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 students, 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 will experience full implementation of the Common Core State Standards through best first instructional practices by our highly qualified teachers. 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. COLT Pride is in Full Stride!!

MISSION STATEMENT

Triple Crown will create a safe, fair, nurturing, dynamic environment in which social skills are modeled and high academic standards are provided through rigorous study in partnership with staff, students, and parents.

VISION STATEMENT

At Triple Crown, we provide students with a solid foundation of social and academic skills necessary to be productive and well adjusted members of our community.

HONORS

2011 Title I Academic Achievement Award Recipient

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

DISTRICT & SCHOOL PROFILE

Val Verde Unified School District is located in the heart of the Inland Empire, approximately 72 miles east of Los Angeles. Neighboring the district and its communities are March Air Force Base and the Lake Perris recreational area. During the 2013-14 school year, the district’s schools served more than 19,700 students residing in the rural and suburban communities of Perris, Moreno Valley, and portions of unincorporated Riverside County. The district currently operates a preschool, 12 elementary schools, 4 middle schools, 2 comprehensive high schools, a student success academy, a virtual academy, and a continuation high school.

During the 2013-14 school year, Triple Crown Elementary School served 856 students in grades K-5. Student enrollment included 8.2% in special education, 35.9% qualifying for English learner support, and 90.8% qualifying for free or reduced-price meals. Triple Crown Elementary is one of the newest schools in the district, opening 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 rigorous state and district standards.

The statistical information disclosed in this report is obtained from the California Department of Education and the Val Verde Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials and school facilities information were acquired in September 2014.
Parental Involvement/State Priority 3: Covered in Parent Involvement.

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

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

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

Other Pupil Outcomes/State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parent Involvement

Parent involvement is a vital component to school and student success. 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
- District School Liaison Team (DSLIT)
- 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
- Grade level sponsored special events
- Honor Roll assemblies
- Science Fair
- Spelling Bee
- Student of the Month assemblies

School-to-home communication is provided in both English and Spanish. Peach Jar and TeleParent, 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 web site (www.valverde.edu) which features a calendar of events, teacher/classroom web pages, and current news. Teachers welcome e-mail communication.

Student Achievement

To obtain accurate and valid measures of educational progress, Triple Crown Elementary School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, classroom observation, report card grades, benchmark assessments, summative tests, DIBELS assessments, 95% screeners, and results of standardized tests.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state’s standards based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.
**On March 7, 2014, the U.S. Department of Education approved California’s testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.**

The AYP table in this report illustrates the school’s progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education’s (CDE) web site www.cde.ca.gov/nclb/ and the U.S. Department of Education’s web site www.ed.gov/ nclb/accountability/.

**Standardized State Assessments**

Students at Triple Crown Elementary School participate in California’s STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Triple Crown Elementary School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight, and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education’s web site http://star.cde.ca.gov.

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### STAR Results

#### All Students

<table>
<thead>
<tr>
<th>Subject</th>
<th>Triple Crown</th>
<th>VVUSD</th>
<th>CA</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language Arts</td>
<td>59 59 60</td>
<td>49 53 53</td>
<td>54 56 55</td>
</tr>
<tr>
<td>Math</td>
<td>72 65 66</td>
<td>51 52 51</td>
<td>49 50 50</td>
</tr>
<tr>
<td>History</td>
<td>48 52 50</td>
<td>48 49 49</td>
<td>49</td>
</tr>
</tbody>
</table>

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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### Academic Performance Index

#### Three-Year Performance Comparison

- **Triple Crown**
- **Statewide Rank**
- **Similar Schools Rank**

#### Actual API Change

- **All Students**
- **Ethnic Subgroups**
  - African American: 8, Hispanic or Latino: -14, Hawaiian or Pacific Islander: 4
- **Other Subgroups**
  - Economically Disadvantaged: 10, English Learners: 5
  - Students with Disabilities: -2

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

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**California English Language Development Test**

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

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

Physical Fitness

In the spring of each year, 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 web site www.cde.ca.gov/ta/tg/pf/.

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 August 21, 2014. Schools are required by state law to report the condition of their facilities; the School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2013-14 school year, 100% of student restrooms were fully operational and available for student use at all times.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, Triple Crown Elementary School qualified for Schoolwide funding and is therefore required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

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

Title I PI Status

<table>
<thead>
<tr>
<th>Title I PI Status</th>
<th>2014-15</th>
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<td></td>
<td>Triple Crown</td>
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<tr>
<td>PI Status</td>
<td>In PI</td>
</tr>
<tr>
<td>First Year of PI</td>
<td>2013-14</td>
</tr>
<tr>
<td>Year in PI</td>
<td>Year 1</td>
</tr>
<tr>
<td># Schools Currently In PI</td>
<td>12</td>
</tr>
<tr>
<td>% Schools Currently In PI</td>
<td>57%</td>
</tr>
</tbody>
</table>

Note: Cells with N/A values do not require data. *DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

School Facilities & Safety

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.

<table>
<thead>
<tr>
<th>Campus Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Built</td>
</tr>
<tr>
<td>Acreage</td>
</tr>
<tr>
<td>Bldg. Square Footage</td>
</tr>
<tr>
<td>Quantity</td>
</tr>
<tr>
<td># of Permanent Classrooms</td>
</tr>
<tr>
<td># of Portable Classrooms</td>
</tr>
<tr>
<td># of Restrooms (student use)</td>
</tr>
<tr>
<td>Computer Lab</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Multipurpose Room</td>
</tr>
<tr>
<td>Staff Lounge</td>
</tr>
<tr>
<td>Teacher Work Room</td>
</tr>
</tbody>
</table>

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 their 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, parent notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bullying prevention policy. The school’s most current safety plan was reviewed, updated, and shared with school staff in January 2015.

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, 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 discussions of 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 supervisor 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

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 infractions. 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.

<table>
<thead>
<tr>
<th></th>
<th>Triple Crown</th>
<th>VVUSD</th>
<th>CA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions (%)</td>
<td>32 26 32</td>
<td>2001 1787 1514</td>
<td>366629 329370 279383</td>
</tr>
<tr>
<td>Expulsions (%)</td>
<td>0 0 0</td>
<td>8 1 0</td>
<td>9553 8266 6611</td>
</tr>
</tbody>
</table>

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

ENRICHMENT ACTIVITIES
Students are 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:

- Accelerated Reader
- Chess Club
- First in Math
- GATE/High Achievers
- Gooru Learning
- Grade level sponsored special events
- Mobymax
- NEWSELA
- Science Fair
- Spelling Bee
- THINK Together
- Track Team
The Class Size Distribution table in this report illustrates the distribution of class sizes for each grade level, the average class size, and the number of classes that contain 1-20 students, 21-31 students, and 33 or more students.

### Class Size Distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Classes*</th>
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<tbody>
<tr>
<td></td>
<td>1-20</td>
</tr>
<tr>
<td>K</td>
<td>29.4</td>
</tr>
<tr>
<td>1</td>
<td>27.3</td>
</tr>
<tr>
<td>2</td>
<td>21.6</td>
</tr>
<tr>
<td>3</td>
<td>29.5</td>
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<tr>
<td>4</td>
<td>27.0</td>
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<td>5</td>
<td>22.5</td>
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2012-13

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Classes*</th>
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<tr>
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<tr>
<td>K</td>
<td>15.0</td>
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<td>1</td>
<td>30.0</td>
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<td>2</td>
<td>25.0</td>
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<tr>
<td>3</td>
<td>24.0</td>
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<td>4</td>
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<tr>
<td>5</td>
<td>26.0</td>
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2013-14

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td></td>
<td>1-20</td>
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<td>K</td>
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<td>4</td>
<td>25.0</td>
</tr>
<tr>
<td>5</td>
<td>26.0</td>
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</tbody>
</table>

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

### Staff Development

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

### Textbooks

<table>
<thead>
<tr>
<th>Year Adopted</th>
<th>From Most Recent State Adoption?</th>
<th>Publisher and Series</th>
<th>Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials</th>
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</thead>
<tbody>
<tr>
<td>2003</td>
<td>Yes</td>
<td>Houghton Mifflin: A Legacy of Literacy</td>
<td>0% K-5</td>
</tr>
<tr>
<td>2009</td>
<td>Yes</td>
<td>Houghton Mifflin: Medallion Edition</td>
<td>0% K-6</td>
</tr>
<tr>
<td>2010</td>
<td>Yes</td>
<td>Houghton Mifflin: HM ELD</td>
<td>0% K-6</td>
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<tr>
<td>2010</td>
<td>Yes</td>
<td>National Geographic: Inside</td>
<td>0% 4-5</td>
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<tr>
<td>2014</td>
<td>Yes</td>
<td>Houghton Mifflin: Math Expressions</td>
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#### Science

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<tbody>
<tr>
<td>2008</td>
<td>Yes</td>
<td>Pearson/Scott Foresman: Science</td>
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#### Social Science

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<th>From Most Recent State Adoption?</th>
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<tbody>
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<td>Yes</td>
<td>Pearson/Scott Foresman: History Social Science for California</td>
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<tr>
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<td>Yes</td>
<td>Pearson/Scott Foresman: Our Community</td>
</tr>
<tr>
<td>2006</td>
<td>Yes</td>
<td>Pearson/Scott Foresman: Our California</td>
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<tr>
<td>2006</td>
<td>Yes</td>
<td>Pearson/Scott Foresman: Our Nation</td>
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#### Health

<table>
<thead>
<tr>
<th>Year</th>
<th>From Most Recent State Adoption?</th>
<th>Publisher and Series</th>
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</thead>
<tbody>
<tr>
<td>2010</td>
<td>Yes</td>
<td>Positive Action, Inc.: Positive Action</td>
</tr>
</tbody>
</table>

The textbooks and instructional materials used by the school are selected from the State Board of Education’s most recent adoption. Textbook information was obtained from district office personnel in September 22, 2014.
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 or science laboratory classes offered in grades 9-12 inclusive. Within a six-week period prior to adoption, parents may preview recommended instructional materials at the district office or the school's office.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for its visual/performing arts curricula. During the 2014-15 school year, Val Verde Unified School District certifies that each student, including English learners, enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the Common Core State Standards.

**School Leadership**

Leadership at 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, 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.

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

**Specialized Instruction**

All curriculum and instruction is aligned to the Common Core State Standards and approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. 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.

**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® 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.
- Inside: fourth and fifth grade students who are performing two or more years below grade level receive three hours of intensive language arts instruction daily for the duration of the school year. Teachers follow the Inside curriculum to deliver tailored instruction.
- 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.

**Professional Staff**

**Teacher Assignment**

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

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/.
For the 2012-13 school year, Val Verde Unified School District spent an average of $7,566 of total expenditure per student.

### 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 care. 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.

### District Expenditures

#### Expenditures Per Student

For the 2012-13 school year, Val Verde Unified School District spent an average of $7,566 of total general funds to educate each student (based on 2012-13 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 web site at www.cde.ca.gov/ds/fd/sc/ 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.)

### SARC Data & Internet Access

#### DataQuest

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 API, AYP, STAR results, 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