

## VAL VERDE UNIFIED SCHOOL DISTRICT

[www.valverde.edu](http://www.valverde.edu)

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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 September 2011 and school facilities information was acquired in January 2012.

# AVALON ELEMENTARY SCHOOL

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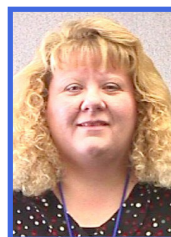


## AN ANNUAL REPORT TO THE COMMUNITY

2010-11 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2012

### A MESSAGE FROM THE PRINCIPAL

Welcome to Avalon Elementary School, home of the Falcons! We continue to create a foundation of excellence and to commit ourselves to high standards of teaching and learning. Our greatest commitment is to prepare students for college.



Avalon Elementary School is a California distinguished school. In the spirit of continuous improvement, we accomplish this through the triangle of caring. It takes the student, 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 experiences of our students. Children have a right to learn and our teachers are here to make that happen. Our staff are hard working, dedicated professionals determined to make a positive impact on the lives of our students.

We invite you to visit our campus. You will see the outcomes of focused students determined to be at their personal best. You will experience a student-centered environment where children come first. We teach our students the importance of setting goals and always looking toward the future.

*"Falcons on a quest for knowledge to attend college."*



A California Distinguished School  
 Riverside County Office of Education  
 District School

### SCHOOL MOTTO

- 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

The vision of Avalon Elementary School is to create responsible, productive lifelong learners who focus on future success in higher learning.

### 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 2010-11 school year, the district's schools served more than 19,500 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 2010-11 school year, Avalon Elementary School served 696 students in grades K-5. Student enrollment included 5.2% in special education, 23.4% qualifying for English learner support and 65.6% qualifying for free or reduced-price meals. The principal leads a highly qualified, professional team that delivers an educational program specially designed to meet the needs of all students. Rigorous academics and a positive school environment establish a solid foundation to maximize opportunities for learning. Avalon Elementary School staff have adopted TOES - Token Organized Events and Expected Standards of Behavior - structured lessons integrated into campus culture to increase student responsibility, respect, and safety.

Percentage of Students by Ethnicity/Grade Level 2010-11			
Ethnic Group	%	Grade Level	#
African American	14.4%	Kindergarten	103
American Indian or Alaskan Native	0.0%	Grade 1	111
Asian	2.0%	Grade 2	118
Filipino	2.4%	Grade 3	119
Hawaiian or Pacific Islander	0.4%	Grade 4	129
Hispanic or Latino	65.7%	Grade 5	116
White (not Hispanic)	7.6%	Grade 6	-
Two or More Races	1.9%	Grade 7	-
		Grade 8	-
		Total Enrollment	696

## 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
- GATE Advisory Committee (Gifted & Talented Education)
- Parent Teacher Student Organization
- School Site Council

Attend Special Events & Workshops

- Back to School Night
- Extracurricular academic events and competitions
- Father/Daughter Dance
- Family Movie Night
- Family nights
- Mother/Son 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. ConnectEd is an Internet-based telephone messaging 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
- Teleparent

## 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 results of 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 level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2010-11 AYP cycle, elementary and middle schools must achieve a 67.6% or higher proficiency rate in English/Language Arts and 68.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 710 or higher or increasing the API growth by one point.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2010-11		
Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Avalon	VVUSD
Overall Performance	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes
Graduation Rate	N/A	No
AYP Performance Level		
Number of AYP Criteria		
Met Out of the Total	17/17	29/42
Number of Criteria Possible		

The AYP table in this report illustrates the school's progress in meeting 2010-11 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) web site [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's web site [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

### 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 in alignment with California State Content Standards and Frameworks and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2010-11 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 twice 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, end-of-unit exams, and classroom observations. Collectively,

the benchmark assessments and multiple measures aids teachers in 1) identifying areas where instruction may or may not be effective, 2) guiding classroom instruction practices and strategies, and 3) identifying students who need targeted academic assistance or intervention. Teachers and administrators are able to pinpoint any deficiencies or gaps in the learning process, identifying very specific skill sets and subject area content that needs to be retaught, reinforced, or revised to ensure every student obtains a solid foundation for future success in learning.

