



VAL VERDE UNIFIED SCHOOL DISTRICT

www.valverde.edu

BOARD OF EDUCATION

Matthew Serafin, President
Marla Kirkland, Vice President
Marisol Roque, Clerk
Ty Liddell, Member
Julio Gonzalez, Member

DISTRICT ADMINISTRATION

Michael R. McCormick
Superintendent

Stacy Coleman
Deputy Superintendent
Business Services

Mark LeNoir
Assistant Superintendent
Education Services

Juan Cabral
Assistant Superintendent
Human Resources

The statistical information disclosed in this report is obtained from the California Department of Education and the Val Verde Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials information was acquired in November 2019 and the school facilities information was acquired in October 2019.

AVALON ELEMENTARY SCHOOL

1815 East Rider Street, Perris, CA 92571
Phone: (951) 490-0360 • Fax: (951) 490-0365

Laura Pulido, Principal • lpulido@valverde.edu



AN ANNUAL REPORT TO THE COMMUNITY 2018-19 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2020

PRINCIPAL'S MESSAGE

Welcome to Avalon Elementary School, home of the Falcons! At Avalon we continue to create a foundation of excellence and to commit ourselves to high standards of teaching and learning. Our teachers have made the transition to the California Common Core State Standards. Our greatest commitment is to prepare our students for career and college readiness through STEAM and 21st Century Learning. This year we opened our new STEAM lab for project based learning and engineering.



Avalon Elementary School is a California Distinguished School, California Gold Ribbon School and a Title 1 Academic Achieving School. In the spirit of continuous improvement, we focus our goals 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 experience of our students. Our staff is comprised of hardworking, dedicated professionals determined to make a positive impact on the lives of Avalon's students.

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

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



A California Distinguished School



2015 Title I Academic
Achievement Award



2015-16 AVID
School Award



California Gold
Ribbon Award



2019 PBIS Silver Award

AWARDS & HONORS

Distinguished School Status Honored by:

- City of Perris/Council for California Distinguished Schools
- Parents Rotary for California Distinguished Schools
- Jim Battin California Distinguished Schools

VISION STATEMENT

Falcons on a quest for knowledge to attend college.

DISTRICT & SCHOOL DESCRIPTION

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 2018-19 school year, the district's schools served more than 20,200 students residing in the rural and suburban communities of Perris, Moreno Valley, and portions of unincorporated Riverside County. The district currently operates a preschool, 12 elementary schools, 4 middle schools, 3 comprehensive high schools, a student success academy, a virtual academy, and a continuation high school.

During the 2018-19 school year, Avalon Elementary School served 608 students in grades K-5. Student enrollment included 11.5% in special education, 22.4% qualifying for English learner support and 77.6% qualifying for free or reduced-price meals.

Student Enrollment by Student Group and Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	13.0%	Kindergarten	90
American Indian or Alaskan Native	0.0%	Grade 1	108
Asian	2.1%	Grade 2	101
Filipino	2.1%	Grade 3	94
Hawaiian or Pacific Islander	0.2%	Grade 4	106
Hispanic or Latino	70.6%	Grade 5	109
White	6.3%		
Two or More Races	3.9%		
Socioeconomically Disadvantaged	77.6%		
English Learners	22.4%		
Students with Disabilities	11.5%		
Homeless	5.8%	Total	608
Foster Youth	1.5%	Enrollment	

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's Spread Your Wings campaign features structured lessons integrated into campus culture to increase student responsibility, respect, and safety. The school staff have evidenced a noticeable improvement in student behavior and a positive shift in school climate. Avalon holds PBIS (Positive Behavior Intervention & Support) training in morning meetings and conducts 30 minutes of intervention on Wednesdays.

LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

PARENT INVOLVEMENT

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

Volunteer to Help:

- In the classroom and library
- Chaperoning field trips
- With take-home projects
- With recognition awards

Join Leadership Groups:

- English Learner Advisory Council
- District Advisory Council
- GATE Advisory Committee (Gifted & Talented Education)
- Parent Teacher Student Organization
- Parent Advisory Committee (PAC)
- School Advisory Council
- School Site Council
- South West African American Achievement Committee

Attend Special Events & Workshops

- Avalon Grows Family Learning Night
- AVID Workshops
- Back to School Night
- CAASPP Night
- Extracurricular Academic Events/Competitions
- Family Movie Night
- Family Music Picnic
- Family Nights
- Family Valentine Dance
- Kings Court
- Morning Walks
- Parent Conferences
- Parent Education Workshops
- STEAM Night
- Student Performances
- Student Recognition Assemblies and Events

