

Tournament Hills Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Tournament Hills Elementary School
Street	36611 Champions Drive
City, State, Zip	Beaumont, CA 92223
Phone Number	(951) 769-0711
Principal	Callie Beitler
E-mail Address	cbeitler@beaumontusd.k12.ca.us
Web Site	https://tournamenthills-beaumont-ca.schoolloop.com/
Grades Served	TK-5
CDS Code	33-66993-0113936

District Contact Information	
District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Dr. Maureen Latham
E-mail Address	mlatham@beaumontusd.k12.ca.us
Web Site	www.beaumont-ca.schoolloop.com

School Description and Mission Statement (Most Recent Year)

Dear Eagle Families,

Welcome to Tournament Hills Elementary, "Home of the Eagles". All of us at Tournament Hills would like to welcome you to our outstanding school. Our goal is to offer a program that encourages high levels of academic achievement and develop good citizenship. Our Mission Statement is: We have created a culture of high expectations for student development. We are committed to students' present and future achievement, success and well-being through the shared responsibility of teachers, parents, staff and community.

The parent involvement and staff dedication are major reasons for our great academic progress. The continued participation from parents ensures student academic success. We have over 200 approved parent volunteers and an active Parent Teacher Association (PTA), School Site Council (SSC) and English Language Advisory Committee (ELAC).

One of our goals is to establish an environment where families can feel welcome. We strive to keep our families involved and informed through our website, social media, and phone/text connections.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	163
Grade 1	131
Grade 2	126
Grade 3	142
Grade 4	141
Grade 5	136
Total Enrollment	839

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	0.7
Asian	4.8
Filipino	4.5
Hispanic or Latino	36.5
Native Hawaiian or Pacific Islander	0.1
White	40.9
Two or More Races	5.2
Socioeconomically Disadvantaged	31.3
English Learners	10.5
Students with Disabilities	8.6
Foster Youth	1.2

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	31	35	37	382
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	97.4	2.6
High-Poverty Schools in District	99.7	0.3
Low-Poverty Schools in District	78.4	21.6

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 2015-16)

Year and month in which data were collected: 09/22/2015

Beaumont Unified held a public hearing on September 22, 2015, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	MacMillan/ McGraw Hill Adoption Year 2010	Yes	0.0%
Mathematics	Mathematics Units of Study Adoption Year 2015	Yes	0.0%
Science	Harcourt Adoption Year 2007	Yes	0.0%
History-Social Science	Houghton Mifflin Adoption Year 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Tournament Hills Elementary was originally constructed in 2007 and is comprised of 32 classrooms, a multipurpose room, a library, a staff lounge, a computer lab, numerous conferencing and administration rooms, and a playground. Cleaning Process: The principal works daily with the custodial staff of three (one full-time day custodian, one full-time night custodian, and a three hour night cusodian) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance and Repair by District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/14/2014				
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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/14/2014				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	48	42	44
Mathematics	43	29	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	146	144	98.6	26	27	22	25
	4	147	145	98.6	32	21	26	21
	5	139	136	97.8	26	24	35	15
Male	3		78	53.4	32	31	18	18
	4		79	53.7	38	19	25	18
	5		58	41.7	33	29	28	10
Female	3		66	45.2	18	23	26	33
	4		66	44.9	26	23	26	26
	5		78	56.1	22	19	41	18
Black or African American	3		9	6.2	--	--	--	--
	4		12	8.2	58	17	17	8
	5		15	10.8	33	33	27	7
American Indian or Alaska Native	3		1	0.7	--	--	--	--
	4		2	1.4	--	--	--	--
Asian	3		10	6.8	--	--	--	--
	4		7	4.8	--	--	--	--
	5		8	5.8	--	--	--	--
Filipino	3		3	2.1	--	--	--	--
	4		5	3.4	--	--	--	--
	5		9	6.5	--	--	--	--
Hispanic or Latino	3		56	38.4	30	32	21	14
	4		66	44.9	38	21	23	18
	5		49	35.3	29	31	22	18
Native Hawaiian or Pacific Islander	3		1	0.7	--	--	--	--
White	3		53	36.3	23	25	23	30
	4		49	33.3	20	20	29	31
	5		51	36.7	29	10	47	14
Two or More Races	3		9	6.2	--	--	--	--
	4		2	1.4	--	--	--	--
	5		4	2.9	--	--	--	--
Socioeconomically Disadvantaged	3		44	30.1	39	32	16	14
	4		56	38.1	45	20	16	20
	5		49	35.3	35	33	27	6
English Learners	3		18	12.3	39	28	11	22
	4		16	10.9	50	31	19	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		13	9.4	46	38	15	0
Students with Disabilities	3		8	5.5	--	--	--	--
	4		15	10.2	73	13	13	0
	5		19	13.7	63	21	5	11
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	146	143	97.9	21	31	27	20
	4	147	144	98.0	16	32	37	15
	5	139	136	97.8	39	32	20	10
Male	3		78	53.4	29	29	22	18
	4		79	53.7	15	32	41	13
	5		58	41.7	41	33	17	9
Female	3		65	44.5	11	34	34	22
	4		65	44.2	17	32	32	18
	5		78	56.1	37	31	22	10
Black or African American	3		9	6.2	--	--	--	--
	4		12	8.2	25	50	25	0
	5		15	10.8	67	27	7	0
American Indian or Alaska Native	3		1	0.7	--	--	--	--
	4		2	1.4	--	--	--	--
Asian	3		10	6.8	--	--	--	--
	4		7	4.8	--	--	--	--
	5		8	5.8	--	--	--	--
Filipino	3		3	2.1	--	--	--	--
	4		5	3.4	--	--	--	--
	5		9	6.5	--	--	--	--
Hispanic or Latino	3		55	37.7	29	27	31	11
	4		65	44.2	18	35	35	11