### CALIFORNIA 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 of 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. 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.

STAR Results All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Avalon			VVUSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	52	56	60	44	47	49	49	52	54
Math	66	73	75	48	52	51	46	48	50
Science	38	42	48	47	53	56	50	54	57
History				43	47	48	41	44	48

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results Ethnic Subgroups Percentage of Students Scoring at Proficient and Advanced Levels 2010-11								
	Avalon							
	African American	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races
English-Language Arts	39		82	91	60	*	71	71
Math	67		100	91	76	*	80	68
Science	42	*	*	*	42		*	58
History								

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

STAR Results Other Subgroups Percentage of Students Scoring at Proficient and Advanced Levels 2010-11						
	Avalon					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	57	63	44	53	38	
Math	73	77	70	70	73	
Science	50	46	7	38	*	
History						

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

Academic Performance Index Three-Year Performance Comparison									
	Avalon Base API Rank:								
	2008			2009			2010		
	7			7			7		
9			9			10			
	Avalon			Avalon		VVUSD		State	
	Increase/Decrease in API			# of Students	Growth	# of Students	Growth	# of Students	Growth
	2008-09	2009-10	2010-11	2010-11		2010-11		2010-11	
All Students	16	24	10	426	854	13,575	789	4,683,676	778
Ethnic Subgroups									
African American				58	792	2,001	766	317,856	696
Filipino				11	947	257	908	123,245	859
Hispanic or Latino		16	22	18	285	854	9,935	784	2,406,749
White (not Hispanic)				36	875	811	827	1,258,831	845
Other Subgroups									
Economically Disadvantaged	7	37	11	291	832	11,195	779	2,731,843	726
English Learners	20	36	12	134	850	5,477	755	1,521,844	705
Students with Disabilities				25	701	1,238	588	521,815	595

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/ap/](http://www.cde.ca.gov/ta/ac/ap/).

**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/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	27%	22%	25%

**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 2010-11, 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.

Title I PI Status 2011-12		
	Avalon	VVUSD
PI Status	Not in PI	Not in PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
# Schools Currently In PI		
% Schools Currently In PI		

The statistical information in this table reflects the PI status during the 2011-12 school year.

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/](http://www.cde.ca.gov/ta/ac/ay/).

## SCHOOL FACILITIES & SAFETY

### FACILITIES PROFILE

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.

Campus Description	
Year Built	2005
Acreage	10
Bldg. Square Footage	50951
	Quantity
# of Permanent Classrooms	21
# of Portable Classrooms	0
# of Restrooms (student use)	24 sets
Computer Lab	1
Library	1
Multipurpose Room	1
Staff Lounge	1
Teacher Work Room	2

2010-11 Campus Improvement Projects:

- Installation of shade structure (20' x 30') in kindergarten playground area (Measure J Project)
- Installation of surveillance camera systems (Measure J Project)

### SUPERVISION AND SAFETY

Designated teachers, administrators and one supervisor aide are stationed at main entrance areas and on the playground to supervise students before classes begin. During recess and lunch, four 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 to ensure a safe and orderly departure. Teachers and the principal remain on campus until all students have left 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.

### 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. Components of this 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, and dress code policy. The school's most current safety plan was reviewed, updated, and shared with school staff in November 2011.

### SCHOOL INSPECTIONS

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 December 7, 2011. 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 2010-11 school year, 100% of restrooms were fully operational and available for student use at all times.

