

# Vail 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	Vail Elementary School
Street	29835 Mira Loma Drive
City, State, Zip	Temecula, CA 92592
Phone Number	(951) 695-7140
Principal	
Email Address	jevans@tvusd.k12.ca.us
Website	<a href="https://www.tvusd.k12.ca.us/VES">https://www.tvusd.k12.ca.us/VES</a>
County-District-School (CDS) Code	33-75192-6116446

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

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

Vail Elementary is one of the district's original elementary schools, built in 1978. The school was named a California Distinguished School in 1995, 2002 and 2006. The school was named a California Title I Achievement School in 2013. In 2019-20, the school's enrollment is currently 477.

Vail was closed for the 2018-2019 school year for renovation. It has reopened with the latest technology, furniture, and innovations all around campus. Our vision is that all students will S.A.I.L.(Scientific and Innovative Learning) At Vail elementary. We strive to be on the cutting edge of pedagogy and technology to ensure the success of all of our students.

There are 21 regular education classrooms being utilized, three special education classrooms, a media center, a computer lab, a multi-purpose room, one room used by Speech and Language Professionals, an Innovation lab, two maker space classrooms, and two literacy support classrooms.

At Vail Elementary, the education of each child is our number one priority. Through staff development, we support our teachers in their goal of having all students meet or exceed grade level standards. As a Title I school, Vail Elementary receives additional support to provide help for students struggling in the areas of reading, math and English language acquisition. Vail Elementary has set a course to continue to improve our academic program so that students show progress. Parents are considered to be an important part of the school experience at Vail Elementary.

Parental support and enrichment help children view school as vital and relevant to their lives. Thus, we offer parental involvement programs such as the Parent Resource Room, Family Nights and evening Parent Trainings. The Parent Resource Room exists to support parents and give them the tools to become stronger academic coaches to their children. Parents have the opportunity to be on the PTA, School Site Council, English Learner Advisory Committee, and district LCAP committee.

Vail's library is now one of the most innovative spaces in our school district. We have an Innovation Lab and two SmartBoards in our library that we call the Discovery Center. The library collection also includes a wide assortment of books reflecting the cultural diversity of our school and community. Books in Spanish are available at all levels to assist students during their transition from Spanish to English. Classes visit the library on a weekly basis and receive lessons on title, author, genre, and subject matter. Every item in the library is bar coded and can be found through the online library catalog system. The library media center is available to students and their families before, during and after school to use reference materials and research topics on the Internet.

Wednesday Morning Flag Salute Assembly is a weekly event that brings students, staff and families together. The Assembly highlights student accomplishments, school pride, ASB, PTA, spirit days, school events, and The Positive Behavior Intervention System. Vail's ASB sponsors school spirit days, and an annual talent show, as well as giving representatives in the upper grades opportunities to develop leadership skills. Vail has adopted the computer based program, Scholastic Reading Counts, to promote and raise achievement scores in reading comprehension in grades 1-5. Currently, there are 6,000 Reading Counts quizzes available for student use. The program allows students to choose books of high interest at their appropriate reading level. Based on updated student performance data, it is determined that Vail Elementary School continues to make great strides in the area of student achievement.

## 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	31	0	28	1496
Without Full Credential	0	0	1	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	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** 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	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Valley Unified School District Board of Education.		
<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
<b>Health</b>	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
<b>Visual and Performing Arts</b>	Teachers are provided with class sets approved for use by TVUSD.	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	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.	Yes	0

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

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

Vail was closed for the 2018-2019 school year for renovation. It has reopened with the latest technology, furniture, and innovations all around campus. Our vision is that all students will S.A.I.L.(Scientific and Innovative Learning) At Vail elementary. We strive to be on the cutting edge of pedagogy and technology to ensure the success of all of our students. Ongoing improvements still in process are our Bases (Child care) building and re-paving our blacktop.

TVUSD's Maintenance and Operations division works diligently to ensure our facilities are clean and safe for students, teachers and staff. Daily cleaning schedules guarantee that classrooms, offices and bathrooms are clean and well maintained. All of the District's elementary schools have one full time lead custodian who maintains the campus during school hours. After school, a night crew cleans the entire facility. Between two and three times a year, the school's carpets are steam cleaned. In order to respond to work requests in a timely manner, TVUSD utilizes an electronic work order system. That way, 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. Vail Elementary School has a total of 50 classrooms (37 permanent classrooms and 13 portables). In addition, the school has a multipurpose room, a library and an administration building. The main campus was built in 1978.

### 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:** 10/23/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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 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
<b>Science (grades 5, 8 and high school)</b>	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
<b>5</b>			

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)

Vail was closed for the 2018-2019 school year for renovation. It has reopened with the latest technology, furniture, and innovations all around campus. Our vision is that all students will S.A.I.L.(Scientific and Innovative Learning) At Vail elementary. We strive to be on the cutting edge of pedagogy and technology to ensure the success of all of our students.

Vail School encourages parent involvement. Our parents serve on School Site Council, English Learner Advisory Council and district advisory committees. We have many classroom volunteers who devote time and energy to support student learning. Our active PTA also provides many opportunities for parents to participate in programs and activities at the school. We are using a variety of technology to connect with parents and our community. Some examples are Blackboard, Google Classroom, and Seesaw.

### 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	0.5	0.7		1.9	2.2	2.3	3.6	3.5	3.5
Expulsions	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 Site Safety Plan is a comprehensive plan that encompasses all disaster preparedness procedures and emergency plans. It also addresses everyday procedures and standards that ensure the safety of students on campus. This plan is updated and approved annually by the School Site Council in December. After approval by the SSC, it is presented to staff at a regularly scheduled staff meeting.

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 using the Raptor system prior to entering campus.

A copy of each School Site Safety Plan is also maintained by the Temecula Police Department. Officers can access every TVUSD School Site Safety Plan via laptop computers in their cars. Our School Wide Safety plan was last reviewed and updated in 2019 and continues to remain current.

To better prepare our teachers, students and staff for emergencies, our school conducts emergency drills regularly throughout the school year. Education Code mandates that all elementary 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.

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

Title	Ratio
<b>Academic Counselors*</b>	.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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1.0

\*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.

### 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
<b>School Site</b>	11,445.96	\$3,635.06	\$7,810.90	\$85,819.74
<b>District</b>	N/A	N/A	\$7,378.65	\$87,184.00
<b>Percent Difference - School Site and District</b>	N/A	N/A	5.7	-4.1
<b>State</b>	N/A	N/A	\$7,506.64	\$82,403.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	12.3	3.3

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	4	0	6

### 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 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 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.