School-to-home communication is provided in both English and Spanish. The principal issues a school newsletter once every trimester; the newsletter features valuable information

on school policy changes, special events, announcements, and helpful student/parent tips. TeleParent is an Internet-based automated parental notification system that forwards personalized messages from school staff to each student's home. Other resources of information include:

- District & School Facebook page
- Flyers and letters
- PTO Facebook, Instagram & Twitter
- School marquee
- School and district websites
- Twitter, Instagram & Facebook
- PeachJar
- Val Verde App

STUDENT ACHIEVEMENT

DISTRICT BENCHMARK ASSESSMENTS

Val Verde Unified School District uses a variety of tools to evaluate and analyze student learning. District benchmark assessments supplement multiple measures of assessment to identify students' mastery of content, depth of knowledge, and skills. District benchmark assessments are aligned to the California State Standards and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2018-19 school year, all students in grades 1-5 were assessed multiple times utilizing a system of short-cycle formative assessments to identify content area mastery and specific gaps in the learning process. Students in grades 7-12 were evaluated quarterly throughout the year to determine course grades and levels of content mastery.

Multiple measures of assessment are used to identify student progress, understanding of state content standards, and mastery of subject area matter/concepts. These measures include: state summative assessments, benchmark assessments, grade level/department common assessments, classroom observations, teacher-created assessments, adaptive diagnostic assessments in reading and math, and early indicators of reading assessments. Collectively, the benchmark assessments and multiple measures aid teachers in 1) identifying areas where instruction may or may not be effective; 2) guiding classroom instruction practices and strategies; and 3) identifying students who need targeted academic assistance or intervention. Teachers and administrators are able to pinpoint any deficiencies or gaps in the learning process, identifying very specific skill sets and subject area content that needs to be retaught, reinforced, or revised to ensure every student obtains a solid foundation for future success in learning.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)
2018-19**

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	325	321	98.77%	1.23%	61.99%	325	319	98.15%	1.85%	50.16%
Male	179	177	98.88%	1.12%	57.06%	179	176	98.32%	1.68%	48.00%
Female	146	144	98.63%	1.37%	68.06%	146	143	97.95%	2.05%	52.82%
Black or African American	48	48	100.00%	0.00%	50.00%	48	48	100.00%	0.00%	20.83%
Asian	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	230	228	99.13%	0.87%	61.40%	230	226	98.26%	1.74%	54.02%
White	17	16	94.12%	5.88%	81.25%	17	16	94.12%	5.88%	50.00%
Two or More Races	15	14	93.33%	6.67%	64.29%	15	14	93.33%	6.67%	64.29%
Socioeconomically Disadvantaged	263	260	98.86%	1.14%	58.08%	263	258	98.10%	1.90%	46.30%
English Learners	95	94	98.95%	1.05%	57.45%	95	94	98.95%	1.05%	50.00%
Students with Disabilities	42	39	92.86%	7.14%	35.90%	42	39	92.86%	7.14%	28.21%
Foster Youth	--	--	--	--	--	--	--	--	--	--

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight						
Percentage of Students Meeting or Exceeding the State Standards						
	Avalon		VVUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	57	62	42	44	50	50
Mathematics	46	50	27	28	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Test Results in Science						
All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	Avalon		VVUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

PHYSICAL FITNESS

In the spring of every other 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 website www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test Results

	2018-19		
	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Level			
Fifth	25.9%	18.8%	12.5%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

2018-19 Campus Improvements:

- Installation of cattle gates
- Remodeling projects to the office
- Upgrades to the parking lot
- Addition of asphalt, fencing, flooring, window shades, and gutters where needed
- Painting projects where needed

2019-20 Campus Improvements in Progress:

- Installation of a shade structure in the lunch area

Campus Description	
Year Built	2005
Acreage	10
Bldg. Square Footage	50951
	Quantity
# of Permanent Classrooms	27
# of Portable Classrooms	0
# of Restrooms (student use)	24 sets
STEAM Lab	1
Library	1
Multipurpose Room	1
Staff Lounge	1
Teacher Work Room	2

SUPERVISION AND SAFETY

Designated teachers, administrators, and two supervision aides are stationed at main entrance areas and on the playground to supervise students before classes begin. During recess and lunch, five supervision aides monitor student behavior and activities in the cafeteria and on the playground. When students are dismissed at the end of the day, teachers and the principal escort students to exit areas monitored by assigned staff 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 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 July 16, 2019. 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 fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Avalon Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. The Val Verde Unified School District partners with Hour-Zero for school emergency response planning, management, consulting, and training. Hour-Zero specialists support district and school staff with the ongoing development of a comprehensive emergency preparedness program to address critical components of emergency response planning and compliance with federal and state requirements.

