

# Bella Vista Middle School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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 2017-18)**

| <b>School Contact Information</b> |   |
|-----------------------------------|---|
| <b>School Name</b>                | Bella Vista Middle School   |
| <b>Street</b>                     | 31650 Browning Street   |
| <b>City, State, Zip</b>           | Murrieta CA 92563   |
| <b>Phone Number</b>               | (951) 294-6600  |
| <b>Principal</b>                  | Tina Miller   |
| <b>E-mail Address</b>             | tmiller@tvusd.k12.ca.us   |
| <b>Web Site</b>                   | <a href="https://bvms-tvusd-ca.schoolloop.com/">https://bvms-tvusd-ca.schoolloop.com/</a> |
| <b>CDS Code</b>                   | 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 2017-18)

Bella Vista Middle School is located in the north eastern section of the Temecula Valley. Though we are part of the Temecula Valley Unified School District, we have a Murrieta post office address and are in an unincorporated part of Riverside County. Our campus is built to house 1,600 students. Our 2016/17 enrollment is 1270 students. Three elementary schools feed into Bella Vista and our students feed into Chaparral High School.

Our school has academic and social programs to meet the special needs of each of our students. We offer Special Specialized Academic Instruction to meet the needs of our Special Ed students with Individualized Education Plans. Instruction is differentiated for our GATE students, and intervention and tutoring are available for all students. English learners receive a two-period intensive language development program or a single period of English Language Development, depending on student need. Bella Vista has integrated technology into the learning environment in the core subjects with carts of Chromebooks in all core classes. Electives include a strong focus on computer skills, video production, Spanish, band, and art. Our physical education program focuses on fitness and building good sportsmanship in our students

Our mission is to engage students in a well-rounded education by inspiring and developing responsible, lifelong learners, who are prepared for the 21st century.

### Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 6                 | 437                |
| Grade 7                 | 421                |
| Grade 8                 | 410                |
| <b>Total Enrollment</b> | <b>1,268</b>       |

**Student Enrollment by Group (School Year 2016-17)**

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 4.7                         |
| American Indian or Alaska Native    | 0.5                         |
| Asian                               | 3.3                         |
| Filipino                            | 7.8                         |
| Hispanic or Latino                  | 37.4                        |
| Native Hawaiian or Pacific Islander | 0.3                         |
| White                               | 34.3                        |
| Two or More Races                   | 11.8                        |
| Socioeconomically Disadvantaged     | 26.3                        |
| English Learners                    | 2.5                         |
| Students with Disabilities          | 14.3                        |
| Foster Youth                        | 0.4                         |

**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  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2015-16 | 2016-17 | 2017-18 | 2017-18  |
| With Full Credential   | 59      | 55      | 58      | 1388     |
| Without Full Credential  | 0       | 1       | 2       | 24       |
| Teaching Outside Subject Area of Competence (with full credential) | 2       | 0       | 0       | 7        |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator                                      | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments *                 | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 1       |

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 2017-18)**

**Year and month in which data were collected:** December 2017

**Most recent textbook adoptions for Middle Schools:**

English Language Arts - Spring 2017  
 Math - 2016  
 History – 2006  
 Science – 2007

| Subject                       | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>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   |
| <b>Foreign Language</b>       | 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   |

| Subject                    | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|----------------------------|--|----------------------------------|---|
| 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   |

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

Bella Vista Middle School opened in August 2004. It consists of 8 buildings housing the Media Center and office area, Multi-Purpose Room and cafeteria, computer labs and science labs, specialty rooms for Home Ec/Art/Video Productions/Spanish, locker rooms, and classrooms for language arts/math/social studies. Being relatively new, our campus is proud to be state-of-the-art in facilities and technology. Each classroom has a teacher computer connected to a SMART Board or LCD projector with auxiliary supporting technologies. Our Media Center has many desk top computers as well as Chromebooks for students to work individually or in groups.

Our students and staff take pride in maintaining a clean and orderly campus. 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. In addition, carpets at each site are steam cleaned and the school is deep cleaned annually. In order to respond to work requests in a timely manner, the district utilizes an electronic work order system. When a site secretary, custodian or administrator has a request, they can put it into the system directly. This makes for a more time efficient processing of work orders.