### 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 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 Avalon Elementary School. Teachers and school staff communicate unscheduled maintenance needs, urgent repairs, or special projects to designated custodial and office support staff who prepare and submit work orders to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

### DAILY CLEANING PRACTICES

One full-time day custodian, one full-time evening custodian, and a groundskeeper is assigned to Avalon Elementary School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and custodian 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 check restrooms after recesses and lunch, and between classes 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

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date:	Good	Fair	Poor	
December 7, 2011				
Systems	✓			
Interior Surfaces	✓			Stage: water stains ceiling tiles, one ceiling tile missing.
Cleanliness	✓			
Electrical	✓			Room K-2: clock is not working. Room 504: inadequate lighting, one panel out.
Restrooms/Fountains	✓			Rooms 201, 202, 203, 501, 503, 505: fountains leaking on counter, high pressure. Girls' Restroom: no water on first faucet. Multipurpose Room: drinking fountain not working, west end.
Safety	✓			Electrical Storage: items blocking electrical panels.
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

#### 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.

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. Groundskeepers are on campus once a week and are 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

### 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.

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 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. School staff remind students individually and at assemblies throughout the year to conduct themselves in a safe, responsible, and courteous manner.

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.

Suspensions and Expulsions			
Avalon			
	08-09	09-10	10-11
Suspensions (#)	10	30	47
Suspensions (%)	1.44%	4.26%	6.75%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

VVUSD			
All Elementary Schools			
	08-09	09-10	10-11
Suspensions (#)	355	409	307
Suspensions (%)	5.58%	4.66%	3.39%
Expulsions (#)	0	0	0
Expulsions (%)	0.01%	0.00%	0.00%

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.*

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 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 and Falcon Honor Roll.

### 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)
- Chess Club
- Falcon Book Club
- Field trips
- Gifted & Talented Education enrichment
- Mad Science
- Mentorship Program
- Pottery Jam
- Student Book Club
- Study Island Club
- Talent Show
- Visual and performing arts

### 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, 21-31 students, and 33 or more students.

Class Size Distribution Self-Contained Classrooms				
2008-09				
Grade	Average Class Size	Number of Classes		
		1-20	21-32	33+
K	29.5		4	
1	29.0		4	
2	27.7		3	
3	28.8		5	
4	29.3		4	
5	29.0		3	

2010-11				
Grade	Average Class Size	Number of Classes		
		1-20	21-32	33+
K	25.8		4	
1	23.2	1	4	
2	29.0		4	
3	29.5		4	
4	32.0		2	2
5	28.8		4	

*\*Data for 2009-10 is unavailable from the CDE.*

## CURRICULUM & INSTRUCTION

### STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Val Verde Unified School District are aligned to the California State Content Standards and Frameworks. 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 2010-11 school year, Val Verde Unified School District sponsored three formal days of staff development training in which teachers from Avalon Elementary School attended. Training topics focused on leadership training and collaborative planning/articulation within core subject areas. A portion of staff development time was devoted to specific areas of need identified by each individual school site.

Staff Development Days Three-Year Trend		
2008-09	2009-10	2010-11
3	3	3

As a supplement to district-sponsored activities and in response to site-based goals, Avalon Elementary's staff participated in weekly professional development activities on early release days. During the 2010-11 school year, site-based training focused on:

- AIM (Articulated Instruction Model)
- Collaborative Coaching & Learning
- Houghton Mifflin English Language Development Curriculum
- Learning Objectives and Oral Frames
- Macmillan McGraw Hill Math Curriculum
- Response to Intervention (RTI)
- Rick Morris' Classroom Management
- Step Up to Writing
- Technology
- The Oz Principal/Toto Training
- Universal Access
- Unwrapping the Standards
- UCR Students (America Reads & America Counts) tutors (2) 4 days a week during school

The district offers supplemental support year-round for new and ongoing programs tied to either

specific strategies to improve student learning or district-adopted materials. Supplemental district-sponsored training sessions offered during the 2010-11 school year included:

- Collaborative Coaching and Learning (CCL) Training
- Core Content Articulation
- Doug Fisher's Gradual Release Model
- Articulated Instruction Model
- GLAD Strategies (Guided Language Acquisition Design)
- Intensive English/Language Arts Intervention - National Geographic *Inside*
- Special Education
- Step Up to Writing
- Thinking Maps
- Student Engagement Strategies
- District Benchmark Development
- Technology

A collaborative team of district administrators, instructional coaches, and school administrators is responsible for making informed decisions on improving classroom instruction, developing effective classroom strategies to increase student learning, and evaluating the progress of students meeting grade level standards. Establishing the agendas for ongoing professional development activities is based upon teacher input and results from formative and summative assessments acquired throughout the year. Using a combination of resources and techniques which include data analysis, lesson observation, lesson modeling, and teacher input, specific areas of strength and weakness are identified in classroom instruction and/or presentation of subject matter. In response, instructional practices are modified to increase the effectiveness of class lessons to subsequently improve student learning.

