria, and playground. Students meet with a mentoring group weekly and are recognized and rewarded with tokens for demonstrating TOES behavior and making good choices in challenging situations. Students may redeem their tokens for pencils, hats, t-shirts, or rulers as well as participate in special monthly assemblies.

School and classroom rules are posted in each classroom. At the beginning of the school year, school rules, district policies, and academic expectations are (1) outlined in the “Parent/Student Handbook” (provided in both English and Spanish), (2) shared by teachers as part of the classroom orientation process, and (3) reinforced at Behavior Expectation Assemblies held each trimester. Parents are provided a packet which includes dress code policies, attendance policies, and behavior policies; parents are requested to sign an acknowledgment form to confirm receipt. School staff remind students individually and at assemblies throughout the year to conduct themselves in a safe, responsible, and courteous manner. Occasionally, the principal will visit classrooms to reinforce behavior expectations.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. When students continue having difficulty following school rules, teachers refer the student to the principal for further intervention. Consequences and disciplinary action are based upon the student’s past behavioral trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner.

Students demonstrating outstanding academic effort and citizenship qualify for selection as the Student of the Month and/or Falcon of the Week. Throughout the year, students “caught being good” by school staff receive TOES tickets and are recognized at school assemblies for their kind and respectful behavior. At the end of each grading period, school assemblies are held to honor students meeting behavior, academic, accelerated reader, and attendance goals; awards include Principal’s Honor Roll, Falcon Honor Roll, and Perfect Attendance.

SUSPENSIONS & EXPULSIONS

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

ENRICHMENT ACTIVITIES
Students are given many opportunities to participate in extracurricular activities that develop and promote individual interests outside the core curriculum. Extracurricular/enrichment activities offered at Avalon Elementary School include:
• Associate Student Body (ASB)
• Falcon Book Club
• Field trips
• Gifted & Talented Education enrichment
• Mad Science
• Mentorship Program
• Peer Mediation
• Pottery Jam
• Student Book Club
• Talent Show
• Visual and performing arts

**Curriculum & Instruction**

**Staff Development**

All curriculum and instructional improvement activities at Val Verde Unified School District are aligned to the Common Core State Standards. The district’s Educational Services department selects staff development concentrations based on principal surveys, teacher input, subject area coordinator input, California State Content Standards, district benchmark assessment results, and state standardized test results. During the 2013-14 school year, Avalon Elementary School held staff development training focused on:

- **AlM (Articulated Instruction Model)**
- Close reading
- Common Core State Standards
- Computer Technology
- DIBELS
- E-Learning
- Google Docs
- Haiku
- Intervention Programs
- iPad Training
- Q Conference
- SBAC Training
- STEM Conference
- Student Engagement Strategies
- Technology Training
- Test Preparation Strategies
- Text Dependent Questions
- Transition to Common Core State Standards

**Instructional Materials**

All textbooks used in the core curriculum throughout Val Verde Unified School District are aligned to the Common Core 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 additions in foreign language, visual and performing arts, and health.

On September 2, 2014, 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 #14-15-17 which certifies as required by Education Code §60119 1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a standards-aligned textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the curriculum frameworks in mathematics, science, history-social science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive. Within a six-week period prior to adoption, parents may preview recommended instructional materials at the district office or the school’s office. In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for its visual/performing arts curricula. During the 2014-15 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 Common Core State Standards.

**School Leadership**

Leadership at Avalon Elementary is a responsibility shared among the principal, teachers, and parents. The principal is responsible for the day-to-day operations and overall curriculum. The school’s leadership team, grade level teams, program facilitators, and School Site Council share in the decision-making and administrative processes to create an effective, safe, and nurturing learning environment.

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**Textbooks**

<table>
<thead>
<tr>
<th>Textbooks</th>
<th>Percent of Pupils Who Lack Their Own Textbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading/Language Arts</strong></td>
<td></td>
</tr>
<tr>
<td>2003 Yes Houghton Mifflin: A Legacy of Literacy</td>
<td>0% K-5</td>
</tr>
<tr>
<td>2009 Yes Houghton Mifflin: Medallion Edition</td>
<td>0% K-5</td>
</tr>
<tr>
<td>2010 Yes Houghton Mifflin: HM ELD</td>
<td>0% K-5</td>
</tr>
<tr>
<td>2010 Yes National Geographic: Inside</td>
<td>0% 4-5</td>
</tr>
<tr>
<td>2014 Yes Houghton Mifflin: Math Expressions</td>
<td>0% K-5</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>2008 Yes Pearson/Scott Foresman: Science</td>
<td>0% K-5</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td></td>
</tr>
<tr>
<td>2006 Yes Pearson/Scott Foresman: History Social Science for California</td>
<td>0% K-2</td>
</tr>
<tr>
<td>2006 Yes Pearson/Scott Foresman: Our Community</td>
<td>0% 3</td>
</tr>
<tr>
<td>2006 Yes Pearson/Scott Foresman: Our California</td>
<td>0% 4</td>
</tr>
<tr>
<td>2006 Yes Pearson/Scott Foresman: Our Nation</td>
<td>0% 5</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td></td>
</tr>
<tr>
<td>2010 Yes Positive Action, Inc.: Positive Action</td>
<td>0% K-5</td>
</tr>
</tbody>
</table>

The textbooks and instructional materials used by the school are selected from the State Board of Education’s most recent adoption.

Textbook information was obtained from district office personnel in September 22, 2014.
The school’s leadership team is comprised of teacher leaders who support their team members through modeling of effective lessons and best instructional practices. Avalon Elementary has a Grade Share Leadership Team and a Response to Intervention (RtI) Leadership Team. The teams meet bimonthly to collaboratively address teaching and learning practices as well as overall student needs linked to the outcome of assessments. Team members are responsible for supporting the principal in leading program implementation within their areas of responsibility and serving as a liaison to their respective teams.