**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

| School Facility Good Repair Status (Most Recent Year)            |               |      |      |  |
|--|---------------|------|------|--|
| Year and month of the most recent FIT report: 10/23/17           |               |      |      |  |
| System Inspected   | Repair Status |      |      | Repair Needed and Action Taken or Planned  |
|  | Good          | Fair | Poor |  |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                | X             |      |      |  |
| <b>Interior:</b> Interior Surfaces                               | X             |      |      | MPR: Floor tiles bubbling<br><br>300, 400, 600, 700, 800 Buildings: VCT flooring issues with minor bubbling. |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation | X             |      |      |  |
| <b>Electrical:</b> Electrical                                    | X             |      |      |  |

| School Facility Good Repair Status (Most Recent Year)<br>Year and month of the most recent FIT report: 10/23/17 |               |      |      |   |
|---|---------------|------|------|---|
| System Inspected  | Repair Status |      |      | Repair Needed and Action Taken or Planned |
|   | Good          | Fair | Poor |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/<br>Fountains  | X             |      |      |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials   | X             |      |      |   |
| <b>Structural:</b> Structural Damage, Roofs   | X             |      |      |   |
| <b>External:</b> Playground/School Grounds,<br>Windows/ Doors/Gates/Fences                                      | X             |      |      |   |

#### Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 10/23/17 |           |      |      |      |
|--|-----------|------|------|------|
| 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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject   | Percent of Students Meeting or Exceeding the State Standards<br>(grades 3-8 and 11) |         |          |         |         |         |
|---|---|---------|----------|---------|---------|---------|
|   | School  |         | District |         | State   |         |
|   | 2015-16   | 2016-17 | 2015-16  | 2016-17 | 2015-16 | 2016-17 |
| <b>English Language Arts/Literacy<br/>(grades 3-8 and 11)</b> | 61  | 61      | 65       | 65      | 48      | 48      |
| <b>Mathematics<br/>(grades 3-8 and 11)</b>                    | 48  | 55      | 50       | 52      | 36      | 37      |

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 2016-17)

| Student Group       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------|------------------|---------------|----------------|-------------------------|
| <b>All Students</b> | "1,278"          | "1,257"       | 98.36          | 60.86                   |
| <b>Male</b>         | 647              | 632           | 97.68          | 53.8                    |

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| Female                              | 631              | 625           | 99.05          | 68                      |
| Black or African American           | 60               | 60            | 100            | 40                      |
| American Indian or Alaska Native    | --               | --            | --             | --                      |
| Asian                               | 45               | 43            | 95.56          | 83.72                   |
| Filipino                            | 89               | 88            | 98.88          | 80.68                   |
| Hispanic or Latino                  | 478              | 468           | 97.91          | 57.05                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 439              | 433           | 98.63          | 62.59                   |
| Two or More Races                   | 157              | 156           | 99.36          | 58.97                   |
| Socioeconomically Disadvantaged     | 351              | 344           | 98.01          | 50                      |
| English Learners                    | 98               | 92            | 93.88          | 53.26                   |
| Students with Disabilities          | 188              | 182           | 96.81          | 14.29                   |
| Foster Youth                        | --               | --            | --             | --                      |

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 2016-17)**

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                        | 1,279            | 1,261         | 98.59          | 54.64                   |
| Male                                | 648              | 634           | 97.84          | 54.1                    |
| Female                              | 631              | 627           | 99.37          | 55.18                   |
| Black or African American           | 60               | 60            | 100            | 33.33                   |
| American Indian or Alaska Native    | --               | --            | --             | --                      |
| Asian                               | 46               | 45            | 97.83          | 80                      |
| Filipino                            | 89               | 89            | 100            | 75.28                   |
| Hispanic or Latino                  | 478              | 470           | 98.33          | 47.66                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 439              | 433           | 98.63          | 58.43                   |
| Two or More Races                   | 157              | 156           | 99.36          | 55.13                   |
| Socioeconomically Disadvantaged     | 352              | 347           | 98.58          | 42.94                   |
| English Learners                    | 99               | 97            | 97.98          | 41.24                   |
| Students with Disabilities          | 188              | 181           | 96.28          | 12.15                   |
| Foster Youth                        | --               | --            | --             | --                      |

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

| Subject                       | Percent of Students Scoring at Proficient or Advanced |         |          |         |         |         |
|-------------------------------|---|---------|----------|---------|---------|---------|
|                               | School  |         | District |         | State   |         |
|                               | 2014-15   | 2015-16 | 2014-15  | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 86  | 80      | 78       | 76      | 60      | 56      |

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### 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 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 7           | 15.5  | 16                    | 65.6                 |

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 State priority: Parental Involvement (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 2017-18)

Parental involvement at Bella Vista Middle School is valued and encouraged. Bella Vista PTSA actively supports the school and holds meetings regularly. Parents are encouraged to attend Back-to-School Night, Shadow Your Silverhawk and Parent Teacher Conferences. PTSA offers opportunities to volunteer through the PTSA Board, Student Store, Book Fairs, Registration, fundraisers, and by attending ASB student activities. For more information, contact Mary Desilet, our school registrar.



