

VAL VERDE UNIFIED SCHOOL DISTRICT

www.valverde.edu

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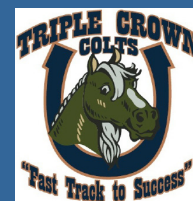
Juan Cabral
Assistant Superintendent
Human Resources

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

TRIPLE CROWN ELEMENTARY SCHOOL

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

PRINCIPAL'S MESSAGE



Here at Triple Crown Elementary, we are on the fast track to success. It is a pleasure to work with all our dedicated staff, motivated scholars, and wonderful supportive community members as we dive deep into our learning. The staff of TCES has established high expectations for ourselves, as well as for our scholars, both academically and behaviorally. We are committed to ensuring our scholars strive for excellence as they work towards mastery of their grade level California Common Core State Standards. Our teachers meet weekly to discuss best practices to ensure all scholars learn at high levels. In addition, Triple Crown Elementary is an avid elementary school. We are committed to ensuring that all of our scholars are organized and hold themselves accountable for their own academic success. What's more, our scholars engage in 21st century learning (the 4 C's): collaboration, communication, creativity, and critical thinking. The 4 C's are essential for our scholars as they make their way towards college and career readiness. We are dedicated to making triple crown the best school in the west. This report will provide an overview of the guidelines, programs, and procedures at triple crown. #coltswithcollegedreams

MISSION STATEMENT

At Triple Crown Elementary School it is our mission to maximize learning opportunities for every scholar in a safe, supportive, and caring environment. Ensuring that they are equipped with the tools necessary to be productive and innovative citizens.

VISION STATEMENT

We are committed to inspire every scholar, every day, to work collaboratively, communicate respectfully, and develop the will, skill, and drive to be a positive contributor in society.

HONORS

2019 PBIS Gold Award

2011 Title I Academic Achievement
Award Recipient

2009 & 2010 California Business for
Education Honor Roll Award



CALIFORNIA
BUSINESS
for Education
EXCELLENCE

DISTRICT & SCHOOL DESCRIPTION

Val Verde Unified School District is located in the heart of the Inland Empire, approximately 72 miles east of Los Angeles. Neighboring the district and its communities are March Air Force Base and the Lake Perris recreational area. During the 2018-19 school year, the district's schools served more than 20,200 students residing in the rural and suburban communities of Perris, Moreno Valley, and portions of unincorporated Riverside County. The district currently operates a preschool, 12 elementary schools, 4 middle schools, 3 comprehensive high schools, a student success academy, a virtual academy, and a continuation high school.

During the 2018-19 school year, Triple Crown Elementary School served 1,000 students in grades K-5. Student enrollment included 7.2% in special education, 37.1% qualifying for English learner support, and 83.8% qualifying for free or reduced-price meals. Triple Crown Elementary opened its doors to the community at the beginning of the 2006-07 term. The principal and highly qualified staff are committed to building a strong learning community focused on high levels of student achievement in alignment with the California State Standards.

Student Enrollment by Student Group and Grade Level 2018-19

Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	7.8%	Kindergarten	177
American Indian or Alaskan Native	0.0%	Grade 1	182
Asian	1.1%	Grade 2	189
Filipino	0.5%	Grade 3	175
Hawaiian or Pacific Islander	0.2%	Grade 4	133
Hispanic or Latino	83.6%	Grade 5	144
White	4.5%		
Two or More Races	1.3%		
Socioeconomically Disadvantaged	83.8%		
English Learners	37.1%		
Students with Disabilities	7.2%		
Homeless	5.3%		
Foster Youth	0.9%		
Total Enrollment			1000

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

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

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

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

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

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

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

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

PARENT INVOLVEMENT

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

Volunteer to Help

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

Join Leadership Groups

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

Special Events & Activities

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

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

STUDENT ACHIEVEMENT DISTRICT BENCHMARK ASSESSMENTS

Val Verde Unified School District uses a variety of tools to evaluate and analyze student learning. District benchmark assessments supplement multiple measures of assessment to identify students' mastery of content, depth of knowledge, and skills. District benchmark assessments are aligned to the California State Standards and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2018-

19 school year, all students in grades 1-5 were assessed multiple times utilizing a system of short-cycle formative assessments to identify content area mastery and specific gaps in the learning process. Students in grades 7-12 were evaluated quarterly throughout the year to determine course grades and levels of content mastery.