Avalon Elementary School's instructional coach works directly with teaching staff to identify best teaching practices through and modeling and observing classroom instruction (referred to as the Collaborative Coaching Model). The instructional coach facilitates staff development and collaboration activities by grade level and subject area to research, evaluate, and adjust instructional practices over a six- to eight- week period. Instructional modifications address the delivery and content of lessons that require, for example, reteaching or additional staff training. This approach to improving student achievement provides teachers with the opportunity to pinpoint specific gaps, by grade level and subject area, in the learning process.

Val Verde Unified School District welcomes new teachers and provides three days of intensive training to help them experience success in their new classrooms. For ongoing professional guidance, the district supports new and veteran teachers and instructional assistants 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 Content 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 vendors, 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 district-sponsored activities to enhance their understanding of Val Verde Unified School District's curriculum and classroom management practices.

### INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Val Verde Unified School District are aligned to the California Content Standards and Frameworks. 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, 2011, 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 #11-12-06 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 2011-12 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 state's content standards and curriculum frameworks.

### 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.

The school's leadership team is comprised of teacher leaders who support their team members through modeling of effective lessons and best instructional process. The team meets 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

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
Reading/Language Arts				
2003	Yes	Houghton Mifflin: <i>A Legacy of Literacy</i>	0%	K-5
2010	Yes	Houghton Mifflin: <i>HM ELD</i>	0%	K-5
2010	Yes	National Geographic: <i>Inside</i>	0%	4-5
Math				
2009	Yes	McGraw Hill: <i>California Math: Concepts, Skills, and Problem Solving</i>	0%	K-5
Science				
2008	Yes	Pearson/Scott Foresman: <i>Science</i>	0%	K-5
Social Science				
2006	Yes	Pearson/Scott Foresman: <i>History Social Science for California</i>	0%	K-2
2006	Yes	Pearson/Scott Foresman: <i>Our Community</i>	0%	3
2006	Yes	Pearson/Scott Foresman: <i>Our California</i>	0%	4
2006	Yes	Pearson/Scott Foresman: <i>Our Nation</i>	0%	5
Health				
2010	Yes	Positive Action, Inc.: <i>Positive Action</i>	0%	K-5

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, discuss progress in meeting school goals, and serve as a liaison between the community and school administration. On an annual basis, the SSC is responsible for reviewing and approving the school site plan, safety plan, and budget.

## SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks 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. 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. 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, after-school enrichment activities.

### 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 students not meeting state proficiency standards in reading, language arts, and math. Student Success 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:

- UCR Students Tutors: Two America Reads America Counts tutors, four days a week during school hours.
- 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.
- Study Island Standards Club: technology-based program in alignment with California state standards. The before-school program groups students based upon academic needs and provides targeted instruction in their identified areas of need. Instruction is provided by the instructional coach for 35 minutes each morning, five days a week.

• Impact Substitute Teachers: 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.

## PROFESSIONAL STAFF

### TEACHER ASSIGNMENT

Avalon Elementary School recruits and employs only the most qualified credentialed teachers. For the 2010-11 school year, the school employed 26 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.

In the table below which 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/](http://www.cde.ca.gov/nclb/sr/tq/).

