



# Nuview Elementary School

29680 Lakeview Ave. • Nuevo, CA 92567-9140 • (951) 928-0201 • Grades K-6

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<https://nes.nuviewusd.org/>

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



### Nuview Union Elementary School District

29780 Lakeview Ave.  
Nuevo, CA 92567-9706  
(951) 928-0066

<https://www.nuviewusd.org/>

#### District Governing Board

Scott Sewell, President

Christine Upton, Vice President

Doug Frey, Clerk

Ken French, Member

Jaime Sanchez, Member

#### District Administration

David Pyle, Ed.D.

**Superintendent**

John Huber

**Assistant Superintendent,  
Educational Services**

Jeff Simmons

**Chief Business Official**

Jennie LaBriola, Ed.D.

**Director of Special Education and  
Student Services**

### School Description

Nuview Elementary School is part of the Nuview Union School District which is located in the rural community of Nuevo, in Riverside County. Nuview Elementary School promotes success for all students through our rigorous academic program taught by our highly dedicated staff. Our mission here at Nuview is to “ensure high levels of learning for ALL students, while cultivating strong, warm, meaningful relationships”. We pride ourselves on having a laser-like focus on our goals: We believe that all students can learn. We will provide high quality instruction at all times. We will work to increase the English proficiency of our English learners and to equip our students with the social skills needed to be successful learners. We have many programs in place to help support the students we serve including:

- Elementary S.T.E.M. (Science Technology Engineering and Math) Lab -Our 3rd through 6th graders work in groups to complete “missions”, or hands on activities, that incorporate collaborative learning through real-world scientific exploration.
- Positive Behavior Intervention Supports (P.B.I.S.) School – We incorporate P.B.I.S. school wide. This theory that we have adopted believes that all behaviors occur within an environmental context. We systematically teach and acknowledge appropriate behaviors using universal expectations and social skills teaching.

Kindness is our school focus and students are recognized for their acts of kindness on campus. Additionally, students are provided with a Kindness Matters curriculum to teach important skills with treating others properly and understanding others feelings.

- English Language Development Program (ELD) - Each grade level levels their English learners for the dedicated ELD time block. Grade level teams collaborate and plan lessons that address not only the state adopted standards by the ELD standards as well. Each year our goal for our English learners is to increase one proficiency band as measured by the ELPAC.
- We have implemented a school-wide reading intervention program to address the reading comprehension and decoding deficits of our struggling readers. This Tier II intervention program is taught by our two Teachers on Special Assignment (TOSA) who not only provide a direct service to our students but act as a coach for our certificated staff. Our lower grade students are provided reading instruction through our Leveled Literacy Intervention program and our upper grade students are served with the READ 180 program.

We are confident that it is the children, teachers, parents and families of the community that provide the necessary ingredients for our success. We invite you to experience us first hand by volunteering in the classroom, or at the many school events that are held throughout the year.

## 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	93
Grade 1	84
Grade 2	90
Grade 3	74
Grade 4	93
Grade 5	86
Grade 6	107
<b>Total Enrollment</b>	<b>627</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.2
Asian	0.3
Filipino	0.5
Hispanic or Latino	84.4
Native Hawaiian or Pacific Islander	0.2
White	11.6
Two or More Races	1.3
Socioeconomically Disadvantaged	84.7
English Learners	42.9
Students with Disabilities	6.1
Foster Youth	0.5
Homeless	8.9

## 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 for Nuview Elementary	17-18	18-19	19-20
With Full Credential	29	26	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Nuview Union	17-18	18-19	19-20
With Full Credential	♦	♦	97
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Nuview 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: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Harcourt Wonders and Engage NY/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt School Publishers 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt School Publishers 2006 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)

Nuvieu Elementary School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1951 and encompass 13 acres of land. Facilities span 46,403 square feet and include 25 classrooms, a library, a computer lab, a multipurpose room, administrative offices, preschool and general child care.. The campus features a wide array of recreational and sports areas, including playground equipment, a basketball court, grass and blacktop play areas, and a baseball diamond. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

#### 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% of the restrooms on campus were in good working order. Additionally, the entire campus was painted during the summer of 2018. There were classrooms that received new carpet during the summer of 2018 as well.