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

**Specialized Instruction**

All curriculum and instruction is aligned to the Common Core State Standards and approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Avalon Elementary School structures its educational program so that all students receive instruction appropriate to their learning level. Throughout 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. Avalon Elementary’s special education program is staffed by two special education teachers and two special education aides who work collaboratively with general education teachers to provide instruction in alignment with each student’s IEP as well as state standards. The special education program utilizes a team-oriented approach among special education and general education teachers 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. District Program Specialists meet with special education teachers regularly to provide support and assistance in developing instructional schedules and utilizing 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 Avalon 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 by their class teacher for 30 minutes a day as a supplement to their regular language arts curriculum. Using specially-designed Houghton Mifflin materials, ELD instruction focuses on reading development, verbal language development, and vocabulary building. One bilingual aide collaborates with class teachers to provide small group and individual support in and outside the general education classroom based upon student needs. As students increase fluency in the English language, Avalon 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**

Avalon Elementary School offers a Gifted and Talented Education program for students who have been recognized as high achievers by their teachers and through district testing. GATE students are clustered by grade level to receive accelerated, differentiated instruction which offers more depth and complexity throughout the curriculum. GATE students are invited to participate in structured, during-school enrichment activities which include art, science, project based learning, STEAM projects, and guest presentations.

**Intervention Programs**

Avalon Elementary School supports intervention programs through its extended day learning academy offered before and after school to meet the needs of those Kindergarten students not meeting state proficiency standards in reading 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:

- **Think Together**: voluntary after-school program provided five days a week. Students are engaged in a highly structured program that provides standards-based homework assistance, tutoring, and sports. The program is offered daily after school until 6:00 p.m.
- **Impact Substitute Teachers (two)**: substitute teachers in the morning and in the afternoon provides support to regular classroom teachers who conduct small group intervention in reading and math.
- **Kindergarten Extended Day**: kindergarten students who are performing below grade level standards in reading and math, based upon assessment data, receive one hour of instruction and intervention support after school.
- **Inside**: fourth and fifth grade students who are performing two or more years below grade level receive three hours of intensive language arts instruction daily for the duration of the school year. Teachers follow the Inside curriculum to deliver tailored instruction.
- **95% Group Intervention Program**: embedded in the regular language arts and math curricula, students participate in DIBELS exams as they progress through their lessons. Teachers use DIBELS results to pinpoint student skill deficits, sequence skill instruction, and provide differentiated small-group intervention using specific intervention materials to address specific skill sets.

**Teacher Assignment**

Avalon Elementary School recruits and employs only the most qualified credentialed teachers. For the 2013-14 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.

<table>
<thead>
<tr>
<th>Teacher Credentials and Assignments</th>
<th>Avalon</th>
<th>VVUSD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Teachers</strong></td>
<td>28</td>
<td>788</td>
</tr>
<tr>
<td>Teachers with Full Credential</td>
<td>28</td>
<td>799</td>
</tr>
<tr>
<td>Teachers without Full Credential</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teachers Teaching Outside Subject Area (with full credential)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Missassignments for English Learners</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Teacher Missassignments*</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Vacancies</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: *“Missassignments” 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 following table identifies the number of classrooms taught and not taught by NCLB compliant teachers 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/srqt/.

**Support Services Staff**

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

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

Avalon Elementary School | 7 | 2013-14 School Accountability Report Card
NCLB Compliance
Percentage of Classes in Core Academic Subjects:

<table>
<thead>
<tr>
<th>Taught by NCLB-Compliant Teachers</th>
<th>Not Taught by NCLB-Compliant Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avalon</td>
<td>100.0%</td>
</tr>
<tr>
<td>District Totals</td>
<td>0.0%</td>
</tr>
<tr>
<td>All Schools</td>
<td>100.0%</td>
</tr>
<tr>
<td>High-Poverty Schools</td>
<td>0.0%</td>
</tr>
<tr>
<td>Low-Poverty Schools</td>
<td>0%</td>
</tr>
</tbody>
</table>

2013-14

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.

COMMUNITY PARTNERSHIPS

Avalon Elementary School’s programs are strongly supported through generous contributions from local agencies and community organizations. Staff and students are grateful for the sponsorship of:

- AVON
- Cold Stone Creamery
- Edison
- Farmer Boys
- Jason’s Deli
- Jim Battin State Senator, 37th District
- John’s Incredible Pizza
- Juice It Up
- Marine Institute
- Mimi’s Café
- Old Chicago Pizza
- Papa John’s Pizza
- Parent Teacher Organization
- Purpose International Center
- Shakey’s Pizza
- Sizzler
- Staples
- Starbuck’s
- Winco
- • Special Education
- • Other Local: Locally Defined
- • Other State: Locally Defined
- • Child Nutrition
- • Economic Impact Aid (EIA)
- • Education Protection Account
- • Lottery: Instructional Materials
- • Medi-Cal Billing Option
- • NCLB Title I, II, III
- • State Lottery
- • Transportation
- • Vocational Programs

SARC DATA & INTERNET ACCESS

DataQuest

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Avalon Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

PUBLIC INTERNET ACCESS LOCATION

Parents may access Avalon Elementary School’s SARC and access the internet at any of the county’s public libraries or the school’s library. The closest library to Avalon Elementary School is Perris Branch Public Library located at 163 E. San Jacinto Avenue, Perris, CA 92570. Perris Branch Public Library (951) 657-2358

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

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