



Nichols Elementary

4250 Old Grove Road • Oceanside CA, 92057 • (760) 435-7400 • Grades K-5

Robert Flaherty, Principal

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<http://www.nichols.oside.us/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year

School Description

NICHOLS VISION:

Nichols Elementary School is known for its challenging and rich standards-based curriculum that emphasizes the acquisition of basic skills along with problem solving, critical thinking, and creative experiences. Our goal is that all Nichols students will become motivated, engaged, life-long learners with diverse talents and interests, always striving to be their personal best. Through the instruction of creativity, collaboration, communication, and critical thinking, Nichols students will be ready to face the challenges of the 21st century. Our students will respect each other's differences and show compassion to others through acts of kindness at school and in the community. Our students will learn teamwork, responsibility, and collaboration through partnerships with peers, staff and parents. Nichols prides itself in a spirit of optimism, enthusiasm, and determination. Nichols Navigators will be Leaders of the Future!

NICHOLS MISSION STATEMENT:

Nichols Navigators are motivated, optimistic, creative problem solvers, and life-long learners. We demonstrate leadership, responsibility and synergize through partnerships. Navigators always strive to be their personal best - to be Leaders now and in the Future!

Nichols Elementary School school vision and mission statement emphasizes the growth mindset and leadership as focuses for our students. We are in the fourth year of implementation of the Leader in Me Program and after the first year of implementation we received a grant from Panda Cares to support our implementation. This year is our third year of the grant and through staff development and coaching staff is implementing the program into daily instruction. The Leader in Me provides students the opportunity to grow socially, emotionally as well as academically. The program is firmly in place, staff is well trained and systems are in place to ensure the program continues to be successfully implemented even when the grant expires after this year.



Oceanside Unified School District

2111 Mission Avenue

Oceanside CA, 92058

(760) 966-4000

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District Governing Board

Eleanor Juanita Evans, President

Mike Blessing, Vice President

Eric Joyce, Clerk

Raquel Alvarez, Member

Stacy Begin, Member

District Administration

Julie Vitale, Ph. D.

Superintendent

Shannon Soto, Ed. D.

Deputy Superintendent

Todd McAteer

**Associate Superintendent Human
Resources**

Mercedes Lovie, Ed. D

**Associate Superintendent Business
Services**

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	111
Grade 2	91
Grade 3	115
Grade 4	116
Grade 5	107
Total Enrollment	616

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.2
Asian	3.7
Filipino	3.6
Hispanic or Latino	58
Native Hawaiian or Pacific Islander	2.3
White	18.5
Two or More Races	8.3
Socioeconomically Disadvantaged	64
English Learners	17
Students with Disabilities	16.6
Homeless	0.2

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 for Nichols Elementary	17-18	18-19	19-20
With Full Credential	34.19	0.0	26
Without Full Credential	0.0	0.0	1
Teaching Outside Subject Area of Competence	0.0	0.0	0

Teacher Credentials for Oceanside Unified	17-18	18-19	19-20
With Full Credential	♦	♦	854.72
Without Full Credential	♦	♦	0.00
Teaching Outside Subject Area of Competence	♦	♦	9.00

Teacher Misassignments and Vacant Teacher Positions at Nichols Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0.0	0.0	0
Total Teacher Misassignments*	0.0	0.0	0
Vacant Teacher Positions	0.0	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)

Textbooks and Instructional Materials

Year and month in which data were collected: Sept. 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Scholastic Big Day (TK)</p> <ul style="list-style-type: none"> Teacher Resource Kit, Adopted 2014 <p>Houghton Mifflin Reading California: Adopted 2003</p> <ul style="list-style-type: none"> Big Books (Grade K) Textbooks (Grades 1-5) <p>Houghton Mifflin ELD, Adopted 2011</p> <ul style="list-style-type: none"> Practice Books (K-5) <p>K-5 ELD: Houghton Mifflin ELD: Practice Books, Adopted 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Transitional Kinder: Scholastic Big Day, Adopted 2014</p> <p>Houghton Mifflin Harcourt GoMath!, Adopted 2016</p> <ul style="list-style-type: none"> Student Edition <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Transitional Kinder: Scholastic Big Day, Year Adopted 2014</p> <p>FOSS, Delta Education: Science Kits, Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Transitional Kinder: Scholastic Big Day, Adopted 2014</p> <p>Reflections/Harcourt, Adopted 2007</p> <ul style="list-style-type: none"> Big Books (Grade K-1) Textbooks (Grades 2-5) <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

None needed

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/6/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	BLDG. E RM E-1: 4. WATER STAIN CEILING TILES BLDG. F RM F-4: 4. RUBBER MOLDING IS LOOSE ON EAST WALL BLDG. G RM G-4: 4. WATER STAIN CEILING TILES BLDG. H RM H-2: 4. WATER STAIN CEILING TILES BLDG. J RM J-1: 4. WATER STAIN CEILING TILES BLDG. L RM L-1: 4. WATER STAIN CEILING TILES

