



## VAL VERDE UNIFIED SCHOOL DISTRICT

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

### BOARD OF EDUCATION

Shelly Yarbrough, President  
Wraymond Sawyer, Vice President  
Stacey Guzman, Clerk  
Freyde De Leon, J.D., Member  
Michael M. Vargas, Member

### DISTRICT ADMINISTRATION

Alan Jensen, Ed.D.  
Superintendent

Dr. Michelle Richardson  
Assistant Superintendent  
Business Services

Michael R. McCormick  
Assistant Superintendent  
Education Services

John Simonson  
Assistant Superintendent  
Student Services

Dr. Jay Hoffman  
Interim Administrator  
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 September 2011 and school facilities information was acquired in January 2012.

# TRIPLE CROWN ELEMENTARY SCHOOL

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

Jill Lee, Principal  
E-mail: [jlee@valverde.edu](mailto:jlee@valverde.edu)



## AN ANNUAL REPORT TO THE COMMUNITY

2010-11 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2012

### 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 staff will utilize a variety of data resources to provide the best instruction possible for our students. 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

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 2010-11 school year, the district's schools served more than 19,500 students residing in the rural and suburban communities of Perris, Moreno Valley, and portions of unincorporated Riverside County. The district currently operates a preschool, 12 elementary schools, 4 middle schools, 2 comprehensive high schools, a student success academy, a virtual academy, and a continuation high school.

During the 2010-11 school year, Triple Crown Elementary School served 757 students in grades K-5. Student enrollment included 5.2% in special education, 45.7% qualifying for English learner support, and 86.2% 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.

### Percentage of Students by Ethnicity/Grade Level 2010-11

Ethnic Group	%	Grade Level	#
African American	6.2%	Kindergarten	153
American Indian or Alaskan Native	0.8%	Grade 1	115
Asian	0.0%	Grade 2	117
Filipino	1.3%	Grade 3	126
Hawaiian or Pacific Islander	0.5%	Grade 4	129
Hispanic or Latino	87.3%	Grade 5	117
White (not Hispanic)	3.4%	Grade 6	-
Two or More Races	0.4%	Grade 7	-
		Grade 8	-
		Total Enrollment	757

### 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

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

#### Special Events & Activities

- Back to School Night
- Fall Festival

- Family Math and Reading Night
- Honor Roll assemblies
- Parent Education Classes
- Spring Carnival
- Student of the Month assemblies

School-to-home communication is provided in both English and Spanish. TeleParent, an automated telephone message system, is used to quickly forward announcements to each student's home. 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, 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 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, 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.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2010-11		
Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Triple Crown	VVUSD
Overall Performance	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	No	No
Math	Yes	No
API	Yes	Yes
Graduation Rate	N/A	No
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	16/17	29/42
Number of Criteria Possible		

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

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

### DISTRICT BENCHMARK ASSESSMENTS

Val Verde Unified School District uses a variety of tools to evaluate and analyze student learning. District benchmark assessments supplement multiple measures of assessment to identify students' mastery of subject matter and skill levels. District benchmark assessments are in alignment with California State Content Standards and Frameworks and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2010-11 school year, all students in grades 1-5 were tested three times throughout the school year to identify subject area mastery and specific gaps in the learning process. Students in grades 7-12 were evaluated twice throughout the year to determine course grades and levels of content mastery.

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

### CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

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

### STANDARDIZED STATE ASSESSMENTS

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

### CALIFORNIA STANDARDS TEST

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

### PHYSICAL FITNESS

In the spring of each year, 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 2010-11			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	17%	11%	13%

### ACADEMIC PERFORMANCE INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API table in this report highlights Triple Crown Elementary School's progress over the

STAR Results All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Triple Crown			VVUSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	54	56	59	44	47	49	49	52	54
Math	74	73	72	48	52	51	46	48	50
Science	19	33	31	47	53	56	50	54	57
History				43	47	48	41	44	48

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

STAR Results Ethnic Subgroups Percentage of Students Scoring at Proficient and Advanced Levels 2010-11										
	Triple Crown									
	African American	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races		
English-Language Arts	59	8		*	58	*	82	*		*
Math	62	*		*	72	*	82	*		*
Science	*			*	29		*			*
History										

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

STAR Results Other Subgroups Percentage of Students Scoring at Proficient and Advanced Levels 2010-11						
	Triple Crown					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	55	64	47	57	48	
Math	72	71	70	71	61	
Science	33	29	22	31	*	
History						

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

Academic Performance Index Three-Year Performance Comparison									
	Triple Crown								
	Base API Rank:								
	2008			2009			2010		
Statewide Rank	7			7			7		
Similar Schools Rank	10			10			9		
	Triple Crown			Triple Crown		VVUSD		State	
	Increase/Decrease in API			# of Students	Growth	# of Students	Growth	# of Students	Growth
	2008-09	2009-10	2010-11	2010-11		2010-11		2010-11	
	2008-09	2009-10	2010-11	2010-11	2010-11	2010-11	2010-11	2010-11	2010-11
All Students	29	1	5	456	839	13,575	789	4,683,676	778
Ethnic Subgroups									
African American				29	824	2,001	766	317,856	696
Hispanic or Latino	40	-6	5	400	837	9,935	784	2,406,749	729
Other Subgroups									
Economically Disadvantaged	28	-3	7	409	833	11,195	779	2,731,843	726
English Learners	40	-2	0	253	824	5,477	755	1,521,844	705
Students with Disabilities				42	696	1,238	588	521,815	595

past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of 1) at least 100 students with valid test scores or 2) at least 50 valid scores comprising at least 15% of the valid test scores. More information about the API may be found at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

### No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2010-11, 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.

Title I PI Status 2011-12		
	Triple Crown	VVUSD
PI Status	0	Not in PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
# Schools Currently In PI		0
% Schools Currently In PI		0%

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

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement

program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

## 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.

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

### SUPERVISION & SAFETY

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 7:00 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, four supervision aides monitor playground behavior. During lunch recess, four 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. Components of this plan include

child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed, updated, and shared with school staff in September 2011.

### 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 custodial and office support staff who prepare and submit work orders to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

### DAILY CLEANING PRACTICES

One full-time day custodian, one full-time evening custodian, and a groundskeeper 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.

### 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 December 8, 2011. Schools are required by state law to report the condition of their facilities; the School Facility Good Repair Status table illustrated

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Inspection Date: December 8, 2011	<b>Repair Needed and Action Taken or Planned</b>		
Systems	✓		
Interior Surfaces	✓		Office, Nurse's Office, Multipurpose Room: water stains ceiling tiles. Communications Room: water stains ceiling tiles, outside hallway at entry. Room 502: light panel is missing. Library: water stains ceiling tiles above light fixture. Room K3: pencil sharpener cover is missing, at entry, injury hazard.
Cleanliness	✓		
Electrical	✓		Room 402: light panel is missing. Room 304: light flickering over student's desk.
Restrooms/Fountains	✓		Boys' Restroom: urinal is not flushing. Outdoor Courts: drinking fountain leaking.
Safety	✓		
Structural	✓		
External	✓		Room 308: door stop is broken. Boys' Restroom: drinking fountain leaking, outside walkway.
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
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.

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Val Verde Unified School District are aligned to the California State Content Standards and Frameworks. The district's Educational Services department selects staff development concentrations based on principal feedback, teacher survey results, California State Content Standards, district benchmark assessment results, and state standardized test results. During the 2010-11 school year, Val Verde Unified School District sponsored three formal days of staff development training in which teachers from Triple Crown Elementary School attended. Training topics focused on leadership training and collaborative planning/articulation within core subject areas. A portion of staff development time was devoted to specific areas of need identified by each individual school site.

