



Valley View Elementary School

21220 Maurice Street • Nuevo, CA 92567 • (951) 928-1841 • Grades K-6

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

Nuview Unified School District

29780 Lakeview Avenue

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District Governing Board

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School Description

Valley View Elementary School (VVES) is one of 2 elementary schools (grades K - 6) within the Nuview Union School District, which is nestled in a low-lying valley in the western region of Riverside county. The school received its name upon opening in 1991, as a result of recognizing its spectacular views of the surrounding mountains (Lakeview, Juniper Flats, San Jacinto, San Bernardino, and Mt. Baldy-Los Angeles ranges). VVES has an enrollment of approximately 550 students. The school mascot is the eagle and the school colors are royal blue, silver, and black.

Mission Statement:

The belief at Valley View Elementary School is that each child should be provided with a safe, positive, and challenging learning environment. We believe that each child should be given the opportunity to grow academically, socially, and emotionally, and that our job as staff members is to provide an environment that will ensure this growth. We believe that all children should be challenged to do their personal best, and that our efforts should lead to the development of well-rounded students who will obtain skills that will make them successful adults and participate in a democratic society.

Shared Vision:

We, the members of Valley View Elementary School, through shared decision-making, will create unique, memorable experiences and learning opportunities that will help develop responsible citizens and instill enthusiasm for life-long learning.

Learning: We believe that a quality program along with high parent and teacher expectations for student achievement is a major factor in all students reaching their full potential for academic success. As educators, we will strive to be knowledgeable and informed of the different learning styles of our students so that we might diligently incorporate these into our daily lessons.

Respect: We will provide a respectful environment for students, staff, and parents, which values our differences, as well as our similarities. We will educate our students to honor and respect the laws and customs of this land, as well as honoring and respecting all peoples and cultures as valuable and contributing members of a free society.

Community: We value a partnership among teachers, home, and community that works to provide all students with the rewards of a quality education that promotes life-long learning. We will encourage and create a positive community school partnership in the effort to find new and better ways to involve, inform, and educate all those interested in fostering a stronger community through the academic success of our students.

Communication: We believe that clear communication is the foundation for academic and social success in the classroom, school, and community. Communication is a means to encourage and ensure that students meet the expectations established at Valley View Elementary School. A positive and professional demeanor between parents and faculty, attained through trust, mutual support and teamwork, will further the attainment of these stated goals. An ongoing openness between school and home will reinforce the success of our students and make a positive impact in our community.

Accountability: We believe as educators we are entrusted with the responsibility to educate and empower this generation of students, which in turn, impacts future generations as well. We will work to ensure academic success for all students by establishing high expectations for student performance, clear and measurable goals, and frequently monitoring student progress.

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 <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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	90
Grade 1	69
Grade 2	78
Grade 3	74
Grade 4	76
Grade 5	99
Grade 6	70
Total Enrollment	556

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.4
Asian	0.7
Filipino	0.4
Hispanic or Latino	70.5
Native Hawaiian or Pacific Islander	0.2
White	22.5
Two or More Races	0.7
Socioeconomically Disadvantaged	73.6
English Learners	27.9
Students with Disabilities	8.5
Foster Youth	0.9

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			
Valley View Elementary School	15-16	16-17	17-18
With Full Credential	28	27	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Nuview Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	92
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Valley View Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

The school district held a public hearing on September 14, 2017 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 and to take home. 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. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in December, 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: December, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Engage New York 2017/McGraw Hill 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math, 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt Brace 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt 2006 Scott Foresman 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Valley View Elementary School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1993 and span 42,986 square feet. The school encompasses 10 acres of land and includes 23 permanent classrooms, 12 portable classrooms, a library, a computer lab, a multipurpose room, and administrative offices. The campus also features a wide array of recreational and sports areas, including playground equipment, a basketball court, and grass and blacktop play areas. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

Cleaning Process

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Valley View Elementary School has one full-time custodian and one part-time custodian to provide janitorial and maintenance services on campus.

Maintenance and Repair

The district administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. When necessary, the district takes appropriate actions to ensure campus facilities are in good working order and provide a clean and safe environment for all members of the school community. A work order process immediately alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority. At the time this report was published, 100% percent of restrooms on campus were in good working order. The facility chart displays the results of the most recent school facilities inspection provided by the district.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 01/02/2018

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 Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	41	45	36	42	48	48
Math	33	36	23	26	36	37

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	45	48	56	50	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.8	18.9	15.8