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		READING OFC: 4. WATER STAIN CEILING TILES RM D-2: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON INTERIOR OF DOOR FRAME RM E-2: 4. WATER STAIN CEILING TILES RM F-1: 4. WATER STAIN CEILING TILES RM F-2: 4. WATER STAIN CEILING TILES RM G-1: 4. WATER STAIN CEILING TILES RM G-2: 4. WATER STAIN CEILING TILES RM G-3: 4. WATER STAIN CEILING TILES RM J-2: 4. WATER STAIN CEILING TILES RM K1: 4. WATER STAIN CEILING TILES IN WORKROOM 9. FAUCET IS LEAKING
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	RM H-1: 7. WATER STAIN IN LIGHT DIFFUSER RM J-3: 7. WATER STAIN IN LIGHT DIFFUSER
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	RM K1: 4. WATER STAIN CEILING TILES IN WORKROOM 9. FAUCET IS LEAKING
Safety: Fire Safety, Hazardous Materials	Good	BLDG. I RM I-3: 11. CLEANING SUPPLIES UNDER SINK IN REACH OF CHILDREN EQUIPMENT STORAGE: 11. PAINT IS CHIPPING ON DRINKING FOUNTAIN RM D-2: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON INTERIOR OF DOOR FRAME
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	BLDG. N RM N-1: 14. TRIP HAZARD ON CEMENT WALKWAY BY BIKE RACKS KITCHEN: 14. LOW SPOTS IN ASPHALT/ TRIP HAZARD
Overall Rating	Good	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	46	40	45	46	50	50
Math	41	37	36	36	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	28.6	25.7	11.4

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	335	332	99.10	40.06
Male	173	170	98.27	37.65
Female	162	162	100.00	42.59
Black or African American	16	16	100.00	25.00
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	200	198	99.00	35.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	73	72	98.63	55.56
Two or More Races	19	19	100.00	42.11
Socioeconomically Disadvantaged	226	224	99.12	32.14
English Learners	82	82	100.00	26.83
Students with Disabilities	59	57	96.61	19.30
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	335	332	99.10	36.75
Male	173	170	98.27	38.82
Female	162	162	100.00	34.57
Black or African American	16	16	100.00	25.00
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	200	198	99.00	33.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	73	72	98.63	48.61
Two or More Races	19	19	100.00	36.84
Socioeconomically Disadvantaged	226	224	99.12	30.80
English Learners	82	82	100.00	24.39
Students with Disabilities	59	57	96.61	22.81
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.

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)

Our School Site Council, which includes parent members, helps to create our School Plan for Student Achievement and the accompanying budgets. They monitor the programs at our school throughout the year to determine effectiveness and to make recommendations on changes to the School Plan. The English Language Advisory Committee is another parent governing board which oversees the site plan and funding for our students who are English language learners. Our PTO raises funds for extracurricular activities and helps to organize volunteers for classrooms, field trips, and school events. New members are always welcome and encouraged to participate as volunteers. We have strong parent and community support for our school. You can contact our PTO via email at info@nicholspto.org. The contact person for parent involvement is our principal.

In addition to these governing bodies, we provide many opportunities for parent involvement. For this school year, those include: Back to School Night, Flag Salute Assemblies, classroom and office volunteering, Awards Assemblies, Spring Carnival, Fun Run, Field Day, Family Science Night, Leader in Me events and Open House. Specific dates are on our website.

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.

School Safety Plan

Our school has safe and modern playground equipment, which district maintenance staff and our own custodial staff inspect regularly. Staff members supervise the playgrounds during all recess periods, and students are taught our playground safety guidelines. Nichols is a closed campus; all school visitors are required to check in at the office, leave an ID, and identify themselves with a school badge. Visitors must then check out through the office to leave the campus.

Our emergency committee oversees monthly safety drills and the annual updating of our Crisis Response Plan. Students and staff practice for lock down situations, some in conjunction with the Oceanside Police Department, in addition to fire and earthquake drills. Additionally, our Safe Schools Plan is revised in the spring and must be approved by our district Board of Education. Our clean, safe campus reflects our pride in ourselves and our community.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.7	0.9	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	2.8	2.5
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	5.5
Other	

* 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.

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	20	1	5		20	1	5		21	1	3	
1	23		5		20	4	1		21	1	4	
2	20	1	5		23		5		21	1	3	
3	23		5		18	3	3		22		5	
4	29		3		29		3		31		3	
5	29		4		23	1	4		31		4	
Other**	9	2			4	1			10	1		

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5-10	5-10	5-10

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Teacher training over the past three years has focused on Reading/Writing instruction in Language Arts, continuing ongoing Math professional development, technology in the classrooms, and English language development. This year the district adopted a new language arts curriculum and assessment program. Teachers have received multiple days of training related to the curriculum and assessment program. Every other week teachers participate in site based professional development activities to further knowledge of both the new curriculum and assessment. Teachers work with teams to collaboratively plan and better understand the new curriculum and assessment program. Teams collaborate, share materials and have access to district online materials/guidelines. We are in our third year implementing the Leader in Me program. All staff will receive 1-2 days of formal training, as well as monthly on site training and collaborative opportunities. Teachers are provided Leader in Me materials in a shared digital folder, through the Leader in Me program website and through school created websites. Teacher also receive teacher guides and books to support their learning of the Leader in Me program. These professional development opportunities will all be held at Nichols Elementary.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,351	\$51,374
Mid-Range Teacher Salary	\$75,082	\$80,151
Highest Teacher Salary	\$98,969	\$100,143
Average Principal Salary (ES)	\$123,269	\$126,896
Average Principal Salary (MS)	\$127,602	\$133,668
Average Principal Salary (HS)	\$130,709	\$143,746
Superintendent Salary	\$257,005	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	35%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12947.13	3810.08	9137.04	\$78,006
District	N/A	N/A	\$9,137.87	\$81,388.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	-4.2
School Site/ State	19.6	-5.0

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.

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.