#### 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. Nuvieu Elementary School has one full-time and two part-time custodians to provide janitorial and maintenance services on campus.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/18/2019**

<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<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	
<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 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	38	40	43	45	50	50
Math	25	33	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	15.7	24.1	38.6

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	348	345	99.14	40.29
Male	166	166	100.00	32.53
Female	182	179	98.35	47.49
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	302	299	99.01	37.46
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	35	100.00	57.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	304	301	99.01	37.21
English Learners	176	173	98.30	34.10
Students with Disabilities	39	39	100.00	17.95
Foster Youth	--	--	--	--
Homeless	29	28	96.55	3.45

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	348	346	99.43	32.66
Male	166	166	100.00	31.93
Female	182	180	98.90	33.33
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	302	300	99.34	30.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	35	100.00	54.29
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	304	302	99.34	30.79
English Learners	176	174	98.86	28.16
Students with Disabilities	39	39	100.00	7.69
Foster Youth	--	--	--	--
Homeless	29	28	96.55	3.45

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 Nuvew 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, Nuvew Elementary School is committed to dynamic community involvement.

To allow students a diverse range of experiences, Nuvew 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. Parents are encouraged to become a part of the School Site Council and English Learner Advisory Committee and help with the School Plan for Student Achievement.

Parents are invited every other month to Coffee with the Principal to share concerns and hear about upcoming events and school related business.

Parent are invited to participate in parent nights are provided throughout the school year to provide families with ways to be involved in our school and to help their students with learning at home.

### Contact Information

Parents who wish to participate in Nuvew Elementary School's leadership teams, school committees, school activities, or become volunteers may contact the school office at (951) 928-0201. Parent volunteer applications are available in the school office. Additionally, our you may speak with Mrs. Julie Doerges who serves as our site volunteer coordinator.

**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**

Nuviev Elementary School is a closed campus. Visitors are asked to sign in at the office and wear identification badges while on school grounds during school hours. Nuviev 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 and after school to ensure the safety of all our students.

The safety of students and staff is a primary concern at Nuviev Elementary School. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted monthly and evacuation drills are conducted annually. Additionally, lock down and hold and secure drills are practiced regularly and important safety information and training is shared with students before and after these drills.

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: 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 at the beginning of each school year. A copy of the plan is available to the public at the district office.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.1	2.0	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.0

\* 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	22		5		19	3	2		18	5		
1	22		3		23		4		21	1	3	
2	22	1	3		23		3		22		4	
3	26		3		28		3		25		3	
4	31		3		26		3		30		3	
5	25		4		26		4		29		3	
6	25		3		34			3	35			3
Other**	6	1			7	1			5	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. In addition, teachers who are in their first or second year of teaching are offered the opportunity to participate in California Teacher Induction (C.T.I.) Twelve of our teachers also participate in the Teaching English Learners Early Math professional development grant where they participate in lesson studies and collaboration with other educators.

During the 2017-2018 school year, teachers in grades K-2 will receive professional development on Harcourt Wonders, a new language arts adoption. During the summer of 2018, teachers received training in using the English 3D curriculum for English Language Development. 8 teachers attended T.E.E.M training in mathematics offered by the Riverside County Office of Education during the summer of 2018 as well. Site specific professional development is provided at monthly meetings based on the needs of teachers at the time.

#### 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/](http://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	\$10,090	\$1,626	\$8,464	\$80,278
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	-5.5	-7.4
School Site/ State	-21.2	-1.7

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

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

**Types of Services Funded**

In addition to general state funding, Nuvview 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

A teacher on special assignment provides supplemental services to students in Grades 1-3 during the entire school year and Kindergarten students second semester.

**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.