

# **Táawila 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)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Táawila Elementary School
<b>Street</b>	30344 Stage Coach Rd.
<b>City, State, Zip</b>	Menifee, CA 92586-9128
<b>Phone Number</b>	951-246-4210
<b>Principal</b>	Daphne Donoho
<b>Email Address</b>	mdonoho@menifeeusd.org
<b>Website</b>	<a href="http://www.menifeeusd.org">http://www.menifeeusd.org</a>
<b>County-District-School (CDS) Code</b>	33 67116 0136838

Entity	Contact Information
District Name	Menifee Union Elementary
Phone Number	951-672-1851
Superintendent	Dr. Steve Kennedy
Email Address	skennedy@menifeeusd.org
Website	<a href="http://www.menifeeusd.org">http://www.menifeeusd.org</a>

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

The 2018-19 school year marks the first year of operation for Táawila Elementary School (TES). The name Táawila was taken from the language of the Pechanga Band of Luiseno Indians, who have inhabited the Menifee Valley and adjacent areas of Riverside County for thousands of years. In fact, the rocky hill that towers above the site of the school is considered sacred land by local Native Americans. Táawila (TAH-we-la) in the Native American language, translates to "gathering or sitting place." Back in time, the hills surrounding Audie Murphy Ranch were once a sacred gathering place for members of the Pechanga tribe and now Táawila Elementary School will be a gathering place for our students, their families, staff and the local community.

We use the term, PAWS UP Cubs often. PAWS UP is a call to get into the "ready" position, eager to take on the task at hand and/or do the right thing. PAWS UP denotes an agile and quick, can-do attitude. PAWS UP also stands for:

- Personal best
- Academic excellence
- Work together
- Safety and respect
- Unity
- Pride

PBIS provides a focus on taking a team-based, systematic approach where we teach appropriate behaviors to all students in the school. The goal is to create a positive school climate, in which students learn and grow.

### Our Mission and Vision Statements are as follows:

Vision - A proud community of learners inspiring and creating excellence for all.

Mission - Through the collective efforts of staff, parents, and community, all Táawila students will make continuous progress, academically and socially, toward their personal best.

### Goals:

We will create and support a rigorous school environment in which all children and adults prepare for success while feeling welcomed, respected, trusted, and an important part of the school.

We will accomplish this by:

- Believing EVERY STUDENT CAN LEARN
- Demonstrating a personal commitment to the academic success and emotional well-being of all students
- Supporting innovative thinking
- Working together in collaborative teams with a focus on setting targeted, measurable, time-bound improvement goals to increase student learning
- Using a variety of common assessments to measure student learning, determine successes, diagnose areas in need of improvement, design instructional activities and create school-wide system supports to promote equity and access for all learners.
- Working cohesively to maintain ongoing and effective communication
- Providing a safe and orderly environment

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

Grade Level	Number of Students
Kindergarten	67
Grade 1	47
Grade 2	48
Grade 3	50
Grade 4	37
Grade 5	32
Total Enrollment	281

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

Student Group	Percent of Total Enrollment
Black or African American	7.8
Asian	1.1
Filipino	3.6
Hispanic or Latino	39.5
Native Hawaiian or Pacific Islander	0.7
White	41.6
Two or More Races	4.6
Socioeconomically Disadvantaged	28.8
English Learners	4.6
Students with Disabilities	14.2
Homeless	

**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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential			19	464
Without Full Credential			0	6
Teaching Outside Subject Area of Competence (with full credential)			0	0

## Teacher Misassignments and Vacant Teacher Positions

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders (2018 Adoption)	Yes	0
Mathematics	Eureka Math Context for Learning	Yes	0
Science	Elementary NGSS Units of Study	Yes	0
History-Social Science	Elementary Units of Study Pearson Scott Foresman-History Social Science for California (4th & 5th Grade)	Yes	0
Visual and Performing Arts	Beacon Music Company - Traditions of Excellence	No	0

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

The school district ensures that students attend clean and safe facilities. The district's maintenance staff follows a comprehensive scheduled preventative and deferred maintenance program to offset costly repairs and minimize disruptions to the instructional program. The district maintenance staff ensures that the maintenance necessary to keep the school in good repair is completed in a timely manner. A work order process is used to ensure services and emergency repairs are given high priority. A complete and thorough facility inspection is done annually to identify future areas to address and prioritize facility needs.

In accordance with Ed. Code Section 17070.75 (e), the district uses a facility inspection system to ensure each of its schools are maintained and in good repair. A work order process is used to coordinate service and to address emergency repairs immediately. A full-time custodian is on campus throughout every school day. A night custodial crew cleans classrooms and office areas daily. The custodial staff has developed a cleaning schedule to ensure a neat and orderly campus.

