

# Tony Tobin Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

### **School Contact Information (School Year 2019-20)**

| Entity                            | Contact Information   |
|-----------------------------------|---|
| School Name                       | Tony Tobin Elementary School  |
| Street                            | 45200 Morgan Hill Drive   |
| City, State, Zip                  | Temecula, CA 92592  |
| Phone Number                      | (951) 294-6355  |
| Principal                         |   |
| Email Address                     | klarson@tvusd.k12.ca.us   |
| Website                           | <a href="https://www.tvusd.k12.ca.us/TTES">https://www.tvusd.k12.ca.us/TTES</a> |
| County-District-School (CDS) Code | 33-75192-6116446  |

| Entity                | Contact Information                     |
|-----------------------|---|
| <b>District Name</b>  | Temecula Valley Unified School District |
| <b>Phone Number</b>   | (951) 676-2661                          |
| <b>Superintendent</b> | Timothy Ritter                          |
| <b>Email Address</b>  | tritter@tvusd.k12.ca.us                 |
| <b>Website</b>        | www.tvusd.k12.ca.us                     |

### School Description and Mission Statement (School Year 2019-20)

Tony Tobin Elementary currently serves approximately 940 students. "Trailblazer Pride" is in abundance TTES and for very good reason! Our students are kind and compassionate, as well as hardworking. Our teachers are exceptional and our parents are a valuable and involved part of our team. At Tony Tobin, we set high expectations for each student, offer superior instruction, motivate our students, and provide them with the very best environment in which to learn. Our motto is "Honoring the Past, Enriching the Present, Inspiring the Future." This is an exciting time for all of us!

At Tony Tobin we believe in teaching students behavioral expectations and supporting them in meeting these expectations through the Positive Behavior Intervention model. Students earn recognition and rewards for their excellent behavior.

Tony Tobin offers a variety of programs to support our students. During the school day, teachers work through Professional Learning Communities to ensure students are offered a guaranteed, viable (and engaging) curriculum. We strive daily to challenge every student, while offering support when needed. We are fortunate to have a Literacy Specialist, a PBIS counselor, and various Special Education programs, to assist students depending upon their needs.

At Tony Tobin Elementary we have a very involved PTA that works to include all families and provide opportunities for all to be involved. Our community comes together each Friday at our Friday Flag ceremony, where students are recognized for excellent behavior, hard work, and academic achievements. Come on out to a Friday Flag; you will enjoy our awesome school spirit!

### Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| <b>Kindergarten</b>     | 138                |
| <b>Grade 1</b>          | 141                |
| <b>Grade 2</b>          | 149                |
| <b>Grade 3</b>          | 146                |
| <b>Grade 4</b>          | 154                |
| <b>Grade 5</b>          | 156                |
| <b>Total Enrollment</b> | 884                |

## Student Enrollment by Group (School Year 2018-19)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.8                         |
| American Indian or Alaska Native    | 0.5                         |
| Asian                               | 5                           |
| Filipino                            | 2.5                         |
| Hispanic or Latino                  | 23.8                        |
| Native Hawaiian or Pacific Islander | 0.5                         |
| White                               | 56                          |
| Two or More Races                   | 10.1                        |
| Socioeconomically Disadvantaged     | 17.1                        |
| English Learners                    | 5.8                         |
| Students with Disabilities          | 12.6                        |
| Foster Youth                        | 0.3                         |
| Homeless                            | 0.2                         |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

| Teachers   | School<br>2017-18 | School<br>2018-19 | School<br>2019-20 | District<br>2019-20 |
|--|-------------------|-------------------|-------------------|---------------------|
| With Full Credential   | 46                | 42                | 47                | 1496                |
| Without Full Credential  | 1                 | 0                 | 2                 | 39                  |
| Teaching Outside Subject Area of Competence (with full credential) | 0                 | 0                 | 0                 | 3                   |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** November 2019

All textbook adoptions were selected from the standards-based materials adopted by the State Board of Education and our local governing board:

Language Arts- California Wonders- Copyright 2017- Publisher- McGraw Hill

Math- EnVision Math- Copyright 2016- Publisher- Pearson

History- History-Social Science for California- Copyright 2006- Publisher- Pearson

