



VAL VERDE UNIFIED SCHOOL DISTRICT

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The statistical information disclosed in this report is obtained from the California Department of Education and the Val Verde Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials information was acquired in September 2011 and school facilities information was acquired in January 2012.

MANUEL L. REAL ELEMENTARY

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AN ANNUAL REPORT TO THE COMMUNITY

2010-11 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2012

PRINCIPAL'S MESSAGE



Manuel L. Real Elementary School consists of parents, teachers, students, and administrators working together to provide a quality education for all students. We are committed to providing excellent opportunities for all of our students so they can become successful in life and become lifelong learners.

With a focus on literacy, a balanced reading, writing and mathematics program, the staff at Manuel L. Real has very high expectations for our students. We strive to provide a safe, secure and stimulating environment in which academic, social and physical growth can take place.

Partnerships with our students' families and with the community are vital to the success of our school. We are committed to our efforts to make parents a partner with the school in providing a quality education for their children.

VISION STATEMENT

Manuel L. Real Elementary School is committed to providing our students with a solid foundation of academic and social skills that will empower them to become lifelong learners and contributing members of society.

MISSION STATEMENT

Manuel L. Real Elementary School will provide research-based academic and social instructional practices through on-going assessments, differentiated instruction, the use of technology, and a safe and healthy school environment in partnership with staff, students, and parents.

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, Manuel L. Real Elementary School served 778 students in grades K-5. Student enrollment included 6.9% receiving special education services, 59.1% qualifying for

English Learner support, and 94% qualifying for free or reduced-price meals.

Percentage of Students by Ethnicity/Grade Level 2010-11			
Ethnic Group	%	Grade Level	#
African American	4.0%	Kindergarten	122
American Indian or Alaskan Native	0.0%	Grade 1	141
Asian	0.4%	Grade 2	134
Filipino	0.5%	Grade 3	119
Hawaiian or Pacific Islander	0.4%	Grade 4	135
Hispanic or Latino	90.9%	Grade 5	127
White (not Hispanic)	3.5%	Grade 6	-
Two or More Races	0.3%	Grade 7	-
		Grade 8	-
Total Enrollment			778

PARENT INVOLVEMENT

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

Volunteer to Help

- In classrooms, library, and school office
- Fundraising

Join Leadership Groups

- School Site Council
- English Learner Advisory Council
- Parent Teacher Organization (PTO)

Attend Special Events & Workshops

- Back to School Night
- Holiday programs
- Award assemblies
- Parent Conferences
- Parent Education Workshops
- Parent Math and Reading nights

School-to-home communication is provided in both English and Spanish. Manuel L. Real Elementary sends home a monthly calendar highlighting school events and important dates. School staff will call a student's home when direct contact is necessary. TeleParent is used to generate student-specific or general telephone messages through an automated system. The district website is an excellent resource for general information (www.valverde.edu).

edu). The school marquee displays current announcements and reminders.

STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress, Manuel L. Real 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	Manuel L. Real		VVUSD
	Real	VVUSD	
Overall Performance	No	No	
Participation Rate			
Language Arts	Yes	Yes	
Math	Yes	Yes	
Percent Proficient			
Language Arts	No	No	
Math	No	No	
API	Yes	Yes	
Graduation Rate	N/A	No	

AYP Performance Level

Number of AYP Criteria Met Out of the Total	9/17	29/42
Number of Criteria Possible		

The AYP table in this report illustrates the school's progress in meeting 2009-10 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website 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 Manuel L. Real 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

STAR Results All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	Manuel L. Real			VVUSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	37	42	47	44	47	49	49	52	54
Math	60	61	62	48	52	51	46	48	50
Science	31	43	55	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									
	Manuel L. Real								
	African American	Alaskan Native	Asian	American Indian or Alaskan Native	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races
English-Language Arts	62	*	*	*	*	46	*	71	*
Math	48	*	*	*	*	63	*	64	*
Science	*				*	53		*	
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						
	Manuel L. Real					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	42	52	37	46	31	
Math	57	67	59	61	42	
Science	53	57	34	54	*	
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.

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 website <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.

PHYSICAL FITNESS

In the spring of each year, Manuel L. Real Elementary School is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website <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	22%	20%	15%

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 Manuel L. Real 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/.

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, Manuel L. Real 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 website <http://www.cde.ca.gov/ta/ac/ay/>.

Title I PI Status 2011-12		
	Manuel L.	
	Real	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		0
% Schools Currently In PI		0%

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

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

Manuel L. Real Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1997; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff.

