

Nicolas Valley Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Nicolas Valley Elementary School
Street	39600 General Kearney
City, State, Zip	Temecula, CA 92591
Phone Number	(951) 695-7180
Principal	
Email Address	charman@tvusd.k12.ca.us
Website	https://www.tvusd.k12.ca.us/NVES
County-District-School (CDS) Code	33-75192-6116446

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

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

Nicolas Valley Elementary School opened in 1990. Our school served roughly 750 students in 2018-2019

Nicolas Valley Elementary School earned California Distinguished School recognition in 2008 and 2012 and was a California Honor Roll recipient in 2019.

The Staff at Nicolas Valley Elementary School firmly believes that all students can be successful learners. We believe that learning is a life-long process in which students, teachers, and parents must work closely together to ensure student success. We are committed to providing a learning environment that is safe, caring, nurturing, focused, and responsive to student needs. Instruction is based on the California State Standards and incorporates a variety of materials and strategies designed to meet every student's needs.

The Nicolas Valley Elementary School community, along with the Temecula Valley Unified School District, holds the following core values:

- Student centered in everything we do;
- Focus on results;
- Bias for action and willingness to take risks for students;
- Respect and empowerment of teacher, staff, and students;
- Value parents as participants;
- Maintain the integrity of district-wide standards while encouraging school site autonomy.

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

Grade Level	Number of Students
Kindergarten	160
Grade 1	118
Grade 2	118
Grade 3	108
Grade 4	117
Grade 5	105
Total Enrollment	726

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	0.1
Asian	5.9
Filipino	3.4
Hispanic or Latino	38.4
Native Hawaiian or Pacific Islander	0.3
White	35.8
Two or More Races	11.4
Socioeconomically Disadvantaged	41.6
English Learners	9.5
Students with Disabilities	9
Foster Youth	0.6
Homeless	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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	41	39	41	1496
Without Full Credential	0	0	2	39
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments and Vacant Teacher Positions

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

Year and month in which data were collected: November 2019

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

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

Math- EnVision Math- Copyright 2016- Publisher- Pearson

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

Science- California Science- Copyright 2007- Publisher- Harcourt

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Each pupil enrolled in these courses have a textbook or foreign language material, or both, as required by the state of California. Appropriate materials and textbooks are available to each child. All textbooks are aligned to the California Content Standards and approved for use by the State and/or the Temecula Valley Unified School District Board of Education.	Yes	0
Health	Each pupil enrolled in these courses have a textbook or health material, or both, as required by the state of California. Appropriate materials and textbooks are available to each child. All textbooks are aligned to the California Content Standards and approved for use by the State and/or the Temecula Valley Unified School District Board of Education.	Yes	0
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)

The Nicolas Valley Elementary School campus includes the following:• 46 classrooms - all with at least one CD Rom/Internet accessible computer and TV/VCR/DVD player, TK-5th grade classrooms and RSP also have SMART Boards• 1 SDC classroom 1 Speech/Language room• 2 Title I rooms, 2 Resource Literacy Specialist classroom• 1 Library• 1 Computer Lab• 1 Innovation lab, 1 Friendship room, 1 Multipurpose Room• • 1 Parent Resource Center • 1 Main office including the Principal's, Asst. Principal's, Health/Nurses Office, and School Psychologist office• 1 Childcare Facility 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. Nicolas Valley Elementary has one full time lead custodian during school hours. After school hours, the entire facility is cleaned by a night crew. In addition, between two and three times a year the carpets are steam cleaned. 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

Year and month of the most recent FIT report: 10/03/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	64	70	68	69	50	50
Mathematics (grades 3-8 and 11)	48	59	54	55	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	335	328	97.91	2.09	69.51
Male	176	174	98.86	1.14	68.39
Female	159	154	96.86	3.14	70.78
Black or African American	13	13	100.00	0.00	61.54
American Indian or Alaska Native					
Asian	22	21	95.45	4.55	90.48
Filipino	--	--	--	--	--
Hispanic or Latino	144	141	97.92	2.08	59.57
Native Hawaiian or Pacific Islander					
White	109	108	99.08	0.92	74.07

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	38	38	100.00	0.00	81.58
Socioeconomically Disadvantaged	148	144	97.30	2.70	61.81
English Learners	45	43	95.56	4.44	58.14
Students with Disabilities	33	31	93.94	6.06	32.26
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	335	328	97.91	2.09	58.54
Male	176	174	98.86	1.14	63.22
Female	159	154	96.86	3.14	53.25
Black or African American	13	13	100.00	0.00	23.08
American Indian or Alaska Native					
Asian	22	21	95.45	4.55	76.19
Filipino	--	--	--	--	--
Hispanic or Latino	144	141	97.92	2.08	49.65
Native Hawaiian or Pacific Islander					
White	109	108	99.08	0.92	67.59
Two or More Races	38	38	100.00	0.00	65.79
Socioeconomically Disadvantaged	148	144	97.30	2.70	50.69
English Learners	45	43	95.56	4.44	51.16
Students with Disabilities	33	31	93.94	6.06	32.26
Students Receiving Migrant Education Services					

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

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.8	30.8	25.2

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

-
- PTA
 - Room Parent coordinated through PTA
 - School Site Council and CAP meetings
 - Classroom Volunteer Program
 - Home-School Activities
 - Parent Conferences
 - Parent Education Nights
 - Parent/Student School Sponsored Activities
 - Watch DOGS program, English Language Advisory Committee, Literacy and Math nights

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.6	0.8	1.1	1.9	2.2	2.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

School safety is a high priority for our school and district. Our school has a comprehensive School Safety Plan, which is updated and approved annually by the School Site Council. The 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 secured campus that is fully enclosed by fencing. School visitors and volunteers are required to sign in at the front office prior to entering campus thorough our computer system. This school year, we implemented a closed campus in the mornings; only people volunteering or with an appointment are allowed past the office. 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 fire, earthquake and lock down drills regularly throughout the school year. 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.

School Safety Plan is being reviewed and will be approved at November/December School Site Council Meeting.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	12	13			11	15			11	14		
1	23		5		23		5		19	3	3	
2	21	1	5		21	1	5		20	1	5	
3	23		5		24		5		22		5	
4	31		4		28		4		32		3	
5	30		5		28		5		32		4	
Other**												

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

** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	.4
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.5
Other	3.4

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,888.53	\$2,788.30	\$7,100.22	\$83,687.47
District	N/A	N/A	\$7,378.65	\$87,184.00
Percent Difference - School Site and District	N/A	N/A	-3.8	0.2
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	2.4	7.7

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

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

Types of Services Funded (Fiscal Year 2018-19)

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

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

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	9	8

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 local 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 and state frameworks in English-Language Arts, Science, social science, and Math, K-12. Routine district sessions bring teacher leaders and principals together to devise and refine the curriculum and assessments. Teams began by identifying priority and supporting standards, grouping the standards into units of instruction, and crafting common interim and summative assessments, developing scoring rubrics, and discussing sound grading practices 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.