Science- California Science- Copyright 2007- Publisher- Harcourt

| Subject                       | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------|--|
| <b>Reading/Language Arts</b>  | Each pupil has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available to each child. All textbooks are aligned to the California Content Standards and approved for use by the State and/or the Temecula Valley Unified School District Board of Education.  | Yes                        | 0  |
| <b>Mathematics</b>            | Each pupil has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available to each child. All textbooks are aligned to the California Content Standards and approved for use by the State and/or the Temecula Valley Unified School District Board of Education.                   | Yes                        | 0  |
| <b>Science</b>                | Each pupil has a textbook or science material, or both, as required by the state of California. Appropriate materials and textbooks are available to each child. All textbooks are aligned to the California Content Standards and approved for use by the State and/or the Temecula Valley Unified School District Board of Education.                | Yes                        | 0  |
| <b>History-Social Science</b> | Each pupil has a textbook or history-social science material, or both, as required by the state of California. Appropriate materials and textbooks are available to each child. All textbooks are aligned to the California Content Standards and approved for use by the State and/or the Temecula Valley Unified School District Board of Education. | Yes                        | 0  |

| Subject   | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|----------------------------|--|
| <b>Foreign Language</b>                           | Each pupil enrolled in these courses have a textbook or foreign language material, or both, as required by the state of California. Appropriate materials and textbooks are available to each child. All textbooks are aligned to the California Content Standards and approved for use by the State and/or the Temecula Valley Unified School District Board of Education.   | Yes                        | 0  |
| <b>Health</b>                                     | Each pupil enrolled in these courses have a textbook or health material, or both, as required by the state of California. Appropriate materials and textbooks are available to each child. All textbooks are aligned to the California Content Standards and approved for use by the State and/or the Temecula Valley Unified School District Board of Education.   | Yes                        | 0  |
| <b>Visual and Performing Arts</b>                 | Teachers are provided with class sets approved for use by TVUSD.  | Yes                        | 0  |
| <b>Science Laboratory Equipment (grades 9-12)</b> | Each pupil has a textbook or science laboratory material, or both, as required by the state of California. Appropriate materials and textbooks are available to each child. These materials include science laboratory equipment for grades 9 to 12, inclusively. All textbooks are aligned to the California Content Standards and approved for use by the Temecula Valley Unified School District Board of Education. | Yes                        | 0  |

## School Facility Conditions and Planned Improvements (Most Recent Year)

TVUSD's Maintenance and Operations division works diligently to ensure our facilities are clean and safe for students, teachers and staff. The district follows a comprehensive preventive and deferred maintenance program to offset costly repairs and minimize disruptions to the instructional program. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Our school has one full time lead custodian during school hours, and a night crew that comes in and cleans the entire facility after school hours. In addition, between two and three times a year the carpets at each site are steam cleaned. Tony Tobin Elementary was built in 2005. The school offers 51 classrooms, all of which are permanent buildings. The school also has a multipurpose room, a library and an administration building. The entire perimeter of the school is closed and secure at all times. Guests and visitors enter through the front office.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 10/15/2019

| System Inspected  | Rating           | Repair Needed and Action Taken or Planned   |
|---|------------------|---|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | Good             |   |
| <b>Interior:</b> Interior Surfaces                                      | Good             | E Building: VCT flooring sheet vinyl issues.<br><br>D Building: VCT flooring in hallways blistering, sheet vinyl needs replacing.<br><br>C Building: VCT flooring in hallways blistering, sheet vinyl needs replacing.<br><br>K Building: VCT flooring in hallways blistering, sheet vinyl needs replacing. |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation       | Good             |   |
| <b>Electrical:</b> Electrical   | Good             |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains                 | Good             |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | Good             |   |
| <b>Structural:</b> Structural Damage, Roofs                             | Good             |   |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | Good             | Playground: Asphalt cracks are sinking or widening.   |
| <b>Overall Rating</b>   | <b>Exemplary</b> |   |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

| Subject   | School<br>2017-18 | School<br>2018-19 | District<br>2017-18 | District<br>2018-19 | State<br>2017-18 | State<br>2018-19 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 72                | 76                | 68                  | 69                  | 50               | 50               |
| Mathematics<br>(grades 3-8 and 11)                    | 62                | 63                | 54                  | 55                  | 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group                       | Total<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not<br>Tested | Percent<br>Met or<br>Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students                        | 451                 | 445              | 98.67             | 1.33                     | 75.73                         |
| Male                                | 228                 | 226              | 99.12             | 0.88                     | 71.68                         |
| Female                              | 223                 | 219              | 98.21             | 1.79                     | 79.91                         |
| Black or African American           | --                  | --               | --                | --                       | --                            |
| American Indian or Alaska Native    | --                  | --               | --                | --                       | --                            |
| Asian                               | 28                  | 28               | 100.00            | 0.00                     | 85.71                         |
| Filipino                            | 11                  | 11               | 100.00            | 0.00                     | 90.91                         |
| Hispanic or Latino                  | 106                 | 105              | 99.06             | 0.94                     | 60.00                         |
| Native Hawaiian or Pacific Islander | --                  | --               | --                | --                       | --                            |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| White   | 249              | 244           | 97.99          | 2.01               | 81.15                   |
| Two or More Races                             | 43               | 43            | 100.00         | 0.00               | 81.40                   |
| Socioeconomically Disadvantaged               | 90               | 87            | 96.67          | 3.33               | 57.47                   |
| English Learners                              | 32               | 31            | 96.88          | 3.12               | 51.61                   |
| Students with Disabilities                    | 71               | 69            | 97.18          | 2.82               | 30.43                   |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      | --               | --            | --             | --                 | --                      |

Note: ELA test results include the Smarter Balanced Summative 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.