Campus Description	
Year Built	1997
Acreage	10
Bldg. Square Footage	56000
	Quantity
# of Permanent Classrooms	31
# of Portable Classrooms	0
# of Restrooms (student use)	8 sets
Computer Lab	1
Library	1
Multipurpose Room	1
Staff Lounge	1
Teacher Work Room	1

Academic Performance Index Three-Year Performance Comparison

	Manuel L. Real Base API Rank:								
	2008		2009		2010				
	Statewide Rank	5	6	6	6	6	6		
Similar Schools Rank	10	10	10	10	10	10	10		
	Manuel L. Real			Manuel L. Real		VVUSD		State	
	Increase/Decrease in API			# of Students		# of Students		# of Students	
	2008-09	2009-10	2010-11	2010-11	Growth	2010-11	Growth	2010-11	Growth
	2008-09	2009-10	2010-11	2010-11	Growth	2010-11	Growth	2010-11	Growth
All Students	36	4	-19	450	784	13,575	789	4,683,676	778
Ethnic Subgroups									
African American				19	769	2,001	766	317,856	696
Hispanic or Latino	33	6	-23	409	782	9,935	784	2,406,749	729
White (not Hispanic)				12	875	811	827	1,258,831	845
Other Subgroups									
Economically Disadvantaged	40	0	-19	431	778	11,195	779	2,731,843	726
English Learners	52	-7	-20	298	771	5,477	755	1,521,844	705
Students with Disabilities				53	650	1,238	588	521,815	595

2010-11 Campus Improvement Projects
 • Installation of new document cameras in classrooms

2011-12 Campus Improvement Projects
 • Installation of student responder systems in second, third, fourth, and fifth grade classrooms

SUPERVISION & SAFETY

Each morning as students arrive on campus, the principal, teachers, and a morning supervision aide are strategically stationed at the main gate and student drop-off area, in the breakfast area, and on the playground to monitor activities and behavior. During recess, supervision aides monitor students on the playground. During lunch period, supervision aides are responsible for monitoring student behavior and activities in the cafeteria and on the playground. When students are dismissed at the end of the day, teachers escort their students to the designated exits to ensure students depart in a safe and orderly manner.

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 Manuel L. Real 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 will be reviewed, updated, and discussed with school staff in March 2012.

MAINTENANCE AND REPAIRS

School custodial staff and the district's maintenance department work together to ensure playing fields, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) continues to employ an electronic work order process to facilitate and improve services to Manuel L. Real Elementary School. Teachers and school staff communicate unscheduled maintenance needs, urgent repairs, or special projects to the school secretary who prepares and submits work orders to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

DAILY CLEANING PRACTICES

One full-time day custodian, one full-time evening custodian, and a groundskeeper are assigned to Manuel L. Real Elementary School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and custodians communicate daily via hand-held radios to discuss campus cleaning needs and safety concerns as needed. Every morning before

school begins, the day custodian inspects facilities for safety hazards, graffiti, and other conditions that require immediate attention or removal prior to students and staff entering school grounds. Custodians and/or the principal inspect restrooms throughout the day as a proactive measure to keep restrooms fully stocked, safe, and sanitary.

Custodians are responsible for cleaning campus grounds, classrooms, restrooms, and common areas to ensure facilities remain in good working condition, clean, and safe for students, staff, and visitors. The custodians are required to inspect restrooms a minimum of two times a day and subsequently document restroom inspections in their daily inspection log. All custodians follow approved district standards and procedures for routine custodial functions and campus maintenance. The groundskeeper is responsible for general gardening and maintenance work such as trash and debris removal, landscaping care, irrigation system maintenance, and playing field maintenance.

Each custodian is provided one week of intensive training upon employment. Thereafter, training is coordinated by district maintenance supervisors and custodial staff meetings are held twice annually. Training activities in use of equipment and safety procedures are led by district risk management representatives, vendors, and department supervisors. The district's Operations Supervisor visits Manuel L. Real Elementary School monthly to review custodial performance, discuss campus maintenance needs with the principal, evaluate conditions of the school facility, and follow up on outstanding work order requests.

SCHOOL INSPECTIONS

Manuel L. Real Elementary School and the Val Verde Unified School District's Maintenance and Operations Department (M&O) work together to maintain high levels of student safety and campus cleanliness. M&O supervisors and school administration inspect facilities on a continual basis to identify and resolve concerns in a proactive and timely manner. The most recent facilities inspection at Manuel L. Real Elementary School took place on December 8, 2011. Schools are required by state law to report the condition of their facilities; the School

Facilities Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2010-11 school year, 100% of restrooms were fully operational and available for student use at all times.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

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

Suspensions and Expulsions			
	Manuel L. Real		
	08-09	09-10	10-11
Suspensions (#)	3	5	1
Suspensions (%)	0.43%	0.65%	0.13%
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.