### 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:** January 2020

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	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	
<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	Fair	
<b>Overall Rating</b>	Good	

## 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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)		67	54	58	50	50
Mathematics (grades 3-8 and 11)		48	43	44	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 Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	137	132	96.35	3.65	66.67
Male	78	74	94.87	5.13	63.51
Female	59	58	98.31	1.69	70.69
Black or African American	16	14	87.50	12.50	71.43
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	54	53	98.15	1.85	60.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	50	48	96.00	4.00	77.08

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	46	42	91.30	8.70	47.62
English Learners	15	14	93.33	6.67	50.00
Students with Disabilities	21	19	90.48	9.52	42.11
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	137	132	96.35	3.65	47.73
Male	78	75	96.15	3.85	48.00
Female	59	57	96.61	3.39	47.37
Black or African American	16	14	87.50	12.50	28.57
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	54	54	100.00	0.00	40.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	50	47	94.00	6.00	68.09
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	46	42	91.30	8.70	30.95
English Learners	15	14	93.33	6.67	21.43
Students with Disabilities	21	19	90.48	9.52	47.37
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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
Science (grades 5, 8 and high school)	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
5	18.9	24.3	37.8

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)

In collaboration with our parents and educational partners we are committed to academic excellence built upon a foundation of equality and personal responsibility. Táawila Elementary School serves approximately 300 students in grades Kindergarten through 5th grade. At TES students learn to work together, respect each other and are able to collaborate and contribute as member of any group while maintaining their individuality. As a school, we reach out and work in unison with our school and community partners, such as ELAC (English Language Advisory Committee), SSC (School Site Council), and Booster Club to support all students. Our School Plan for Student Achievement was written and aligned with the District LCAP goals: 1.TES will recruit, hire and retain highly qualified staff, and provide ongoing professional development in order to support optimum learning opportunities for student success. 2. TES will effectively maximize learning for all students, staff, and parents in order to prepare students for college and career in the 21st century. 3. TES will engage and involve parents and community in the educational process of our students and by doing so, will increase the level of trust within the community. Parents and community members volunteer regularly in classrooms, the library and the front office. Our school webpage, notices home, email, the Parent/Student Handbook and communication apps are used to share our work and resources with parents and the community. We encourage involvement through Booster Club and advisory committees at the site and District level. Parents who have questions about getting involved at TES can contact our office (951)723-3005 or their child's teacher.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions			0.3	1.8	1.5	1.5	3.6	3.5	3.5
Expulsions			0.0	0.0	0.0	0.0	0.1	0.1	0.1

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

Each Menifee Union School site completes a Comprehensive School Safety Plan (CSSP), including a disaster preparedness plan annually. A copy of the TES Comprehensive School Safety Plan is available for review at the school office. The plan includes emergency procedures for natural disasters and campus intruders. Students, teachers, and staff are trained to prepare for a wide range of emergencies, and frequent drills help to refine emergency skills, policies, and procedures at all school sites. Also, following each drill, specific and intentional feedback is sought from all participants to improve emergency procedures continually, and therefore enhance campus safety.

TES staff exercises strict adherence to the district adopted safety/site security protocols, which include a leveled/colored badge system to indicate a person's business on the campus. Any campus visitor is required to check-in using our Raptor system. TES Comprehensive Safety Plan is reviewed annually; the entire staff participates in monthly emergency drills and provides feedback.

Finally, school and district administrators immediately investigate threats of harm. Teachers and administrators seek to foster lines of open communication, so students and parents feel comfortable reporting inappropriate activity, including bullying, harassment, or threats. All TES staff take a strong stand against threatening behavior or bullying and investigate complaint matters thoroughly.

Our Positive Behavioral Interventions and Supports (PBIS) system teaches and reinforces appropriate student behaviors. We foster social-emotional learning (SEL) skills development in the form of weekly lessons delivered school-wide to all students, supported by curriculum from SecondStep.org. The curriculum establishes high expectations for achievement by all students in every subject area, and students are supported by counseling services that include crisis counseling, peer counseling, and intervention programs.

## 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 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K									18	2	2	
1									23		2	
2									24		2	
3									25		2	
4									24		1	
5									22	1	1	
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.

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

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
Mathematics												
Social Science												

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### 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* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	.5

\*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		N/A	N/A	N/A
District	N/A	N/A	7493.76	\$82,871.00
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A		

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)

District expenditures fund site operations including regular and special education, categorical programs, bilingual programs, health and nursing services, library services, psychologist and counseling services, teacher salaries, support staff salaries, employee benefits, administrators, textbooks, instructional materials, supplies and equipment, maintenance, district office functions and capital projects.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,384	\$45,741
Mid-Range Teacher Salary	\$76,627	\$81,840
Highest Teacher Salary	\$97,282	\$102,065
Average Principal Salary (Elementary)	\$129,678	\$129,221
Average Principal Salary (Middle)	\$131,191	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$229,918	\$224,581
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

## Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			2

As a school district, we are focused on increasing academic achievement in English Language Arts and Mathematics along with increasing school attendance. To this end, our professional development strategy is geared to increase student engagement through the implementation of our district-adopted curriculum and the type of interventions we have in place. Site and district leadership teams review achievement data on state and local assessments to make determinations on staff development and training, to be aligned with yearly goals and projected activities.

MUSD provides two full days of professional development along with additional days as needed per site and data. Additionally, the major areas of focus have been on the adopted curriculum and intervention. State and local achievement data are used to make determinations. This district provides two full days of professional development along with additional days as needed per site and data. Additional days are provided before, during, and after school by either directors, coordinators, or intervention specialists. Additionally, conferences, workshops, Grade Level PLC, and staff meetings are some ways of providing on-going professional growth. Many teachers and administrators continue to take college-level courses to enhance their teaching or administrative skills.