Note: 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.

Note: 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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                        | 451              | 445           | 98.67          | 1.33               | 63.06                   |
| Male                                | 228              | 226           | 99.12          | 0.88               | 64.16                   |
| Female                              | 223              | 219           | 98.21          | 1.79               | 61.93                   |
| Black or African American           | --               | --            | --             | --                 | --                      |
| American Indian or Alaska Native    | --               | --            | --             | --                 | --                      |
| Asian                               | 28               | 28            | 100.00         | 0.00               | 82.14                   |
| Filipino                            | 11               | 11            | 100.00         | 0.00               | 81.82                   |
| Hispanic or Latino                  | 106              | 105           | 99.06          | 0.94               | 39.42                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                 | --                      |
| White                               | 249              | 244           | 97.99          | 2.01               | 69.67                   |
| Two or More Races                   | 43               | 43            | 100.00         | 0.00               | 69.77                   |
| Socioeconomically Disadvantaged     | 90               | 88            | 97.78          | 2.22               | 46.59                   |
| English Learners                    | 32               | 32            | 100.00         | 0.00               | 43.75                   |
| Students with Disabilities          | 71               | 68            | 95.77          | 4.23               | 16.42                   |



| Student Group  | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| <b>Students Receiving Migrant Education Services</b> |                  |               |                |                    |                         |
| <b>Foster Youth</b>                                  | --               | --            | --             | --                 | --                      |
| <b>Homeless</b>                                      | --               | --            | --             | --                 | --                      |

Note: Mathematics test results include the Smarter Balanced Summative 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.

Note: 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.

Note: 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.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

| Subject                                      | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Science (grades 5, 8 and high school)</b> | N/A            | N/A            | N/A              | N/A              | N/A           | N/A           |

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

Note: 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.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| <b>5</b>    | 12.8   | 28.2   | 45.0  |

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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Parent volunteers are a vital link in our program to support children. Parents are encouraged to volunteer in classrooms to provide support for students as well as the classroom teacher. A parent can also support the school by providing homework support for students and by encouraging students to read daily. The Parent Teacher Association provides many parent opportunities to get involved at our school through family-oriented events during the school year. We encourage parent communication and involvement through: Homework Tips in Student Handbook Weekly "Tidbits" Newsletters First Grade Reading Night Family Dinner Nights Family Literacy Night Back-to-School-Night/ Grade Level Expediencies Parent Conferences Student Study Team Parent Volunteers in Classrooms Volunteer Training Books and Beyond P.T.A.

We offer Parent Volunteer trainings throughout the year to ensure parents are familiar with expectations and procedures. We have ELAC, CAP, and Parent Advisory meetings to help inform and support families, as well as to gain input to assist us as we strive to consistently improve our excellent programs.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

| Rate        | School<br>2016-17 | School<br>2017-18 | School<br>2018-19 | District<br>2016-17 | District<br>2017-18 | District<br>2018-19 | State<br>2016-17 | State<br>2017-18 | State<br>2018-19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 0.6               | 1.1               | 0.7               | 1.9                 | 2.2                 | 2.3                 | 3.6              | 3.5              | 3.5              |
| Expulsions  | 0.0               | 0.0               | 0.0               | 0.2                 | 0.2                 | 0.1                 | 0.1              | 0.1              | 0.1              |

### School Safety Plan (School Year 2019-20)

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Our School Site Safety Plan is a comprehensive plan that encompasses all disaster preparedness procedures and emergency plans. It also addresses everyday procedures and standards that ensure the safety of students on campus. All of these procedures are practiced as drills throughout the year. The administration gives feedback to the staff after each drill indicating what went well and what may need attention or need to be fixed the next time. A copy of each School Site Safety Plan is also maintained by the Temecula Police Department. Officers can access every TVUSD School Site Safety Plan via laptop computers in their cars. The School Safety Plan can be reviewed by parents, and parent input is considered as we continually work to ensure all students are safe at school. The staff is working to consistently update and maintain our site safety plan.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17<br>Average<br>Class<br>Size | 2016-17<br># of<br>Classes*<br>Size<br>1-20 | 2016-17<br># of<br>Classes*<br>Size<br>21-32 | 2016-17<br># of<br>Classes*<br>Size<br>33+ | 2017-18<br>Average<br>Class<br>Size | 2017-18<br># of<br>Classes*<br>Size<br>1-20 | 2017-18<br># of<br>Classes*<br>Size<br>21-32 | 2017-18<br># of<br>Classes*<br>Size<br>33+ | 2018-19<br>Average<br>Class<br>Size | 2018-19<br># of<br>Classes*<br>Size<br>1-20 | 2018-19<br># of<br>Classes*<br>Size<br>21-32 | 2018-19<br># of<br>Classes*<br>Size<br>33+ |
|-------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| K           | 11                                  | 11  |  |  | 12                                  | 11  |  |  | 11                                  | 13  |  |  |
| 1           | 24                                  |   | 5  |  | 23                                  |   | 6  |  | 23                                  |   | 6  |  |
| 2           | 21                                  | 1   | 6  |  | 22                                  | 1   | 6  |  | 22                                  | 1   | 6  |  |
| 3           | 24                                  |   | 6  |  | 25                                  |   | 6  |  | 24                                  |   | 6  |  |
| 4           | 32                                  |   | 5  |  | 30                                  |   | 5  |  | 29                                  |   | 5  |  |
| 5           | 24                                  | 2   | 6  |  | 26                                  | 2   | 6  |  | 24                                  | 2   | 5  |  |
| Other**     |                                     |   |  |  |                                     |   |  |  |                                     |   |  |  |

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title                | Ratio |
|----------------------|-------|
| Academic Counselors* | .0    |

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

### Student Support Services Staff (School Year 2018-19)

| Title   | Number of FTE*<br>Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) |                                      |
| Library Media Teacher (Librarian)                             |                                      |
| Library Media Services Staff (Paraprofessional)               |                                      |
| Psychologist  | 1.0                                  |
| Social Worker   |                                      |
| Speech/Language/Hearing Specialist                            | 1.0                                  |
| Resource Specialist (non-teaching)                            | 2.1                                  |
| Other   | 1.0                                  |

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

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$9,783.55                   | \$3,007.46                          | \$6,776.09                            | \$86,335.72            |
| District                                      | N/A                          | N/A                                 | \$7,378.65                            | \$87,184.00            |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -8.5                                  | -6.8                   |
| State   | N/A                          | N/A                                 | \$7,506.64                            | \$82,403.00            |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -1.7                                  | 0.7                    |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

In addition to LCFF funding, Temecula Valley Unified School District receives state and federal funding for special programs and grant funding for specific areas. District expenditures fund site operations including regular and special education, supplemental programs, health and nursing services, library, social emotional and behavioral services, staff salaries and benefits, textbooks, instructional materials, facilities, maintenance and repairs, transportation, district administration, etc. Grant funding includes Career Technical Education, Low Performing Student Block Grant, and Tobacco Prevention.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$47,465        | \$48,612                                     |
| Mid-Range Teacher Salary                      | \$79,134        | \$74,676                                     |
| Highest Teacher Salary                        | \$103,573       | \$99,791                                     |
| Average Principal Salary (Elementary)         | \$125,301       | \$125,830                                    |
| Average Principal Salary (Middle)             | \$131,483       | \$131,167                                    |
| Average Principal Salary (High)               | \$134,941       | \$144,822                                    |
| Superintendent Salary                         | \$255,461       | \$275,796                                    |
| Percent of Budget for Teacher Salaries        | 43%             | 34%  |
| Percent of Budget for Administrative Salaries | 4%              | 5%   |

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

### Professional Development (Most Recent Three Years)

| Measure   | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3       | 3       | 3       |

The Temecula Valley Unified School District is committed to ensuring that each and every child in its care receives a rigorous, multifaceted educational experience preparing them for the demands of college and career.

TVUSD teachers engage in active staff development throughout the year by attending:

- In-District training sessions provided by staff and consultants.
- Site-based training sessions presented during staff meetings and committee/grade level meetings.
- One on one training provided during formal observations and post observation conferences.

Teachers work together through Professional Learning Communities (PLCs) based on content area and grade level. All instructional staff participate weekly during professional growth time, meeting in their PLC groups to align curriculum, refine teaching strategies, create assessments, analyze student achievement data to drive instruction and to ensure we are meeting the needs of all learners, teachers with specialized training are given opportunities to train their peers, and provide instructional support as teacher leaders.

Staff development focuses on implementing the California Common Core State Standards and state frameworks in English-Language Arts, Science, Social Science, and Math, K-12. Routine district sessions bring teacher leaders and principals together to devise and refine the curriculum and assessments. Tony Tobin is focusing on embedding opportunities for critical thinking throughout our lessons in all subject areas, with an emphasis on the mathematical practices. We believe our students will need to be proficient in the "4 C's" - Communication, Collaboration, Critical Thinking, and Creativity - in order to be successful in today's world. It is our commitment to help our students gain these capabilities that will support them in their future endeavors.