Each student receives a student/parent handbook (published in both English and Spanish) which outlines behavior expectations and the schoolwide discipline plan. School rules are posted in every classroom. At the beginning of the school year, teachers review

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date:	Good	Fair	Poor	Repair Needed and Action Taken or Planned
December 8, 2011				
Systems	✓			
Interior Surfaces	✓			Room 202: water damage on ceiling in corner of room. Food Storage: ceiling tiles missing. P-Room 412: light panel cover is missing.
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			P-Room 411: cleaning liquids are stored improperly under sink, keep out of reach of children.
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
	✓			

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

attendance, grading, and discipline policies as part of their classroom orientation process. Teachers reinforce behavior expectations and classroom management policies with parents and students at Back to School Night. At a minimum of twice a month, teachers reinforce school policies and expectations in classroom discussions with their students.

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

Manuel L. Real Elementary has employed the Peace Builder's program to promote good citizenship and character. Students and staff renew their commitment daily as they recite the Peace Builder's pledge each morning. Teachers introduce and discuss Peace Builder attributes through grade-appropriate classroom activities integrated into the core curriculum. Behavioral qualities of the Peace Builder's philosophy are often referenced when school staff are addressing behavior/social issues taking place in the classroom and on the playground.

Staff members frequently reward and encourage students exhibiting positive behavior and academic progress. Students earning Student of the Month, Honor Roll, Principal's Honor Roll, and/or Perfect Attendance awards are recognized at trimester assemblies. Students work together as a class to earn incentives for their efforts in meeting attendance goals.

CLASS SIZE

The Class Size Distribution table in this report illustrates the distribution of class sizes for each grade level, the average class size, and the number of classes that contain 1-20 students, 21-31 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	26.3	6		
1	27.0	1		
2	28.2	5		
3	27.8	5		
4	29.0	3		
5	28.6	5		
2010-11				
K	30.5	4		
1	28.2	5		
2	26.8	5		
3	28.8	4		
4	28.0	1	1	3
5	25.2	1	4	

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

ENRICHMENT ACTIVITIES

Students are encouraged to participate in the school's many additional academic and extracurricular activities. These programs promote positive attitudes, encourage achievement, and instill a sense of belonging among students. Manuel L. Real Elementary School's Think Together program offers after school activities to 6 p.m. daily. Activities include: tutoring, computers, arts/crafts, sports, and music. GATE (Gifted and Talented Education) students are invited to participate in weekly academic-based enrichment. Students have the opportunity to develop leadership skills through Friday Night Live and Associated Student Body participation.

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 feedback, teacher survey results, 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 Manuel L. Real 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, Manuel L. Real Elementary's staff participated in weekly professional development activities on early release days. During the 2011-12 school year, site-based training will focus on 1) continuing to develop as a Professional Learning Community, 2) integrate technology into classroom instruction, and 3) continue developing community and family involvement.

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.

Manuel L. Real Elementary School's instructional coach works directly with teaching staff to review student data, identify targeted areas of instructional needs, identify best teaching practices, and model/observe 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.

One of the school's lead teachers specializes and has been formally trained in providing guidance and support to teachers to provide improved math lessons. The lead teacher works in unison with staff and the instructional coach to develop resources and strategies to increase student success in acquiring math concepts and content.

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.

SCHOOL LEADERSHIP

Leadership at Manuel L. Real Elementary School is a responsibility shared among the school administration, teachers, and parents. The school's leadership team is comprised of Principal Alejandro Alcazar, instructional coach, a special education representative, the bilingual facilitator, and grade level representatives. The team meets weekly to collaboratively discuss staff needs, disseminate information, obtain staff feedback, conduct data analysis, and plan curricula throughout the year. Each team member serves as a liaison and takes a supportive role in leading program implementation for their respective grade level team or department.

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

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

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Val Verde Unified School District are 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 that 1) textbooks and instructional materials were

provided to all students, including English learners, in the district to the extent that each pupil has a standards-aligned textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the curriculum frameworks in mathematics, science, history-social science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive. Within a six-week period prior to adoption, parents may preview recommended instructional materials at the district office or the school's office.

In addition to the core subject areas, districts are required to disclose in their 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.

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.