	Avalon				VVUSD			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
Total Teachers	27	28	26		831	778	753	
Teachers with Full Credential	27	28	26		787	767	753	
Teachers without Full Credential	0	0	0		44	11	0	
Teachers Teaching Outside Subject Area	0	0	0		2	0	0	
Teacher Misassignments for English Learners	0	0	0	0	0	0	0	0
Total Teacher Misassignments	0	0	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0	0	0

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB- Compliant Teachers	Not Taught by NCLB- Compliant Teachers
2010-11		
Avalon	100.0%	0.0%
District Totals		
All Schools	99.9%	0.1%
High-Poverty Schools	99.9%	0.1%
Low-Poverty Schools	0.0%	0.0%

Teacher Education Levels 2010-11		
	Avalon	VVUSD
Doctorate	0.0%	0.3%
Master's Degree Plus 30 or More Semester Hours	46.2%	42.0%
Master's Degree	11.5%	15.2%
Bachelor's Degree Plus 30 or More Semester Hours	42.3%	39.1%
Bachelor's Degree	0.0%	3.5%
Less Than a Bachelor's Degree	0.0%	0.0%

## TEACHER EVALUATIONS

Evaluation procedures and criteria adopted by the Val Verde Unified School District are defined in the district's collective bargaining agreement. Teacher evaluation criteria are based on the California Standards for the Teaching Profession. Probationary teachers are formally evaluated annually and observed frequently. Tenured teachers are evaluated once every two years. Teachers meeting specific criteria may choose to be evaluated every five years. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations.

## 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.

Counselors and Support Personnel (Nonteaching Professional Staff) 2010-11		
	No. of Staff	FTE
Academic Counselor	0	
Adaptive PE Aide	As needed	
Adaptive PE Teacher	As needed	
Health Aide	1	1.0
Nurse	1	0.2
Occupational Therapist	1	0.1
Psychologist	1	0.4
Speech & Language Pathologist	1	0.6

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 (SELPA), 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.

## SUBSTITUTE TEACHERS

The district's Human Resources Department makes every effort to select the most qualified substitute teacher for the respective day's assignment. During the 2010-11 school year, Val Verde Unified School District's pool of substitutes was comprised of 206 teachers; the majority of substitutes were aspiring teachers, retired and semi-retired teachers, and career substitutes. Applicants seeking a position as a substitute must have passed the CBEST (California Basic Educational Skills Test) and possess a bachelor's degree.

## 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. 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

Hours: Sunday 1-5; Monday 10 -6; Tuesday-Wednesday 12-8; Thursday-Saturday 10-6

Number of computers available: 14 \* Number of printers available: 1

## 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
- Edison
- Farmer Boys
- Jason's Deli
- Jim Battin State Senator, 37th District
- John's Incredible Pizza
- Juice It Up
- Longs Drugs
- Marine Institute
- Mimi's Café
- Old Chicago Pizza
- Papa John's Pizza
- Parent Teacher Organization
- Purpose International Center
- Shakey's Pizza
- Sizzler
- Staples
- Starbucks
- Wincos

## 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 2009-10 school year, Val Verde Unified School District spent an average of \$6,740 of total general funds to educate each student (based on 2009-10 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 salaries can be found at the CDE web site at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2009-10		
	VVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	42,247	41,035
Mid-Range Teacher Salary	68,497	65,412
Highest Teacher Salary	83,488	84,837
Average Principal Salaries:		
Elementary School	108,415	106,217
Middle School	122,648	111,763
High School	116,016	121,538
Superintendent Salary	201,400	197,275
Percentage of Budget For:		
Teacher Salaries	15.0	39.0
Administrative Salaries	2.0	5.0

Current Expense of Education Per Pupil 2009-10					
Expenditures Per Pupil	Dollars Spent Per Student			State Average	
	Avalon	VVUSD	% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	4,483	4,706	95.2%	N/A	N/A
Restricted (Supplemental)	672	810	82.9%	N/A	N/A
Unrestricted (Basic)	3,811	3,896	97.8%	5,455	69.9%
Average Teacher Salary	68,486	66,474	103.0%	67,667	101.2%

In addition to general fund state funding, Val Verde Unified School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- ARRA: State Fiscal Stabilization Fund
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training and Student Assistance
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB Title I, II, III, IV, X
- Other Local
- Special Education
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs