Valley View Elementary School

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

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 540 students. The school mascot is the eagle and the school colors are royal blue, silver, and black.

Misson 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 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	90
Grade 1	64
Grade 2	78
Grade 3	74
Grade 4	79
Grade 5	82
Grade 6	79
Total Enrollment	546

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.4
Asian	0.5
Filipino	0.4
Hispanic or Latino	72.3
White	19.8
Two or More Races	1.3
Socioeconomically Disadvantaged	76.6
English Learners	25.8
Students with Disabilities	9.9
Foster Youth	0.2
Homeless	13.7

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 Valley View	17-18	18-19	19-20
With Full Credential	25	26	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Nuview Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	97
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Valley View Elementary School

Indicator	17-18	18-19	19-20
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)

The school district held a public hearing on October 10, 2019 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 September-October 2019 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: September-October 2019

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	TCI 2019	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0

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 two full-time custodians 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: 11/18/2019

System Inspected	Repair Status	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	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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	Good	
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	45	47	43	45	50	50
Math	34	32	29	31	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	22.0	13.4	11.0

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	322	318	98.76	46.86
Male	161	159	98.76	45.91
Female	161	159	98.76	47.80
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	231	230	99.57	46.09
White	68	66	97.06	54.55
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	252	249	98.81	41.37
English Learners	114	113	99.12	39.82
Students with Disabilities	54	54	100.00	18.52
Homeless	50	47	94.00	6.00

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	324	320	98.77	31.56
Male	162	160	98.77	33.75
Female	162	160	98.77	29.38
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	233	232	99.57	29.74
White	68	66	97.06	40.91
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	254	251	98.82	27.09
English Learners	114	113	99.12	23.89
Students with Disabilities	54	54	100.00	9.26
Homeless	50	47	94.00	6.00

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)
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.

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
• 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. All volunteers fill out a volunteer packet submitted to the district. 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 October of 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.0	1.5	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	2.2	2.4
Expulsions Rate	0.0	0.0	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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

*   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 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	23	1	3		19	3	1		18	4	1	
1	23		3		24		2		21		3	
2	26		3		24		3		26		3	
3	25		3		25		3		25		3	
4	25		3		33			2	26		3	
5	28		3		29		3		33		1	1
6	28		3		32		2	1	32		2	1
Other**	2	1			23		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	6	6	6

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. TK-Kindergarten teachers are participating in a yearlong training with RCOE on Formative Assessment in the Area of Math. 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$52,810	$49,378
Mid-Range Teacher Salary	$79,795	$77,190
Highest Teacher Salary	$107,007	$96,607
Average Principal Salary (ES)	$125,024	$122,074
Average Principal Salary (MS)	$128,054	$126,560
Average Principal Salary (HS)	$128,054	$126,920
Superintendent Salary	$194,247	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$11,045	$1,486	$9,559	$84,698
District	N/A	N/A	$8,945	$82,828.00
State	N/A	N/A	$7,506.64	$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	6.6	2.6
School Site/ State	-5.1	8.4

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

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

- After School Education and Safety Program (ASES)
- IDEA Basic Local Assistance
- 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 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.