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

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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

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

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	456	447	98.03%	1.97%	55.26%	455	447	98.24%	1.76%	50.34%
Male	226	220	97.35%	2.65%	56.36%	225	20	8.89%	91.11%	55.91%
Female	230	227	98.70%	1.30%	54.19%	230	227	98.70%	1.30%	44.93%
Black or African American	37	35	94.59%	5.41%	45.71%	37	35	94.59%	5.41%	37.14%
Asian	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	380	373	98.16%	1.84%	54.69%	379	373	98.42%	1.58%	49.87%
Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
White	20	20	100.00%	0.00%	55.00%	20	20	100.00%	0.00%	70.00%
Two or More Races	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	408	401	98.28%	1.72%	52.12%	407	401	98.53%	1.47%	47.88%
English Learners	205	200	97.56%	2.44%	51.00%	204	200	98.04%	1.96%	45.50%
Students with Disabilities	44	44	100.00%	0.00%	13.64%	44	44	100.00%	0.00%	11.36%
Foster Youth	--	--	--	--	--	--	--	--	--	--

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

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

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

**California Assessment of Student Performance and Progress Test Results in
English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight**

Percentage of Students Meeting or Exceeding the State Standards

	Triple Crown		VVUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	51	55	42	44	50	50
Mathematics	44	50	27	28	38	39

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

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

Percentage of Students Meeting or Exceeding the State Standards

	Triple Crown		VVUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

PHYSICAL FITNESS

In the spring of every other 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/.

**California Physical Fitness Test Results
2018-19**

	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Level			
Fifth	19.2%	25.3%	24.0%

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

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

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.

2018-19 Campus Improvements:

- Resurface blacktop
- Upgrades to the portables
- Modernization projects to the library and the MPR

2019-20 Campus Improvements in Progress:

- Resurface blacktop
- Installation of new flooring in the MPR

Campus Description

	Quantity
Year Built	2006
Acreage	9.6
Bldg. Square Footage	52252
# of Permanent Classrooms	35
# of Portable Classrooms	4
# of Restrooms (student use)	5 sets
STEAM Lab	1
Library	1
Multipurpose Room	1
Staff Lounge	1
Teacher Work Room	1

SCHOOL INSPECTIONS

Triple Crown Elementary School and the Val Verde Unified School District's Maintenance and Operations Department (M&O) work together to ensure student safety and uphold high cleaning standards. M&O supervisors and school administration inspect facilities on a continual basis to identify and resolve concerns in a proactive and timely manner. The most recent facilities inspection at Triple Crown Elementary School took place on July 15, 2019. Schools are required by state law to report the condition of their facilities; the School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

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, six supervision aides monitor playground behavior. During lunch recess, six supervision aides monitor student activities in the cafeteria and on the playground. When students are dismissed at the end of the day, the principal and teachers monitor main exits and student pick-up areas in front of the school to ensure students leave campus in a safe and orderly manner.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival and present valid picture identification, obtain and wear a visitor's badge, and then return to the school office upon departure.

SCHOOL SITE SAFETY PLAN

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

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

MAINTENANCE AND REPAIRS

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

DAILY CLEANING PRACTICES

One full-time day custodian, one full-time evening custodian, one part-time evening custodian, and a rotating crew of groundskeepers are assigned to Triple Crown Elementary School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and lead custodian communicate as needed to 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.

Average Class Size and Class Size Distribution				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
2016-17				
K	14.0	14		
1	28.0		6	
2	29.0		4	
3	24.0	2	4	
4	29.0		5	
5	27.0	1	5	
2017-18				
K	14.0	13		
1	27.0	1	6	
2	27.0	1	5	
3	25.0	1	4	
4	28.0		5	
5	25.0	1	5	
2018-19				
K	15.0	12		
1	26.0		6	
2	27.0		6	
3	29.0		6	
4	26.0		5	
5	29.0		5	
Other**	20.0	1		

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

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

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: July 15, 2019	Good	Fair	Poor	
Systems	✓			
Interior Surfaces	✓			Room 504, P Room 702, Room 406, 302 & MPR - Water stain ceiling tiles; Room 203 - Ceiling tile is cracked
Cleanliness	✓			
Electrical	✓			Nurse - Water stain in light diffuser; K-3 - Light panel is flickering; Room 505 - Light panel is loose; Room 207 - Three light panels are out; Library - Thermostat cover is missing
Restrooms/Fountains	✓			
Safety	✓			Room 501 - Limited access electrical panel is blocked; Room 505 - Items are stacked on cabinets (earthquake hazard)
Structural	✓			
External	✓			Room 506 - Hole in cement on walkway; Girls RR - Hole in cement on walkway; Outdoor Courts - Asphalt is cracked, trip hazard
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

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

CLASSROOM ENVIRONMENT

CLASS SIZE

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

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.

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

School and classroom rules are posted in each classroom. At the beginning of the school year, school rules, district policies, and academic expectations are 1) outlined in the student handbook (printed in both English and Spanish), and 2) reinforced by the principal during discipline assemblies. Teachers remind students of school rules and behavior expectations as situations arise. Monthly themes focused on a primary Character Counts! behavior are introduced into classroom discussions, lessons, and activities.

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

Suspensions and Expulsions

	Triple Crown			VVUSD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions	2.40%	2.40%	1.30%	4.90%	5.10%	4.80%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.11%	0.02%	0.00%	0.09%	0.08%	0.10%

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 Award. Students may submit their awards into weekly drawings 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.

ENRICHMENT ACTIVITIES

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

- 100 Mile Club
- Art Club
- Chess Club
- Colts on Demand
- College & Career Fair
- Defined STEM
- Dreambox
- GATE/High Achievers
- Grade level sponsored special events
- International Days
- IXL
- Mobymax
- NEWSOLA
- Razz Kids
- Science Club
- Science Fair
- Sign Language Club
- Spelling Bee
- STEM Rotation
- THINK Together

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

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

During the 2018-19 school year, Triple Crown Elementary School held staff development training focused on:

- 21st Century Learning
- AVID
- Common Core State Standards
- Conceptual Math
- Data Analysis
- Depth of Knowledge
- Grade Level Expectations
- Next Generation Science Standards
- Note Taking
- PBIS
- Professional Learning Communities (PLC)
- Reading in the Content Area
- Restorative Practices
- Response to Intervention
- School Safety
- Technology
- WICOR

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

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

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

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

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

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

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

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

INSTRUCTIONAL MATERIALS

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

On September 3, 2019, the Val Verde Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No.19-20-10 which certifies as required by Education Code §60119 1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a standards-aligned textbook or 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 SARC's the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2019-20 school year, Val Verde Unified School District certifies that each student, including English learners, enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the California State Standards.

SCHOOL LEADERSHIP

Leadership at Triple Crown Elementary School is a responsibility shared among the principal, teachers, and parents. The principal is responsible for the day-to-day operations and overall curriculum. The school's leadership team, instructional coach, and School Site Council share in the decision-making and administrative processes to create an effective, safe, and nurturing learning environment.

The school's leadership team, comprised of the principal, grade level leaders, instructional coach, one special education teacher representative, a CSE representative, 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. The SSC is responsible for reviewing and approving the school site plan, safety plan, and budget.

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

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Standards and approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Triple Crown Elementary School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

SPECIAL EDUCATION

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

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

ENGLISH LEARNER INSTRUCTION

All of Triple Crown Elementary's teachers are certified and trained to provide instruction for students identified as English Learners (EL). 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 McGraw-Hill *Wonders* 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 ELPAC results, benchmark assessments, and classroom observation to adjust instruction as needed to ensure continued success in acquiring the English language and proficiency in reading/language arts.

GIFTED AND TALENTED EDUCATION

Triple Crown Elementary School offers a Gifted and Talented Education program for students who have been recognized as high achievers by their teachers and through district testing. Both GATE and non-GATE high achievers are clustered by grade level to receive accelerated, differentiated instruction that offers more depth and complexity throughout the curriculum. GATE students have the opportunity to participate in a variety of structured enrichment activities as part of their regular instructional day and after school.

AVID

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

INTERVENTION PROGRAMS

Triple Crown Elementary School supports intervention programs to meet the needs of those students not meeting state proficiency standards in reading, language arts, and math. RTI² comprised of school administrators, teachers, and parents work together to identify individualized intervention strategies for and to monitor progress of students having difficulty with academic or social development. Formal intervention programs include:

- Impact Substitute 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.
- Impact Tutors: for students in grades kindergarten and first to receive reading instruction for targeted 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.
- Accadience

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

During the 2018-19 school year, Triple Crown Elementary School had 38 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials and Assignments						
	Triple Crown			VVUSD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	35	38	39	833	841	850
Teachers with Full Credential	35	38	38	805	817	820
Teachers without Full Credential	0	0	1	28	24	30
Teaching Outside Subject Area (with full credential)	0	0	0	0	5	8
Misassignments of Teachers of English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	8	6

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

SUPPORT SERVICES STAFF

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

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

**Academic Counselors and
Other Support Staff
2018-19**

	No. of Staff	FTE*
Academic Counselor	0	0.0
Health Technician	1	1.0
Instructional Coach	1	1.0
Nurse	1	0.2
Psychologist	1	0.6
Speech Pathologist	1	1.0
Counseling Therapist	1	0.4

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

SARC DATA & INTERNET ACCESS

DATA QUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Triple Crown Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

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: 17

Number of printers available: 1

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

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

EXPENDITURES PER STUDENT

For the 2017-18 school year, Val Verde Unified School District spent an average of \$11,189 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2017-18

	State Average of Districts in Same Category
	WUSD
Beginning Teacher Salary	52,045
Mid-Range Teacher Salary	84,387
Highest Teacher Salary	112,391
Average Principal Salaries:	
Elementary School	136,895
Middle School	144,176
High School	146,638
Superintendent Salary	244,394
Percentage of Budget For:	
Teacher Salaries	31.0
Administrative Salaries	5.0

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

Expenditures Per Pupil and School Site Teachers Salaries 2017-18

Expenditures Per Pupil	Dollars Spent Per Student				
	Triple Crown	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	4,593	N/A	N/A	N/A	N/A
Restricted (Supplemental)	326	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,268	5,473	78.0%	7,507	72.9%
Average Teacher Salary	76,916	83,822	91.8%	82,031	102.2%

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

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

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