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		48	34.5	46	27	21	6
Native Hawaiian or Pacific Islander	3		1	0.7	--	--	--	--
White	3		53	36.3	15	40	26	19
	4		49	33.3	12	22	41	24
	5		52	37.4	31	35	19	15
Two or More Races	3		9	6.2	--	--	--	--
	4		2	1.4	--	--	--	--
	5		4	2.9	--	--	--	--
Socioeconomically Disadvantaged	3		44	30.1	34	36	20	9
	4		56	38.1	23	30	41	5
	5		50	36.0	60	30	6	4
English Learners	3		18	12.3	33	17	44	6
	4		16	10.9	19	38	44	0
	5		13	9.4	62	23	8	8
Students with Disabilities	3		8	5.5	--	--	--	--
	4		15	10.2	53	27	20	0
	5		19	13.7	63	11	21	5
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	61	65	53	57	59	49	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Students at the School	53
Male	50
Female	56
Black or African American	18
Asian	--
Filipino	--
Hispanic or Latino	43
White	59
Two or More Races	--
Socioeconomically Disadvantaged	40
English Learners	23
Students with Disabilities	40
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.20	22.10	26.00

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 (Most Recent Year)

Tournament Hills Elementary greatly benefits from its supportive parents who are active participants in their child's education. The school working with the district has a volunteer application system which ensures we have cleared volunteers that is at no cost to our families. The school has a strong base of parent volunteers who provide ongoing support for the classroom teachers. Parents are encouraged to join the PTA with over 300 members at THE. Our School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings are held on a regular basis and all are encouraged to attend. The school also benefits from several community partnerships such as the Rotary Club which is a sponsor of our Early Act Club which meets monthly at the site. Other community sponsorship that help us recognize our students for academic and social achievements are McDonald's, Baker's, Denny's, Applebee's and Ruby's Dinner. The school supports the Relay for Life event through a variety of fundraising activities. We also participate in an annual Canned Food Drive through the San Geronio Pass area HELP Organization, and Winter-Wish program to help those in need during the Holidays.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Callie Beitler at Tournament Hills Elementary at (951)769-0711.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.42	1.25	0.76	5.45	5.19	4.29	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.21	0.20	0.13	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of Tournament Hills Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan was last reviewed and updated on 10/23/16 by the School Site Committee. All revisions were communicated to the both the classified and certificated staff.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Students are supervised before, after, and during school by classified staff, certificated staff, and administration. Classified staff and the administration supervise during breaks. There is a designated area for student drop off and pick up. Visitors and volunteers must sign in at the front office prior to entering the school grounds.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2013-2014
Year in Program Improvement*	Year 2	Year 1
Number of Schools Currently in Program Improvement	N/A	8
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 (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28	3	9		28		15		16	23	8	
1	24		15		26		12		22	3	15	
2	23	4	12		25		18		25		15	
3	25	3	11		29		15		28		15	
4	35			9	32		9	3	28	3	12	
5	33		3	9	32		12		27	3	12	

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.33	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.7/.3	N/A
Resource Specialist	0	N/A
Other	1.0	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$4,571	\$777	\$3,793	\$64,665
District	N/A	N/A	\$5220	\$69,629
Percent Difference: School Site and District	N/A	N/A	-27.3	-7.1
State	N/A	N/A	\$5,348	\$69,257
Percent Difference: School Site and State	N/A	N/A	-29.1	-6.6

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

Types of Services Funded (Fiscal Year 2014-15)

District Revenue Sources

In addition to general state funding, Tournament Hills Elementary receives state and federal funding for the following categorical funds and other support programs: Title I, EIA/LEP, EIA/SCE, and Special Education. These funds are used to pay for instructional assistants, student performances, supplemental materials, equipment, library books, maintenance contracts, and extra duty for teachers and aides to provide services to students outside of the normal workday.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,032	\$42,315
Mid-Range Teacher Salary	\$68,254	\$66,451
Highest Teacher Salary	\$93,130	\$85,603
Average Principal Salary (Elementary)	\$108,228	\$105,079
Average Principal Salary (Middle)	\$107,675	\$111,005
Average Principal Salary (High)	\$126,957	\$121,310
Superintendent Salary	\$160,000	\$189,899
Percent of Budget for Teacher Salaries	37%	39%
Percent of Budget for Administrative Salaries	6%	6%

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)

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers professional growth opportunities in curriculum, teaching strategies, and methodologies, for example: Direct Interactive Instruction/DII, Instructional Coach support, CELDT training for certificated teachers and subs, Illuminate conferences, new teacher district training, English Language Development (ELD) for certificated staff and paraprofessionals, Crisis Prevention Training - CPI, Intensive Intervention for ELA - Gateways and Instructional Leadership Council (ILC) training, PBIS-Positive Behavior Interventions and Supports.

Counseling & Support Staff

It is the goal of Tournament Hills Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The Beaumont Unified School District currently has one Mental Health Counselor and one Mental Health Psychologist both primarily focusing on Tier 2 and Tier 3 Positive Behavior Intervention Supports (PBIS).. The Beaumont Unified School District also has one Behavior Support Specialist who primarily services Child Help students. The table lists the support service personnel available at Tournament Hills Elementary.

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2008-09 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Assignment

Beaumont Unified recruits and employs the most qualified credentialed teachers. For the 2014-2015 school year, Tournament Hills Elementary had 37 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher mis-assignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.