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	68	66	97.1	48.5
Male	34	34	100.0	47.1
Female	34	32	94.1	50.0
Hispanic or Latino	49	48	98.0	43.8
White	16	15	93.8	60.0
Socioeconomically Disadvantaged	51	50	98.0	44.0
English Learners	18	17	94.4	17.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2016-17 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	313	310	99.04	45.16
Male	159	157	98.74	39.49
Female	154	153	99.35	50.98
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	229	227	99.13	44.49
White	72	72	100	48.61
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	242	240	99.17	42.92
English Learners	129	129	100	44.19
Students with Disabilities	35	34	97.14	14.71
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 2016-17 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	313	310	99.04	36.13
Male	159	157	98.74	40.13
Female	154	153	99.35	32.03
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	229	227	99.13	33.04
White	72	72	100	44.44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	242	240	99.17	32.08
English Learners	129	129	100	33.33
Students with Disabilities	35	34	97.14	5.88
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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

It is the belief of Nuview Union School District that part of serving students in a rural community is reaching beyond the classroom doors. Whether offering services to the local community, or bringing elements of the larger community directly to the students, Valley View Elementary School is committed to dynamic community involvement.

To allow students a diverse range of experiences, Nuview Union School District sponsors assemblies including performing and visual arts, cultural programs, and literature and writing presentations. In the past, these assemblies have included multimedia presentations, inspirational speakers, and plays.

Parents and members of the community have the opportunity to support and participate in the educational process through decision-making, training, volunteer activities, and the creation of partnerships. Notifications are sent to all parents to become a part of the Booster Club or School Site Council. Local businesses support the school's student recognition and achievement programs.

Parents have the opportunity to participate in the follow school organizations/committees.

- Valley View Volunteers (booster club)
- English Learner Advisory Council (ELAC)
- School Site Council (SSC)
- District Calendar Committee
- District LCAP Meetings
- Parent Math Workshops
- Classroom Parent Helper
- Outdoor Education
- Fundraisers

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

Valley View Elementary School is a closed campus. Visitors are asked to sign in at the office and wear identification badges while on school grounds. Valley View Elementary School welcomes visits by parents and community members. However, anyone wishing to be on campus during school hours should notify staff ahead of time. Supervisors are on duty during recess, lunch, and before school to ensure the safety of all our students.

The safety of students and staff is a primary concern at Valley View Elementary School. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted monthly, lockdown drills quarterly and evacuation drills are conducted annually.

The Comprehensive School Safety Plan was developed in 1999 by the district in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe entering to, and exiting from, school, sexual harassment policy, suspension and expulsion policies, dress code, and discipline policies. The plan is updated annually in the spring and shared with school staff throughout the school year. A copy of the plan is available to the public at the district office. The plan was last updated and reviewed with faculty in April of 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	2.3	2.3	2.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.3	1.3	2.4
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		33.3

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.4
Psychologist	.5
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	.25
Resource Specialist	2
Other	1
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	26	21	23		1	1	3	3	3			
1	24	20	23		2		3	2	3			
2	27	23	26				3	3	3			
3	20	24	25	2			4	3	3			
4	25	24	25				3	4	3			
5	31	21	28		2		3	1	3			
6	29	28	28		1		14	17	3			
Other			2			1						

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

Professional Development provided for Teachers

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 four staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Our credentialed staff has been trained in Direct Interactive Instruction (DII), Guided Language Acquisition and Design (G.L.A.D.) strategies, Professional Learning Communities and Positive Behavior Intervention Support (P.B.I.S.) strategies. A third of the Valley View certificated staff is participating in the TEEM grant. The TEEM grant provides professional development to teachers in teaching math to English Language Learners. In addition, teachers who are in their first or second year of teaching are offered the opportunity to participate in California Teacher Induction (CTI). Teachers are provided the opportunity to participate in conferences as needs arise. Teachers are supported during implementation with coaching, meetings and data review within their PLC.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,262	\$47,034
Mid-Range Teacher Salary	\$77,456	\$73,126
Highest Teacher Salary	\$103,870	\$91,838
Average Principal Salary (ES)	\$118,467	\$116,119
Average Principal Salary (MS)	\$107,373	\$119,610
Average Principal Salary (HS)	\$112,741	\$115,194
Superintendent Salary	\$182,176	\$178,388
Percent of District Budget		
Teacher Salaries	37%	37%
Administrative Salaries	8%	6%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,656	\$744	\$6,912	\$80,207
District	♦	♦	\$9,014	\$76,934
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-23.3	4.3
Percent Difference: School Site/ State			5.1	8.1

* Cells with ♦ do not require data.

Types of Services Funded

In addition to general state funding, Nuview Union School District receives state and federal funding for the following categorical, special education and support programs:

- Title I, Part A (Basic Grant)
- Title II, Part A (Teacher Quality)
- Title III, Part A (LEP Students)
- Title IV, Part A (SDFSC)
- TUPE

DataQuest

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

Internet Access

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