Components of Avalon Elementary's School safety plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated, and shared with school staff in March 2019.

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

DAILY CLEANING PRACTICES

One full-time lead day custodian, one full-time evening custodian, and two groundskeepers are assigned to Avalon Elementary School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and custodians communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian inspects facilities for safety hazards, graffiti, and other conditions that require immediate attention or removal prior to students and staff entering school grounds.

Custodians are responsible for cleaning campus grounds, classrooms, restrooms, and common areas to ensure facilities remain in good working condition, clean, and safe for students, staff, and visitors. The custodians check restrooms after recesses and lunch, and between classes as a proactive measure to keep restrooms fully stocked, safe, and sanitary. The custodians are required to subsequently document restroom inspections in their daily inspection log. All custodians follow approved district standards and procedures for routine custodial functions and campus maintenance. The groundskeeper is on campus once a week and is responsible for general gardening and maintenance work such

as trash and debris removal, landscaping care, irrigation system maintenance, and playing field maintenance.

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

CLASSROOM ENVIRONMENT 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.

Avalon Elementary School utilizes both the OLWEUS Bully Prevention Program and the Positive Behavior Intervention and Support system. The OLWEUS bully prevention program is a preventative program which requires active participation from all members of our school community. It is designed for all students and is preventative and responsive to any and all acts of bullying. The Positive Behavior Support System will be integrated with OLWEUS bully prevention program. Through the Positive Behavior Support System, our school community will provide intentional structures for student success through positive behavior expectations. In the mornings Avalon holds PBIS meetings to go over strategies.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: July 16, 2019	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces	✓			Room K-1 - Formica is broken on counter; Room 302 - Wallpaper is torn in hallway; MPR - Water stain ceiling tiles
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

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

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Val Verde Unified School District are aligned to the California State Standards. The district's Educational Services Department selects staff development concentrations based on principal surveys, teacher input, subject area coordinator input, California State Standards, district benchmark assessment results, and state standardized test results. During the 2018-19 school year, Avalon Elementary School held staff development training focused on:

- Advancement Via Individual Determination (AVID)
- California Common Core State Standards
- E-Learning
- Google Suite
- Intervention Programs
- Positive Behavior Intervention & Support
- Professional Learning Communities (PLC)
- Reading Strategies
- Response to Intervention (RTI)
- SBAC Training
- STEAM Training
- Student Engagement Strategies
- Technology Training
- Test Preparation Strategies
- Text Dependent Questions
- Visual and Performing Arts

During the 2017-18, 2018-19, and 2019-20 school years, Val Verde Unified School District provided professional development on the following topics:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement

2017-18	3 days
<ul style="list-style-type: none"> • Building Classroom Communities • Tiered Supports for Reading • ELA/ELD Reading & Writing Across Content Areas • Deep Dive Electives • Future iReady 	
2018-19	4 days
<ul style="list-style-type: none"> • ELD Designated & Integrated • Grade Level Professional Learning Communities (PLCs) • Grade Level Professional Learning and Collaboration • Breaking Down Barriers: Return of the Equity & Access Superheroes • Deep Dive Electives • MTSS: Tiered Supports to Breaking Down Barriers 	
2019-20	4 days
<ul style="list-style-type: none"> • Integrated & Designated ELD Instructional Practices • Early Literacy Strategies • Restorative Practices • Common Collaborative Assessment Process • Math Performance Tasks and Instructional Strategies • Instructional Technology • Equity & Access for All Students • Universal Design for Learning • History Social Science Adopted Curriculum 	

Suspensions and Expulsions

	Avalon			VVUSD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions	0.30%	1.40%	0.30%	4.90%	5.10%	4.80%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.11%	0.02%	0.00%	0.09%	0.08%	0.10%

Students are actively involved in learning acceptable standards of behavior through the Spread Your Wings program. Teachers deliver planned lessons on rules and procedures which apply to each area of the campus such as the classroom, cafeteria, and playground. Students meet with a mentoring group weekly and are recognized and rewarded with wings cards for demonstrating outstanding behavior and making good choices in challenging situations. Students may redeem their winga cards for prizes and participate in recognition assemblies.

