

Temecula Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2016-17)

| School Contact Information | |
|-----------------------------------|---|
| School Name | Temecula Middle School |
| Street | 42075 Meadows Parkway |
| City, State, Zip | Temecula, CA 92592 |
| Phone Number | (951) 302-5151 |
| Principal | Rob Sousa |
| E-mail Address | rsousa@tvusd.k12.ca.us |
| Web Site | http://tms.tvusd.k12.ca.us |
| CDS Code | 33-75192-6116446 |

| District Contact Information | |
|------------------------------|---|
| District Name | Temecula Valley Unified School District |
| Phone Number | (951) 676-2661 |
| Superintendent | Timothy Ritter |
| E-mail Address | tritter@tvusd.k12.ca.us |
| Web Site | www.tvusd.k12.ca.us |

School Description and Mission Statement (School Year 2016-17)

Temecula Middle School is located on Meadows Parkway, in the heart of the Temecula Valley USD. The school opened in 1991. The school's enrollment is approximately 1,100 students.

Temecula Middle School is committed to providing a safe learning environment where students, parents, staff, and community accept the responsibility for preparing students for academic success and the challenges of the future.

Temecula Middle School is committed to providing a safe learning environment where students, parents, staff, and community accept the responsibility for preparing students for academic success and the challenges of the future. Using the Professional Learning Community (PLC) model and committing to our motto of **P.R.I.D.E.** (Participation, Responsibility, Integrity, Determination and Excellence), Temecula Middle School's environment of trust and mutual respect for all people reflects our belief that all students can learn. With rigorous and varied academic standards, we will work together to prepare our students to take a role in society as productive citizens and help them develop their personal commitment to learning.

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 6 | 402 |
| Grade 7 | 411 |
| Grade 8 | 390 |
| Total Enrollment | 1,203 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.5 |
| American Indian or Alaska Native | 1.1 |
| Asian | 2.8 |
| Filipino | 3.4 |
| Hispanic or Latino | 28.4 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 55.8 |
| Two or More Races | 5.7 |
| Socioeconomically Disadvantaged | 21.2 |
| English Learners | 4 |
| Students with Disabilities | 12.6 |
| Foster Youth | 0.9 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 | | | District |
|---|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 53 | 58 | 56 | 1394 |
| Without Full Credential | 0 | 0 | 1 | 24 |
| Teaching Outside Subject Area of Competence (with full credential) | 1 | 1 | 1 | 11 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|---|---------|---------|---------|
| 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 97.3 | 2.7 |
| All Schools in District | 95.7 | 4.3 |
| High-Poverty Schools in District | 100.0 | 0.0 |
| Low-Poverty Schools in District | 95.6 | 4.4 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Most recent textbook adoptions for Middle Schools:

English Language Arts - Spring 2017

Math - 2016 : Publisher - McGraw Hill for Grades 6-8 & Accelerated 7, Pearson for Geometry & Algebra

History - 2006 : Publisher - TCI for Grades 6 & 7, McDougal Littell for Grade 8

Science - 2007 : Publisher - Pearson/Prentice Hall

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|----------------------------------|---|
| Reading/Language Arts | 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 |
| Mathematics | 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 |
| Science | 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 |
| History-Social Science | 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 |
| Foreign Language | Each pupil has 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 |
| Health | Each pupil has 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 |
| Visual and Performing Arts | Teachers are provided with class sets approved for use by TVUSD. | Yes | 0 |
| Science Laboratory Equipment (grades 9-12) | 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)

Temecula Middle School was built in 1991. Since that time it has expanded by adding additional portable classrooms and a 12 room building. Temecula Middle School now has 54 classrooms that include a band room, 6 science labs, an art room, computer lab, and a home economics room. A multipurpose room is used for student performance, assemblies, as well as physical education classes. The media center provides students with books, research materials, computers and internet access and facilities for multimedia presentations. 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. We have one full time lead custodian during school hours, and a night crew that cleans the entire facility after school hours. Technological upgrades have been installed.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month of the most recent FIT report: 04/01/2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | Admin Building, 300 Wing, 400 Wing, 500 Wing, MPR, Media Center: Carpet worn, but not deficient. Scheduled replacement deferred maintenance 2016. 700 Relos: Carpets very dirty (Rooms used as PE storage) |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | 901-905- Termites found and was treated locally. |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | 300 Wing, 400 Wing, 500 Wing, MPR, Media Center: Some roof leaks require maintenance. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | 300 Wing, 400 Wing, 500 Wing: Skylights are dirty and some lens cracked. Playground: Asphalt in the basketball courts needs an overlay of asphalt due to cracking, scheduled deferred maintenance 2017. Fencing needs replacement. 901-919: Skirting needs repairs. |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 04/01/2016 | | | | |
|--|-----------|------|------|------|
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | X | | |

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|--------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | 60 | 63 | 61 | 65 | 44 | 48 |
| Mathematics | 53 | 43 | 48 | 50 | 34 | 36 |