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

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

- Articulated Instructional Model (AIM)
- Data Analysis
- Goal Achievement Program (GAP)
- Grade Level Expectations
- IMPACT Intervention Model
- Response to Intervention
- School Safety
- Study Island
- Technology
- The Perfect Paragraph
- Writing Procedures

The district offers supplemental support year-round for new and ongoing programs tied to either specific strategies to improve student learning or district-adopted materials. Supplemental district-sponsored training sessions offered during the 2010-11 school year included:

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

A collaborative team of district administrators, instructional coaches, and school administrators is responsible for making informed decisions on improving classroom instruction, developing effective classroom strategies to increase

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

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 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.

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 classroom visits. Teachers remind students of school rules and behavior expectations as situations arise. Weekly themes featuring one of the six Character Count's pillars of character 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 Week and 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.

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
- Associated Student Body Leadership
- Chess Club
- GATE/High Achievers
- Family Reading and Math Night
- Math Masters
- Science Fair
- Spelling Bee
- Study Island
- THINK Together
- Track

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.

Suspensions and Expulsions			
	Triple Crown		
	08-09	09-10	10-11
Suspensions (#)	0	15	13
Suspensions (%)	0.00%	2.13%	1.72%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
VVUSD			
	All Elementary Schools		
	08-09	09-10	10-11
Suspensions (#)	355	409	307
Suspensions (%)	5.58%	4.66%	3.39%
Expulsions (#)	0	0	0
Expulsions (%)	0.01%	0.00%	0.00%

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

Class Size Distribution Self-Contained Classrooms				
Grade	Average Class Size	2008-09		
		Number of Classes		
		1-20	21-32	33+
K	30.0		4	
1	29.8		4	
2	29.5		4	
3	29.3		4	
4	29.3		4	
5	28.5		4	
2010-11				
K	30.2		5	
1	28.8		4	
2	29.3		4	
3	24.8	1	4	
4	31.3		3	1
5	28.8		3	1

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

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

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

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

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

Special education staff, resource specialist staff, bilingual aides, and instructional aides receive customized training to support the district's educational programs and develop strategies to increase effectiveness in teaching practices. Classified support staff receive job-related training from vendors, department supervisors, and district representatives; training activities and workshops are designed to enhance and extend job performance. Long-term substitute

teachers may be encouraged to participate in district-sponsored activities to enhance their understanding of Val Verde Unified School District's curriculum and classroom management practices.

### INSTRUCTIONAL MATERIALS

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

On September 13, 2011, the Val Verde Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #11-12-06 which certifies as required by Education Code §60119 1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a standards-aligned textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the curriculum frameworks in 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 instruction materials used for its visual/performing arts curricula. During the 2011-12 school year, Val Verde Unified School District certifies that each student, including English learners, enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

### SCHOOL LEADERSHIP

Leadership at 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, and instructional coach, 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, and serving as the liaison between grade level teams and school administration.

The School Site Council (SSC), consisting of the principal, teachers, classified staff, and

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2003	Yes	Houghton Mifflin: <i>A Legacy of Literacy</i>	0%	K-5
2009	Yes	Houghton Mifflin: <i>Medallion Edition</i>	0%	K-5
2010	Yes	Houghton Mifflin: <i>HM ELD</i>	0%	K-5
2010	Yes	National Geographic: <i>Inside</i>	0%	4-5
Math				
2009	Yes	McGraw Hill: <i>California Math: Concepts, Skills, and Problem Solving</i>	0%	K-5
Science				
2008	Yes	Pearson/Scott Foresman: <i>Science</i>	0%	K-5
Social Science				
2006	Yes	Pearson/Scott Foresman: <i>History Social Science for California</i>	0%	K-2
2006	Yes	Pearson/Scott Foresman: <i>Our Community</i>	0%	3
2006	Yes	Pearson/Scott Foresman: <i>Our California</i>	0%	4
2006	Yes	Pearson/Scott Foresman: <i>Our Nation</i>	0%	5
Health				
2010	Yes	Positive Action, Inc.: <i>Positive Action</i>	0%	K-5

parents, is a major governing body that meets monthly to address school programs, discuss progress in meeting school goals, and serve as a liaison between the community and school administration. On an annual basis, the SSC is responsible for reviewing and approving the school site plan, safety plan, and budget.

## SPECIALIZED INSTRUCTION

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

Triple Crown Elementary provides a self-contained instructional environment for students with autism. One special education teacher and three aides lead a classroom for students in second and third grade, and one special education teacher and three additional instructional aides manage a classroom for fourth and fifth grade students.

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. Student Success Teams comprised of school administrators, teachers, and parents work together to identify individualized intervention strategies for and monitor progress of students having difficulty with academic or social development. Formal intervention programs include:

- Kindergarten Reading Support: students performing below grade level standards receive 60 minutes of individualized tutoring twice a week after school from a kindergarten teacher.
- 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 2010-11 school year, the school employed 28 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

In the table which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More

	Teacher Credentials and Assignments							
	Triple Crown				VVUSD			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
Total Teachers	26	28	28		831	778	753	
Teachers with Full Credential	25	28	28		787	767	753	
Teachers without Full Credential	1	0	0		44	11	0	
Teachers Teaching Outside Subject Area	0	0	0		2	0	0	
Teacher Misassignments for English Learners	0	0	0	0	0	0	0	0
Total Teacher Misassignments	0	0	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0	0	0

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

Teacher Education Levels 2010-11		
	Triple Crown	VVUSD
Doctorate	0.0%	0.3%
Master's Degree Plus 30 or More Semester Hours	35.7%	42.0%
Master's Degree	10.7%	15.2%
Bachelor's Degree Plus 30 or More Semester Hours	46.4%	39.1%
Bachelor's Degree	7.1%	3.5%
Less Than a Bachelor's Degree	0.0%	0.0%

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/).

### TEACHER EVALUATIONS

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

### SUBSTITUTE TEACHERS

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

### SUPPORT SERVICES STAFF

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

Counselors and Support Personnel (Nonteaching Professional Staff) 2010-11		
	No. of Staff	FTE
Academic Counselor	0	
Adaptive PE Teacher	1	0.2
Health Technician	1	1.0
Instructional Coach	1	1.0
Nurse	1	0.2
Psychologist	1	0.8
Speech & Language Pathologist	2	1.0

FTE = Full-Time Equivalent

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

### SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

### EXPENDITURES PER STUDENT

For the 2009-10 school year, Val Verde Unified School District spent an average of \$6,740 of total general funds to educate each student (based on 2009-10 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2009-10		
	VVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	42,247	41,035
Mid-Range Teacher Salary	68,497	65,412
Highest Teacher Salary	83,488	84,837
Average Principal Salaries:		
Elementary School	108,415	106,217
Middle School	122,648	111,763
High School	116,016	121,538
Superintendent Salary	201,400	197,275
Percentage of Budget For:		
Teacher Salaries	15.0	39.0
Administrative Salaries	2.0	5.0

Current Expense of Education Per Pupil 2009-10					
Dollars Spent Per Student					
Expenditures Per Pupil	Triple Crown	VVUSD	State Average for Districts of Same Size and Type		
			% Difference - School and District	% Difference - School and State	% Difference - School and State
Total Restricted and Unrestricted	3,861	4,706	82.0%	N/A	N/A
Restricted (Supplemental)	441	810	54.5%	N/A	N/A
Unrestricted (Basic)	3,419	3,896	87.8%	5,455	71.4%
Average Teacher Salary	58,367	66,474	87.8%	67,667	98.2%

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

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

## 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 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: Sunday 1-5  
Monday 10 -6  
Tuesday-Wednesday 12-8  
Thursday-Saturday 10-6  
Number of computers available: 14  
Number of printers available: 1