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

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

Students demonstrating outstanding academic effort and citizenship qualify for selection as the Student of the Month. Throughout the year, students "demonstrate their Falcon values" by school staff receive wings cards. At the end of each grading period, school assemblies are held to honor students meeting behavior, academic, Accelerated Reader, and attendance goals; awards include Principal's Honor Roll, Falcon Honor Roll, Perfect Attendance, Citizenship, Amazing Progress, and AVID Scholar.

CLASS SIZE

The Class Size Distribution table in this report illustrates the distribution of class sizes for each grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

ENRICHMENT ACTIVITIES

Students are 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:

- 100 Mile Club
- Associate Student Body (ASB)
- AVID Scholars
- Field trips
- Garden Club
- Gifted & Talented Education
- Love Club
- Mentorship Program
- Peace Patrol
- Robotics Club
- Science & Engineering Fair
- Sign Language Club
- Sports (Basketball, Track, Softball & Soccer)
- STEAM Club
- Talent Show
- Visual and Performing Arts

Average Class Size and Class Size Distribution

Grade Level	Average Class	Number of Classes*		
	Size	1-20	21-32	33+
		2016-17		
K	14.0	9		
1	24.0	1	3	
2	29.0		4	
3	27.0	1	3	
4	26.0	1	4	
5	24.0	1	4	
Other**	2.0	1		
		2017-18		
K	14.0	6		
1	28.0		4	
2	26.0		4	
3	29.0		4	
4	26.0	1	3	
5	24.0	2	4	
Other**	3.0	1		
		2018-19		
K	15.0	6		
1	27.0	1	3	
2	20.0	2	3	
3	19.0	2	3	
4	27.0	1	3	
5	27.0		4	

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

** "Other" category is for multi-grade level classes.

During the 2019-20 school year, teachers also had the opportunity to participate in the following professional development trainings:

- Restorative Practices & Restorative Circles
- Classroom Management Techniques
- K-2 Literacy Intervention: Diagnostics & Instructional Strategies
- Inclusive Practices
- Redefining "Giftedness"
- Summer EL Institute
- Lego Education for STEAM Learning
- Math Instructional Routines "Capturing Quantities"

Val Verde Unified School District welcomes new teachers and provides intensive training to help them experience success in their new classrooms. For ongoing professional guidance, the district supports new and veteran teachers in developing their teaching skills. The California Teachers Induction (CTID) program, a state-sponsored program, is designed for first- and second-year credentialed teachers and provides skills assistance over a two-year period. The Peer Assistance and Review program is designed to improve the education of students and increase the classroom performance of teachers, targeting both new and veteran teachers.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the district and Riverside County Office of Education. Professional and subject-specific offerings are consistent with the California State Standards.

Special education staff, resource specialist staff, bilingual aides, and instructional aides receive customized training to support the district's educational programs and develop strategies to increase effectiveness in teaching practices. Classified support staff receive job-related training from department supervisors and district representatives; training activities and workshops are designed to enhance and extend job performance. Long-term substitute teachers may be encouraged to participate in site-sponsored activities to enhance their understanding of Val Verde Unified School District's curriculum and classroom management practices.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Val Verde Unified School District are being aligned to the California State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education.

On September 3, 2019, 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 No.19-20-10 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

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
English Language Arts			
2016	Yes	McGraw-Hill: <i>Wonders</i>	0%
2016	Yes	McGraw-Hill: <i>WonderWorks</i>	0%
Mathematics			
2013	Yes	Houghton Mifflin Harcourt: <i>Math Expressions</i>	0%
Science			
2007	Yes	Pearson: <i>Scott Foresman: California Science</i>	0%
Social Science			
2019	Yes	McGraw Hill: <i>Impact</i>	0%

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 instructional materials used for its visual/performing arts curricula. During the 2019-20 school year, Val Verde Unified School District certifies that each student, including English learners, enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the California State Standards.

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, math coaches, NGSS coaches, program facilitators, English Learner Advisory Council (ELAC), 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. Avalon Elementary has a Grade Share Leadership Team and a Response to Intervention (RtI) Leadership Team. The teams meet monthly to collaboratively address teaching and learning practices as well as overall student needs linked to the outcome of assessments. Team members are responsible for supporting the principal in leading program implementation within their areas of responsibility and serving as a liaison to their respective teams.