Manuel L. Real Elementary School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

SPECIAL EDUCATION

Special education students are mainstreamed into the general education classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. Special education teachers, special education aides, and general education teachers take a team-oriented approach to provide maximum levels of instruction in the general education environment. For a portion of the regular school day, students may receive individual and/or small group instruction from special education staff in the Learning Center. A District Program Specialist meets with special education teachers regularly to provide support and assistance in developing student teaching schedules and allocating staff resources.

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

ENGLISH LEARNER INSTRUCTION

All of Manuel L. Real Elementary's teachers are certified and trained to provide instruction for students identified as English Learners (EL). Beginning level EL students receive English Language Development (ELD) instruction by their class teacher for 30 minutes a day as a supplement to their regular language arts curriculum using the Houghton Mifflin curriculum. ELD instruction focuses on reading

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

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 2011.

development, verbal language development, and vocabulary building. Two bilingual aides collaborate with class teachers (grades 2-5) to provide in-class small group support based upon individual student needs. As students increase fluency in the English language, Manuel L. Real Elementary School continues to monitor student performance through CELDT results, benchmark assessments, and classroom observation to adjust instruction as needed to ensure continued success in acquiring the English language and proficiency in reading/language arts.

GIFTED AND TALENTED EDUCATION

Manuel L. Real Elementary School offers a Gifted and Talented Education program for students who have been recognized as high achievers by their teachers and through district testing. Both GATE and non-GATE high achievers are clustered by grade level to receive accelerated, differentiated instruction that offers more depth and complexity throughout the curriculum. GATE students are invited to participate in academic-based enrichment activities once a week.

INTERVENTION PROGRAMS

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

- Kindergarten Teacher Support: kindergarten teachers are utilized when their morning classes have been completed to provide intervention support. Kindergarten teachers provide tutoring to assigned students. Lessons in language arts and math focus on targeted instruction in identified areas of need.

- Tutoring: students in grades 2-5 who are performing at the basic level of proficiency in language arts are recommended to receive tutoring. Instruction is provided after school twice a week for 90 minutes a session by certificated teachers. Students receive targeted instruction in vocabulary, reading fluency, and comprehension so they may reach the advanced or proficient level on district and state assessments.

- Think Together: voluntary after school program provided five days a week. Students are engaged in a highly structured program that provides homework assistance, tutoring, enrichment, recreational activities, and sports. Think Together is offered after school until 6:00 p.m.

- *Inside* Intensive Intervention Program: students in fourth and fifth grade who are reading two or more years below grade level based upon results from state assessments, district summative benchmark assessments, CELDT assessments, review of IEP and 504 plans, and classroom observations, are placed in the intervention program. Participating students receive 3.5 hours of standards-driven instruction daily. Teachers follow the *Inside* reading curriculum which is published by National Geographic/Hampton-Brown.

Students who are new the country and learning the English language are included in *Inside* the intervention program. An impact substitute provides classroom support for Inside teachers to enable the classroom teacher to provide small group instruction for English learners.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Manuel L. Real Elementary School recruits and employs only the most qualified credentialed teachers. For the 2010-11 school year, the school employed 29 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 <http://www.cde.ca.gov/nclb/sr/tq/>

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 elect to have evaluations once 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	
Licensed Vocational Nurse	1	1.0
Psychologist	1	0.3
Speech & Language Pathologist	1	0.5

FTE = Full-Time Equivalent

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

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

	Teacher Credentials and Assignments							
	Manuel L. Real				VVUSD			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
Total Teachers	29	30	29		831	778	753	
Teachers with Full Credential	29	30	29		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		
Manuel L. Real	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		
	Manuel L. Real	VVUSD
Doctorate	0.0%	0.3%
Master's Degree Plus 30 or More Semester Hours	39.3%	42.0%
Master's Degree	10.7%	15.2%
Bachelor's Degree Plus 30 or More Semester Hours	50.0%	39.1%
Bachelor's Degree	0.0%	3.5%
Less Than a Bachelor's Degree	0.0%	0.0%

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 Manuel L. Real Elementary and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

PUBLIC INTERNET ACCESS LOCATION

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

Perris Branch Public Library
(951) 657-2358

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

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

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 website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 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				
	Manuel L. Real	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	4,380	4,706	93.1%	N/A	N/A
Restricted (Supplemental)	842	810	103.9%	N/A	N/A
Unrestricted (Basic)	3,539	3,896	90.8%	5,455	71.4%
Average Teacher Salary	68,967	66,474	103.8%	67,667	98.2%

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
- Other Local
- NCLB Title I, II, III, IV, X
- Special Education
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs