



## VAL VERDE UNIFIED SCHOOL DISTRICT

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

### BOARD OF EDUCATION

Julio Gonzalez, President  
Marla Kirkland, Vice President  
Shelly Yarbrough, Clerk  
Matthew Serafin, Member  
Vacancy, Member

### DISTRICT ADMINISTRATION

Michael R. McCormick  
Superintendent

Darrin Watters  
Deputy Superintendent

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

# TRIPLE CROWN ELEMENTARY SCHOOL

530 Orange Avenue, Perris, CA 92571  
Phone: (951) 490-0440  
FAX: (951) 490-0445

Deni Seagrave, Principal  
Email: [dseagrave@valverde.edu](mailto:dseagrave@valverde.edu)



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

### A MESSAGE FROM THE PRINCIPAL



Our Triple Crown Colts are on the Fast Track to Success. It is a pleasure to work with all our dedicated staff, motivated scholars, and wonderful supportive community members here at Triple Crown Elementary School. I cannot tell you how proud and excited I am to be the principal here at Triple Crown. We have very high expectations for ourselves, as well as for our students both academically and behaviorally. Our students continue to strive for excellence as they work towards mastery with grade level California Common Core State Standards through the best first instructional practices by our highly qualified teachers. Triple Crown Elementary is now an AVID Elementary school. We have made the commitment to ensure that all of our scholars are organized and hold themselves accountable for their own academic success. In addition, our scholars are expected to engage in 21st Century Learning (The 4 C's): Collaboration, Communication, Creativity, and Critical Thinking. The 4 C's are essential for our scholars as they make their way towards college and career readiness. We are committed to making Triple Crown the best school in the West. This report will provide an overview of the guidelines, programs, and procedures at Triple Crown. #coltswithcollegedreams

### MISSION STATEMENT

At Triple Crown Elementary we inspire lifelong learning through creativity, critical thinking, collaboration, communication through a multicultural learning environment while also emphasizing the importance of creating productive citizens in a global society.

### VISION STATEMENT

Here at Triple Crown, we will ensure our scholars are instilled with the following attributes:

- C** - Confidence to be successful in the competitive global society
- O** - Organization using AVID based strategies
- L** - Life-long learners who actively pursue opportunities to grow
- T** - Teamwork by utilizing the 4 C's - creativity, critical thinking, collaboration, and communication while focusing on becoming 21st century scholars
- S** - Scholars who have embraced the power of "yet" and persevere to achieve academic success

### HONORS

2011 Title I Academic Achievement Award Recipient



2009 & 2010 California Business for Education Honor Roll Award

### DISTRICT & SCHOOL PROFILE

Val Verde Unified School District is located in the heart of the Inland Empire, approximately 72 miles east of Los Angeles. Neighboring the district and its communities are March Air Force Base and the Lake Perris recreational area. During the 2015-16 school year, the district's schools served more than 19,800 students residing in the rural and suburban communities of Perris, Moreno Valley, and portions of unincorporated Riverside County. The district currently operates a preschool, 12 elementary schools, 4 middle schools, 3 comprehensive high schools, a student success academy, a virtual academy, and a continuation high school.

During the 2015-16 school year, Triple Crown Elementary School served 909 students in grades K-5. Student enrollment included 7.9% in special education, 41.1% qualifying for English learner support, and 90% qualifying for free or reduced-price meals. Triple Crown Elementary opened its doors to the community at the beginning of the 2006-07 term. The principal and highly qualified staff are committed to building a strong learning community focused on high levels of student achievement in alignment with the California State Standards.

### Student Enrollment by Subgroup/Grade Level 2015-16

Ethnic Group	%	Grade Level	#
African American	9.7%	Kindergarten	180
American Indian or Alaskan Native	0.2%	Grade 1	136
Asian	0.4%	Grade 2	132
Filipino	0.4%	Grade 3	151
Hawaiian or Pacific Islander	0.4%	Grade 4	156
Hispanic or Latino	84.6%	Grade 5	154
White (not Hispanic)	3.5%	Grade 6	0
Two or More Races	0.7%	Grade 7	0
Socioeconomically Disadvantaged	90.0%	Grade 8	0
English Learners	41.1%		
Students with Disabilities	7.9%		
Migrant Education	0.0%	Total	
Foster Youth	1.2%	Enrollment	909

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

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

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

## PARENT INVOLVEMENT

Parent involvement is a vital component to school and student success. Triple Crown Elementary School offers a wide variety of opportunities for parents to support the school and their child's academic efforts through volunteering or simply attending school events. Parents seeking more information or who are interested in participating in any of the activities listed below may contact the school receptionist or secretary at (951) 490-0440.

### Volunteer to Help

- In the classrooms and library
- Chaperone school dances
- Chaperone field trips

### Join Leadership Groups

- African American Success Committee (AASC)
- District School Liaison Team (DSLTL)
- English Learner Advisory Council (ELAC)
- Parent Advisory Committee (PAC)
- Parent Teacher Organization (PTO)
- School Site Council (SSC)

### Special Events & Activities

- Art Fair/Ice Cream Social
- Back to School Night
- CC Parent Pow-Wow
- English Learner Classes for Parents
- Fall Festival
- Family STEAM Nights
- Grade level sponsored special events
- Honor Roll assemblies
- Literacy Nights
- Science Fair
- Spelling Bee
- Student of the Month assemblies

School-to-home communication is provided in both English and Spanish. Peach Jar and Blackboard Connect, an automated telephone message system, is used to quickly forward announcements to each student's home. The school marquee is updated weekly with all the upcoming important events, including dates and times as well as highlighting students and classrooms for special recognition. At the beginning of each month, a calendar of events is sent home with students to keep parents up to date on current events and upcoming activities. Throughout the year, information is distributed through flyers, letters, digital marquee, and the school website ([www.valverde.edu](http://www.valverde.edu)) which features a calendar of events, teacher/classroom web pages, and current news. Teachers welcome email communication. Parents can access their students information through the new Val Verde app.

## STUDENT ACHIEVEMENT

### CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

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

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

### DISTRICT BENCHMARK ASSESSMENTS

Val Verde Unified School District uses a variety of tools to evaluate and analyze student learning. District benchmark assessments supplement multiple measures of assessment to identify students' mastery of subject matter and skill levels. District benchmark assessments are being aligned with the California Common Core State Standards and are comprised of both formative and summative assessments given in math, reading, and language arts.

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

#### Percentage of Students Meeting or Exceeding the State Standards

	Triple Crown			VVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, & 10)	51	36	52	56	48	46	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

#### 2015-16

	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	154	153	99.4%	52.3%
Male	74	74	100.0%	52.7%
Female	80	79	98.8%	51.9%
Hispanic or Latino	134	133	99.3%	52.6%
Economically Disadvantaged	148	147	99.3%	51.7%
English Learners	44	43	97.7%	20.9%
Students with Disabilities	15	14	93.3%	35.7%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>Grade 3</b>					<b>Grade 3</b>			
All Students Tested	156	151	96.8%	29.8%	156	154	98.7%	26.0%
Male	70	69	98.6%	29.0%	70	69	98.6%	27.5%
Female	86	82	95.4%	30.5%	86	85	98.8%	24.7%
African American	16	16	100.0%	12.5%	16	16	100.0%	0.0%
Hispanic or Latino	131	126	96.2%	31.0%	131	129	98.5%	27.1%
Socioeconomically Disadvantaged	143	140	97.9%	30.0%	143	143	100.0%	25.2%
English Learners	76	71	93.4%	25.4%	76	74	97.4%	20.3%
<b>Grade 4</b>					<b>Grade 4</b>			
All Students Tested	156	154	98.7%	35.7%	156	155	99.4%	26.5%
Male	70	70	100.0%	21.4%	70	70	100.0%	22.9%
Female	86	84	97.7%	47.6%	86	85	98.8%	29.4%
African American	12	12	100.0%	33.3%	12	12	100.0%	8.3%
Hispanic or Latino	133	131	98.5%	34.4%	133	132	99.3%	28.0%
Socioeconomically Disadvantaged	147	145	98.6%	35.2%	147	146	99.3%	26.0%
English Learners	55	54	98.2%	20.4%	55	55	100.0%	18.2%
Students with Disabilities	22	22	100.0%	9.1%	22	22	100.0%	0.0%
<b>Grade 5</b>					<b>Grade 5</b>			
All Students Tested	155	153	98.7%	47.1%	155	154	99.4%	30.5%
Male	75	75	100.0%	44.0%	75	75	100.0%	30.7%
Female	80	78	97.5%	50.0%	80	79	98.8%	30.4%
African American	11	11	100.0%	18.2%	11	11	100.0%	9.1%
Hispanic or Latino	134	132	98.5%	48.5%	134	133	99.3%	30.8%
Socioeconomically Disadvantaged	149	147	98.7%	46.3%	149	148	99.3%	0.0%
English Learners	44	42	95.5%	14.3%	44	43	97.7%	30.4%
Students with Disabilities	15	14	93.3%	0.0%	15	14	93.3%	2.3%

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. An asterisk (\*) appears in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**California Assessment of Student Performance and Progress  
Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students  
Percentage of Students Meeting or Exceeding the State Standards**

	Triple Crown		VVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	38	38	38	41	44	48
Mathematics	27	28	23	26	33	36

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

During the 2015-16 school year, all students in grades 1-5 were tested three times throughout the school year to identify subject area mastery and specific gaps in the learning process. Students in grades 7-12 were evaluated quarterly throughout the year to determine course grades and levels of content mastery.

Multiple measures of assessment are used to identify student progress, understanding of state content standards, and mastery of subject area matter/concepts. These measures include: state standardized tests; benchmark assessments; classroom observations; teacher-created assessments; DIBELS; DRA; and 95% screeners for phonics/fluency. Collectively, the benchmark assessments and multiple measures aid teachers in 1) identifying areas where instruction may or may not be effective, 2) guiding classroom instruction practices and strategies, and 3) identifying students who need targeted academic assistance or intervention. Teachers and administrators are able to pinpoint any deficiencies or gaps in the learning process, identifying very specific skill sets and subject area content that needs to be retaught, reinforced, or revised to ensure every student obtains a solid foundation for future success in learning.

## PHYSICAL FITNESS

In the spring of each year, Triple Crown 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/](http://www.cde.ca.gov/ta/tg/pf/).

**Physical Fitness Test  
Percentage of Students Meeting  
California Fitness Standards  
2015-16**

Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	59.0%	38.9%	14.1%

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

## FEDERAL INTERVENTION PROGRAM

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

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

Federal Intervention Program 2016-17		
	Triple Crown	VVUSD
PI Status	In PI	In PI
First Year of PI Implementation	2013-14	2012-13
Year in PI	Year 1	Year 2
# Schools Currently In PI		11
% Schools Currently In PI		50%

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

## SCHOOL FACILITIES & SAFETY

### FACILITIES PROFILE

Triple Crown Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 2006; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff.

2015-16 Campus Improvements:

- Repairs to playground equipment and surface
- Maintenance to all HVAC units
- Restructure parking lot
- Painting of curbs and parking lot lines
- Addition of three Chromebooks carts with 96 Chromebooks
- Addition of ten laptops

Campus Description	
Year Built	2006
Acreage	9.6
Bldg. Square Footage	52252
	<b>Quantity</b>
# of Permanent Classrooms	35
# of Portable Classrooms	0
# of Restrooms (student use)	5 sets
Computer Lab	1
Library	1
Multipurpose Room	1
Staff Lounge	1
Teacher Work Room	1

### SCHOOL INSPECTIONS

Triple Crown 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 Triple Crown Elementary School took place on July 14, 2016. Schools are required by state law to report the condition of their facilities; the School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2015-16 school year, 100% of student restrooms were fully operational and available for student use at all times.

### SUPERVISION & SAFETY

As a component of the school's secure campus policy, school facilities are fully enclosed with a perimeter fence system. Only students are allowed to travel in and out of entrance gates; parents and guardians must enter the campus through the school's main office.

Each morning as students arrive on campus, teachers are strategically placed in designated areas to monitor activities and behavior. Campus supervisors begin monitoring entrance gates at 7:15 am; the principal, teachers, and campus supervisors are strategically stationed in the cafeteria, at the entrance gate, and in the bus area as students begin their arrival on campus. During recess, five supervision aides monitor playground behavior. During lunch recess, five supervision aides share supervision of students in the cafeteria and on the playground. When students are dismissed at the end of the day, the principal and teachers monitor main exits and student pick-up areas in front of the school to ensure students leave campus 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 Triple Crown 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 Triple Crown Elementary's 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 January 2017.

School Facility Good Repair Status				
Item Inspected	Repair Status			
	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Inspection Date: July 14, 2016				
Systems	✓			
Interior Surfaces	✓			Nurse - Water stained ceiling tiles, ceiling tile is cracked; Womens Restroom - Water stained ceiling tile at hallway; Communication Room - Water stained ceiling tiles outside hallway at entry; Room 405 - Water stained ceiling tiles; MPR - Water stained ceiling tiles at skylight and east and west exit; Stage - Water stained ceiling tiles, holes in ceiling tiles and diffuser; Girls Restroom - Hole in wall, tile is missing by trash
Cleanliness	✓			
Electrical	✓			Room K-2 & K-3 - Light diffuser is loose
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

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

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

## DAILY CLEANING PRACTICES

One full-time day custodian, one full-time evening custodian, one part-time evening custodian, and a rotating crew of groundskeepers are assigned to Triple Crown Elementary School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and lead custodian communicate as needed discuss safety concerns, maintenance needs, and cleaning practices. Every morning before school begins, the lead custodian inspects facilities for safety hazards, graffiti, and other conditions that require immediate attention or removal prior to students and staff entering school grounds. Custodians check restrooms and are notified as needed throughout the day in an effort 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 Triple Crown Elementary School monthly to review custodial performance, discuss campus maintenance needs with the principal, evaluate conditions of the school facility, and follow up on outstanding work order requests.

## CLASSROOM ENVIRONMENT

### CLASS SIZE & TEACHING LOAD

The Class Size Distribution table in this report illustrates the distribution of class sizes for each grade level, the average class size, and the number of classes that contain 1-20 students, 21-31 students, and 33 or more students.

### DISCIPLINE & CLIMATE FOR LEARNING

A safe, clean school and an effective learning program provide the basis for Triple Crown Elementary School's discipline program. Character Counts!, PBIS (Positive Behavior Intervention and Support), and Response to Intervention (RtI) are used collectively to guide behavior management strategies and practices while promoting student respect and responsibility.

School staff support an environment that teaches students, through the daily curriculum, the skills to resolve conflicts and take responsibility for their decisions. Each teacher has established a consistent plan to address classroom management policies and incentive programs in alignment with schoolwide rules and policies.

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

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 student handbook (printed in both English and Spanish), and 2) reinforced by the principal during discipline assemblies. Teachers remind students of school rules and behavior expectations as situations arise. Monthly themes focused on a primary Character Counts! behavior are introduced into classroom discussions, lessons, and activities.

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 behavior trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner and in accordance with the schoolwide discipline matrix.

Frequent praise and reinforcement is emphasized by all school staff to promote good citizenship. Students demonstrating good behavior, acts of kindness, responsibility, or any other characteristic of good citizenship is rewarded with a Colt Champ Awards. Students may submit their awards into weekly drawing for special incentive prizes.

Teachers select students demonstrating outstanding academic effort and good behavior for the Student of the Month awards. At the end of each trimester, awards assemblies are held to distribute Attendance, Honor Roll, and Principal's Honor Roll awards to qualifying students.

Class Size Distribution Self-Contained Classrooms				
2013-14				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	15.0	10		
1	26.0	1	5	
2	30.0		5	
3	25.0	1	5	
4	25.0	1	4	
5	26.0	1	3	1
2014-15				
K	15.0	10		
1	28.0		5	
2	29.0		5	
3	29.0		5	
4	29.0	1	4	
5	28.0	1	3	
2015-16				
K	16.0	9		
1	30.0		5	
2	30.0		4	
3	26.0	1	5	
4	30.0		5	
5	26.0	1	5	

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

### Suspensions and Expulsions

	Triple Crown			VVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	32	15	20	1,514	1,251	1,132	279,383	243,603	230,389
Expulsions (#)	0	0	0	0	22	40	6,611	5,692	6,227

## ENRICHMENT ACTIVITIES

Students are provided many opportunities to participate in supplemental classroom enrichment and extracurricular activities. Students have the opportunity to students to have fun exploring individual interests by participating in:

- 100 Mile Club
- Accelerated Reader
- Adventures to Fitness
- Chess Club
- Defined STEM
- Engineering Club
- First in Math
- GATE/High Achievers
- Gooru Learning
- Grade level sponsored special events
- IXL
- Mobymax
- NEWSELA
- Razz Kids
- Science Fair
- Spelling Bee
- STEM Rotation
- THINK Together

## CURRICULUM & INSTRUCTION

### STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Val Verde Unified School District are aligned to the California State Standards. The district's Educational Services department selects staff development concentrations based on principal feedback, teacher survey results, California State Standards, district benchmark assessment results, and state standardized test results.

Staff Development Days Three-Year Trend		
2013-14	2014-15	2015-16
0	2	4

During the 2015-16 school year, Triple Crown Elementary School held staff development training focused on:

- 21st Century Learning
- AVID
- Common Core State Standards
- Data Analysis
- Depth of Knowledge
- Grade Level Expectations
- Note Taking
- PBIS
- Reading in the Content Area
- Response to Intervention
- School Safety
- Technology
- WICOR
- Writing Procedures

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

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

Val Verde Unified School District welcomes new teachers and provides intensive training to help them experience success in their new classrooms. For ongoing professional guidance, the district supports new and veteran teachers in developing their teaching skills.

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

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

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

### INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Val Verde Unified School District are being aligned to the California State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 13, 2016, the Val Verde Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #16-17-13 which certifies as required by Education Code §60119 1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a standards-

aligned textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the curriculum frameworks in math, 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 2016-17 school year, Val Verde Unified School District certifies that each student, including English learners, enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the California State Standards.

### SCHOOL LEADERSHIP

Leadership at Triple Crown Elementary School 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, instructional coach, 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, comprised of the principal, grade level leaders, instructional coach, one special education teacher representatives, and one GATE teacher representative meets bimonthly to 1) lead the school in fulfilling its mission, goals, and vision in regards to student achievement, 2) serve as a communications hub to share ideas and concerns, and 3) establish a connection between administrators and teaching staff. Team members take a leadership role in completing special projects and tasks, supporting the principal in program implementation, serving as the liaison between grade level teams and school administration, and collaborating on major decisions.

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

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

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. 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. Triple Crown 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 behavior needs.

## ENGLISH LEARNER INSTRUCTION

All of Triple Crown 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 in addition to their regular language arts curriculum. Using specially-designed Houghton Mifflin materials, ELD instruction focuses on reading development, verbal language development, and vocabulary building. Two bilingual aides collaborate with class teachers to provide in-class small group and individual support based upon student needs. As students increase fluency in the English language, Triple Crown 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

Triple Crown 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 have the opportunity to participate in a variety of structured enrichment activities as part of their regular instructional day and after school.

## AVID

Triple Crown Elementary School is an AVID elementary school. AVID Elementary is a foundational component of the AVID College Readiness System and supports AVID's mission to close the achievement gap by preparing all students for college readiness and success in a global society. Based on the same learning foundation that underlies AVID Secondary, AVID Elementary is designed to be embedded into the daily instruction of all elementary classrooms across entire grade levels to maintain school wide structures. AVID Elementary's implementation of resources, trainings, and philosophy are all grounded in the idea that growth mindset can be taught to students. It is through the growth mindset that AVID students succeed in following their dreams and fulfilling their aspirations. AVID Elementary takes a systemic approach through the use of WICOR (Writing, Inquiry, Collaboration, Organization, Reading) and an explicit focus on high expectations, rigor, and developing a college readiness culture.

## INTERVENTION PROGRAMS

Triple Crown Elementary School supports intervention programs to meet the needs of those students not meeting state proficiency standards in reading, language arts, and math. RtI<sup>2</sup> 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:

- **Hearts Program:** helping everyone access reading through strategies. A diagnostic tool to determine at risk students for reading and math. An intervention tool for students for small group instruction.
- **Impact Substituted Teachers:** students in second and third grade performing below grade level standards in language arts receive small group instruction outside the general education classroom. Impact substitute specialists provide targeted standards-based instruction.
- **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 daily after school until 6:00 p.m.
- **Teachers provide individualize tutoring before and after school based upon individual students' academic needs.**
- **Digital homework lab is available to students before school to provide students a way to complete computer based homework.**

## PROFESSIONAL STAFF

### TEACHER ASSIGNMENT

Triple Crown Elementary School recruits and employs only the most qualified credentialed teachers. For the 2015-16 school year, the school employed 31 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	Teacher Credentials and Assignments					
	Triple Crown			VVUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	31	33	35	810	813	819
Teachers with Full Credential	31	31	35	809	797	795
Teachers without Full Credential	0	2	0	1	16	24
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	5	0
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	3	2

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

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

### Core Academic Classes

#### Taught by Highly Qualified Teachers

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

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

### 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 Triple Crown Elementary School have access to a full complement of professional resources and services to meet the individual needs of its students with disabilities.

## DISTRICT EXPENDITURES

### EXPENDITURES PER STUDENT

For the 2014-15 school year, Val Verde Unified School District spent an average of \$9,037 of total general funds to educate each student (based on 2014-15 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education Per Pupil 2014-15					
Expenditures Per Pupil	Dollars Spent Per Student				
	Triple Crown	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	4,731	N/A	N/A	N/A	N/A
Restricted (Supplemental)	348	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,383	4,990	87.8%	5,677	87.9%
Average Teacher Salary	69,989	75,804	92.3%	74,216	102.1%

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

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

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

### Counselors and Support Personnel (Nonteaching Professional Staff)

2015-16

	No. of Staff		FTE*
Academic Counselor	0		
Health Technician	1	1.0	
Instructional Coach	1	1.0	
Nurse	1	0.2	
Psychologist	1	0.6	
Speech Pathologist	1	1.0	

\*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.

## 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.

Salary Comparison 2014-15		
	VVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	46,771	44,958
Mid-Range Teacher Salary	75,834	70,581
Highest Teacher Salary	92,216	91,469
Average Principal Salaries:		
Elementary School	126,180	113,994
Middle School	134,877	120,075
High School	132,742	130,249
Superintendent Salary	238,433	218,315
Percentage of Budget For:		
Teacher Salaries	35.0	38.0
Administrative Salaries	5.0	5.0

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

## SARC DATA & INTERNET ACCESS

### DATA QUEST

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

### PUBLIC INTERNET ACCESS LOCATION

Parents may access Triple Crown Elementary School's SARC and access the internet at any of the county's public libraries. The closest library to Triple Crown 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: Sun. 1-5; Mon. 10-6; Tues.-Wed. 12-8  
Thurs.-Sat. 10-6  
Number of computers available: 17  
Number of printers available: 1