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 6 | 400 | 386 | 96.5 | 59.3 |
| | 7 | 419 | 404 | 96.4 | 64.4 |
| | 8 | 396 | 385 | 97.2 | 65.9 |
| Male | 6 | 206 | 198 | 96.1 | 48.5 |
| | 7 | 226 | 219 | 96.9 | 56.2 |
| | 8 | 195 | 190 | 97.4 | 62.1 |
| Female | 6 | 194 | 188 | 96.9 | 70.7 |
| | 7 | 193 | 185 | 95.8 | 74.0 |
| | 8 | 201 | 195 | 97.0 | 69.6 |
| Black or African American | 7 | 11 | 11 | 100.0 | 36.4 |
| | 8 | 16 | 16 | 100.0 | 46.7 |
| Asian | 8 | 15 | 15 | 100.0 | 80.0 |
| Filipino | 6 | 19 | 19 | 100.0 | 47.4 |
| | 7 | 14 | 13 | 92.9 | 84.6 |
| | 8 | 11 | 10 | 90.9 | 80.0 |
| Hispanic or Latino | 6 | 114 | 110 | 96.5 | 48.2 |
| | 7 | 120 | 116 | 96.7 | 60.3 |
| | 8 | 117 | 112 | 95.7 | 60.7 |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| White | 6 | 232 | 223 | 96.1 | 66.8 |
| | 7 | 227 | 219 | 96.5 | 67.1 |
| | 8 | 211 | 206 | 97.6 | 66.0 |
| Two or More Races | 6 | 14 | 14 | 100.0 | 50.0 |
| | 7 | 34 | 34 | 100.0 | 58.8 |
| | 8 | 19 | 19 | 100.0 | 89.5 |
| Socioeconomically Disadvantaged | 6 | 76 | 74 | 97.4 | 41.9 |
| | 7 | 96 | 95 | 99.0 | 57.9 |
| | 8 | 96 | 93 | 96.9 | 43.0 |
| English Learners | 6 | 26 | 25 | 96.2 | 20.0 |
| | 8 | 11 | 10 | 90.9 | |
| Students with Disabilities | 6 | 49 | 44 | 89.8 | 11.4 |
| | 7 | 51 | 50 | 98.0 | 28.0 |
| | 8 | 62 | 59 | 95.2 | 22.4 |

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 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.

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 2015-16)

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 6 | 400 | 385 | 96.3 | 42.3 |
| | 7 | 419 | 405 | 96.7 | 37.3 |
| | 8 | 419 | 405 | 96.7 | 37.3 |
| Male | 6 | 206 | 198 | 96.1 | 36.9 |
| | 7 | 226 | 219 | 96.9 | 40.2 |
| | 8 | 226 | 219 | 96.9 | 40.2 |
| Female | 6 | 194 | 187 | 96.4 | 48.1 |
| | 7 | 193 | 186 | 96.4 | 33.9 |
| | 8 | 193 | 186 | 96.4 | 33.9 |
| Black or African American | 7 | 11 | 11 | 100.0 | 18.2 |
| | 8 | 11 | 11 | 100.0 | 18.2 |
| Filipino | 6 | 19 | 19 | 100.0 | 31.6 |
| | 7 | 14 | 13 | 92.9 | 38.5 |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| | 8 | 14 | 13 | 92.9 | 38.5 |
| Hispanic or Latino | 6 | 114 | 110 | 96.5 | 30.0 |
| | 7 | 120 | 117 | 97.5 | 30.8 |
| | 8 | 120 | 117 | 97.5 | 30.8 |
| White | 6 | 232 | 222 | 95.7 | 49.1 |
| | 7 | 227 | 219 | 96.5 | 39.7 |
| | 8 | 227 | 219 | 96.5 | 39.7 |
| Two or More Races | 6 | 14 | 14 | 100.0 | 50.0 |
| | 7 | 34 | 34 | 100.0 | 41.2 |
| | 8 | 34 | 34 | 100.0 | 41.2 |
| Socioeconomically Disadvantaged | 6 | 76 | 74 | 97.4 | 21.6 |
| | 7 | 96 | 96 | 100.0 | 30.2 |
| | 8 | 96 | 96 | 100.0 | 30.2 |
| English Learners | 6 | 26 | 25 | 96.2 | 8.0 |
| Students with Disabilities | 6 | 49 | 44 | 89.8 | 4.5 |
| | 7 | 51 | 50 | 98.0 | 16.0 |
| | 8 | 51 | 50 | 98.0 | 16.0 |

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 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.