## 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  |         |         | District |         |         | State   |         |         |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                    | 2014-15 | 2015-16 | 2016-17 | 2014-15  | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| <b>Suspensions</b> | 2.7     | 4.5     | 0.7     | 1.8      | 1.9     | 1.9     | 3.8     | 3.7     | 3.6     |
| <b>Expulsions</b>  | 0.0     | 0.2     | 0.3     | 0.0      | 0.1     | 0.2     | 0.1     | 0.1     | 0.1     |

### School Safety Plan (School Year 2017-18)

School safety is a high priority for our school and district. Our school has a comprehensive School Safety Plan, which is updated and reviewed by staff annually. The safety plan covers topics such as disaster response, safe ingress and egress and ensuring a safe and orderly environment. Additionally, the plan includes data on suspensions and expulsions as well as school and district crime data.

Our school is a closed campus that is fully enclosed by fencing. School visitors and volunteers are required to sign in at the front office prior to entering campus. In instances of emergency, we use an automated telephone system to contact parents with pertinent information.

To better prepare our teachers, students and staff for emergencies, our schools conducts lockdown, fire, and earthquake drills regularly throughout the school year. Classrooms are equipped with an emergency backpack containing roll sheets and red and green sheets of paper to communicate that all students are located in an emergency. Education Code mandates that all elementary and middle schools hold a fire drill each month they are in session as well as an earthquake drill at least four times during the school year.

## 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 2017-18)

| Indicator  | School | District  |
|--|--------|-----------|
| <b>Program Improvement Status</b>                          |        | In PI     |
| <b>First Year of Program Improvement</b>                   |        | 2012-2013 |
| <b>Year in Program Improvement*</b>                        |        | Year 2    |
| <b>Number of Schools Currently in Program Improvement</b>  | N/A    | 3         |
| <b>Percent of Schools Currently in Program Improvement</b> | N/A    | 100       |

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

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

| Subject               | 2014-15         |                      |       |     | 2015-16         |                      |       |     | 2016-17         |                      |       |     |
|-----------------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|                       | 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+ |
| <b>English</b>        | 27              | 7                    | 5     | 16  | 27              | 8                    | 12    | 11  | 27              | 7                    | 11    | 13  |
| <b>Mathematics</b>    | 30              | 4                    | 3     | 18  | 27              | 6                    | 15    | 9   | 29              | 6                    | 8     | 15  |
| <b>Science</b>        | 33              | 2                    | 3     | 18  | 31              | 2                    | 8     | 16  | 32              | 2                    | 6     | 18  |
| <b>Social Science</b> | 31              | 3                    | 3     | 18  | 30              | 2                    | 12    | 13  | 32              | 2                    | 7     | 17  |

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 2016-17)**

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | 2                                | 635   |
| Counselor (Social/Behavioral or Career Development) | 0                                | N/A   |
| Library Media Teacher (Librarian)                   | 0                                | N/A   |
| Library Media Services Staff (Paraprofessional)     | 2                                | N/A   |
| Psychologist  | .8                               | N/A   |
| Social Worker                                       | 0                                | N/A   |
| Nurse   | .4                               | N/A   |
| Speech/Language/Hearing Specialist                  | 1.4                              | N/A   |
| Resource Specialist                                 | 4                                | 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 2015-16)**

| Level  | Expenditures Per Pupil |                          |                     | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
|  | Total                  | Supplemental/ Restricted | Basic/ Unrestricted |                        |
| School Site                                  | \$5,582                | \$1,215                  | \$4,367             | \$76,695               |
| District                                     | N/A                    | N/A                      | \$5,328             | \$86,242               |
| Percent Difference: School Site and District | N/A                    | N/A                      | -18.0               | -1.8                   |
| State  | N/A                    | N/A                      | \$6,574             | \$79,228               |
| Percent Difference: School Site and State    | N/A                    | N/A                      | -6.9                | 8.4                    |

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

**Types of Services Funded (Fiscal Year 2016-17)**

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](http://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 2015-16)**

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$47,465        | \$47,808                                     |
| Mid-Range Teacher Salary                      | \$79,134        | \$73,555                                     |
| Highest Teacher Salary                        | \$100,596       | \$95,850                                     |
| Average Principal Salary (Elementary)         | \$122,233       | \$120,448                                    |
| Average Principal Salary (Middle)             | \$126,708       | \$125,592                                    |
| Average Principal Salary (High)               | \$135,119       | \$138,175                                    |
| Superintendent Salary                         | \$236,188       | \$264,457                                    |
| Percent of Budget for Teacher Salaries        | 44%             | 35%  |
| Percent of Budget for Administrative Salaries | 5%              | 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 New State Standards.