The School Site Council (SSC), consisting of school staff and parents, is a major governing body that meets monthly to address school programs, 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 Standards and approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Avalon Elementary School structures its educational program so that all students receive instruction appropriate to their learning level. 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 McGraw-Hill *Wonders* 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 ELPAC 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 (GATE) program for students who have been recognized as high achievers by their teachers and through district testing. GATE students are clustered by grade level to receive accelerated, differentiated instruction which offers more depth and complexity throughout the curriculum. GATE students are invited to participate in structured, during-school enrichment activities which include art, science, project based learning, STEAM projects, and guest presentations.

The GATE team is working together to create a Self-Guided Learning program in which students are given the opportunity to 21st century skills within the core subject areas. Planning time includes integration of the 4 C's into everyday lessons for students. Teachers are incorporating instructional time that includes collaboration and communication to encourage students to have a voice in their education. Teachers use Inquiry Based lessons to build and promote critical thinking in our students. They are using five TV's in their classroom to help with collaboration. Avalon Elementary School where thought is taught.

INTERVENTION PROGRAMS

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

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

- Impact Substitute Teachers (two): substitute teachers in the morning and in the afternoon provides support to regular classroom teachers who conduct small group intervention in reading and math.
- Impact Tutors: Assigned to K-2 teachers
- 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.
- 95% Group Intervention Program: embedded into the regular language arts and math curricula, students participate in iStation exams as they progress through their lessons. Teachers use iStation results to pinpoint student skill deficits, sequence skill instruction, and provide differentiated small-group intervention using specific intervention materials to address specific skill sets. Intervention performed by IMPACT subs in small groups use 95% materials.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

During the 2018-19 school year, Avalon Elementary School had 23 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Avalon			VVUSD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	26	24	25	833	841	850
Teachers with Full Credential	24	23	22	805	817	820
Teachers without Full Credential	2	1	3	28	24	30
Teaching Outside Subject Area (with full credential)	0	0	0	0	5	8
Misassignments of Teachers of English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	8	6

*Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.*

SUPPORT SERVICES STAFF

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

The psychologist assists with academic, social, and emotional issues; provides assessments to determine eligibility for Special Education services; and facilitates coordination of Individual Education Plans (IEP). The school nurse conducts health screening programs. Health technicians provide basic aid. As a participating member of the Riverside County Special Education Local Plan Area (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.

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:

- BJ's Restaurant
- Cold Stone Creamery
- Farmer Boys
- Food 4 Less
- Jason's Deli
- John's Incredible Pizza
- Marine Institute
- Papa John's Pizza
- Parent Teacher Organization
- Pizza Factory
- Shakey's Pizza
- Sizzler
- Staples
- Starbucks
- Wayfair

Academic Counselors and Other Support Staff 2018-19

	No. of Staff	FTE*
Academic Counselor	0	0.0
Licensed Vocational Nurse	1	1.0
Nurse	1	0.2
Occupational Therapist	As needed	
Psychologist	1	0.4
Speech Pathologist	1	0.6

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

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, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

PUBLIC INTERNET ACCESS LOCATION

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

Perris Branch Public Library • (951) 657-2358
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

Avalon Elementary School Library

Availability: Parents may visit the library in the mornings on school days

Number of computers available: 3

Number of mini laptops available: 5

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.

EXPENSITURES PER STUDENT

For the 2017-18 school year, Val Verde Unified School District spent an average of \$11,189 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE 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.)

Teacher and Administrative Salaries 2017-18

	2017-18 VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	52,045	51,374
Mid-Range Teacher Salary	84,387	80,151
Highest Teacher Salary	112,391	100,143
Average Principal Salaries:		
Elementary School	136,895	126,896
Middle School	144,176	133,668
High School	146,638	143,746
Superintendent Salary	244,394	245,810
Percentage of Budget For:		
Teacher Salaries	31.0	35.0
Administrative Salaries	5.0	5.0

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

Expenditures Per Pupil and School Site Teachers Salaries 2017-18

Expenditures Per Pupil	Dollars Spent Per Student				
	Avalon		State Average		
	VVUSD		for Districts of Same Size and Type		
			% Difference - School and District	% Difference - School and State	
Total Restricted and Unrestricted	5,749	N/A	N/A	N/A	N/A
Restricted (Supplemental)	451	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,298	5,473	96.8%	7,507	70.6%
Average Teacher Salary	98,565	83,822	117.6%	82,031	120.2%

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

In addition to general fund state funding, Val Verde Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Agricultural Career Technical Education Incentive
- California Clean Energy Jobs Act
- Career & Technical Education Program
- Career Technical Education Incentive Grant Program
- College Readiness Block Grant
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Ongoing & Major Maintenance Account
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III, IX
- Tobacco-Use Prevention Education