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|-------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 85 | 86 | 85 | 80 | 78 | 76 | 60 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

| Student Group | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|---------------------------------|------------------|---------------------------------|---------------------------------|--------------------------------------|
| All Students | 396 | 384 | 97.0 | 85.2 |
| Male | 195 | 192 | 98.5 | 84.9 |
| Female | 201 | 192 | 95.5 | 85.4 |
| Black or African American | 16 | 15 | 93.8 | 53.3 |
| Asian | 15 | 15 | 100.0 | 100.0 |
| Filipino | 11 | 11 | 100.0 | 81.8 |
| Hispanic or Latino | 117 | 111 | 94.9 | 80.2 |
| White | 211 | 206 | 97.6 | 89.3 |
| Two or More Races | 19 | 19 | 100.0 | 84.2 |
| Socioeconomically Disadvantaged | 96 | 91 | 94.8 | 74.7 |
| English Learners | 11 | 11 | 100.0 | 45.5 |
| Students with Disabilities | 62 | 58 | 93.6 | 51.7 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 16.2 | 22.1 | 51.8 |

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Temecula Middle School directly involves parents in their child’s progress. TMS holds a Back to School Night each year, in addition to two parent-teacher conference days. Parents are encouraged to check their child’s grades regularly on-line, using the Infinite Campus grading program. Teachers and support staff contact parents regularly through email, phone calls and in-person conferences when needed. School information is posted regularly on our website. Temecula Middle School has an active PTSA that supports the educational goals of the school by providing support through parent volunteers in the classroom and coordinating purchases of additional materials to benefit the students.

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 3.3 | 2.0 | 3.3 | 4.0 | 1.8 | 1.9 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.1 | 0.1 | 0.1 | 0.2 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2016-17)

Each year, the school safety plan is reviewed and modified, as needed to ensure students are safe. Throughout the year, safety is discussed with the staff at staff meetings. Staff and students practice emergency procedures on a monthly basis.

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.

Federal Intervention Program (School Year 2016-17)

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2012-2013 |
| Year in Program Improvement* | | Year 2 |
| Number of Schools Currently in Program Improvement | N/A | 3 |
| Percent of Schools Currently in Program Improvement | N/A | 100.0 |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 22 | 13 | 11 | 9 | 31 | 6 | 5 | 18 | 31 | 6 | 5 | 18 |
| Mathematics | 25 | 8 | 10 | 10 | 28 | 5 | 12 | 10 | 28 | 5 | 12 | 10 |
| Science | 32 | 1 | 8 | 12 | 32 | 3 | 4 | 17 | 32 | 3 | 4 | 17 |
| Social Science | 31 | 2 | 9 | 11 | 32 | 4 | 1 | 19 | 32 | 4 | 1 | 19 |

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 2 | 565 |
| Counselor (Social/Behavioral or Career Development) | 0 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 1.75 | N/A |
| Psychologist | 1 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 1 | N/A |
| Speech/Language/Hearing Specialist | 1 | N/A |
| Resource Specialist | 6 | N/A |
| Other | 0 | N/A |

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

*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 2014-15)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$5,699 | \$1,092 | \$4,607 | \$82,019 |
| District | N/A | N/A | \$5,328 | \$82,811 |
| Percent Difference: School Site and District | N/A | N/A | -13.5 | 5.0 |
| State | N/A | N/A | \$5,677 | \$75,837 |
| Percent Difference: School Site and State | N/A | N/A | -1.8 | 16.0 |

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

Types of Services Funded (Fiscal Year 2015-16)

The district's general fund includes monies for:

1. General operations- services, materials, and support to the general education.
2. Specific education-programs offering appropriate, individualized education to students with special needs.
3. Special projects- monies from agencies (e.g., federal, state) earmarked for specific services.
4. Transportation
5. Maintenance and operations
6. District administration
7. LCFF/LCAP- Serves targeted students of the district See District's LCAP plan located on www.tvusd.k12.ca.us

Each school in the district receives an instructional budget based upon enrollment, programs and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$45,626 | \$45,092 |
| Mid-Range Teacher Salary | \$76,068 | \$71,627 |
| Highest Teacher Salary | \$96,699 | \$93,288 |
| Average Principal Salary (Elementary) | \$116,331 | \$115,631 |
| Average Principal Salary (Middle) | \$121,799 | \$120,915 |
| Average Principal Salary (High) | \$129,427 | \$132,029 |
| Superintendent Salary | \$209,910 | \$249,537 |
| Percent of Budget for Teacher Salaries | 45% | 37% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

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

Professional Development (Most Recent Three Years)

District Commitment to Learning for All Students

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.

Staff members are sent to national and state conferences to fine-tune instructional practices in specific areas.

Teachers with specialized training are given opportunities to train their peers, and provide instructional support as teacher leaders.

Standards Based Instruction

Staff development focuses on implementing the New State Standards in English-Language Arts, Science, and Math, K-12. Monthly district sessions bring teacher leaders and principals together to devise and refine the curriculum and assessments. Teams began by identifying priority and supporting standards, grouping the standards into units of instruction, and crafting common interim and summative assessments for each course/grade. Leaders return to sites to facilitate their grade level/course teams in reviewing the work, suggesting resources, and providing feedback for the refinement committees.

Collaborative Teams

Teachers are divided into Professional Learning Communities (PLCs) based on content area and grade level. All instructional staff participate almost weekly during professional growth time meeting in their PLC groups to align curriculum, refine teaching strategies, create assessments, analyze student achievement data and transition to the New State Standards.