

Vista del Monte Elementary

2744 North Via Miraleste • Palm Springs, CA 92262-2274 • 760-416-8176 • Grades K-5

Blanca Luna, Principal

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Palm Springs Unified School District

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School Description

The mission of Vista del Monte is to provide a safe, high academic environment, promote healthy values and encourage good citizenship. As a Professional Learning Community we collaborate with staff, families and community to ensure every child's success through data analysis, use of technology and success on state and local assessments.

Vista del Monte is an elementary school located in Palm Springs, California, and is part of the Palm Springs Unified School District. Vista del Monte serves approximately 532 students in grades transitional kindergarten through fifth.

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	107
Grade 1	91
Grade 2	95
Grade 3	66
Grade 4	73
Grade 5	83
Total Enrollment	515

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	0.8
Asian	1.4
Filipino	1.6
Hispanic or Latino	82.1
Native Hawaiian or Pacific Islander	0.0
White	6.8
Socioeconomically Disadvantaged	93.4
English Learners	50.7
Students with Disabilities	7.8
Foster Youth	1.2

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			
Vista del Monte Elementary	16-17	17-18	18-19
With Full Credential	25	25	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Palm Springs Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1038
Without Full Credential	♦	♦	19
Teaching Outside Subject Area of Competence	♦	♦	34

Teacher Misassignments and Vacant Teacher Positions at this School			
Vista del Monte Elementary	16-17	17-18	18-19
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 2018-19)

Vista del Monte School uses District adopted and State Board of Education approved textbooks and materials from the most recent adoption cycle. Palm Springs Unified School District has adopted State approved curriculum in Reading, Math, Social Studies, and Science that focus on State adopted Common Core Standards. In Elementary schools, Wonders by Mcmillan/McGraw-Hill is used for ELA in grades K through 5, Bridges in Mathematics is used for Math, Harcourt is used for Science and Social Studies, and Wonders by Mcmillan/McGraw-Hill is used for ELD instruction.

All students have access to these textbooks and materials, which are selected for adoption via a district committee comprised of site teacher and administrative representatives, as well as district personnel. Every student is given a set of textbooks to use at school. All textbooks are consistent with the content and cycles of the curriculum frameworks, adopted by the SBE. Every student including English Learners has access to their own textbooks and instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: 9/12/18	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders McMillan McGraw Hill 2016-2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Bridges Mathematics - The Math Learning Center 2018-2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science - Harcourt 2007-2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Reflections - Harcourt 2006-2007 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)

Vista del Monte is situated on a large plot of land adjacent to a city park. There are beautiful mountain views from all the outside areas. The school was built in 1961 and carries the unique distinction of being one of the few schools of that era to be built entirely of modular structures. There are 22 regular education classrooms, about half of which are in portable structures. There are three distinct playgrounds for Kindergarten, 1st-2nd grade and 3rd-5th grade. The facilities are in good condition despite the age of the school. The campus is kept clean and free of graffiti. There are two full time custodians (one daytime, one nighttime) and they keep the campus clean. School grounds and facilities are all in excellent condition considering its advanced age of 53 years. The school was renovated in 1993 and will be again in the next few years.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 9/14/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Work Order on file in M&O Office
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Work Order on file in M&O Office
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Work Order on file in M&O Office
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Work Order on file in M&O Office
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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	39.0	45.0	39.0	40.0	48.0	50.0
Math	39.0	33.0	25.0	26.0	37.0	38.0

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.

School Year 2017-18 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	230	226	98.26	45.13
Male	121	117	96.69	47.01
Female	109	109	100.00	43.12
Black or African American	14	14	100.00	14.29
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	182	180	98.90	43.33
White	19	19	100.00	78.95
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	216	213	98.61	44.13
English Learners	140	138	98.57	40.58
Students with Disabilities	24	21	87.50	4.76
Foster Youth	--	--	--	--

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.3	30.5	7.3

* 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 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 2017-18 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	230	224	97.39	33.48
Male	121	116	95.87	38.79
Female	109	108	99.08	27.78
Black or African American	14	14	100	21.43
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	182	178	97.8	33.71
White	19	19	100	42.11
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	216	211	97.69	33.65
English Learners	140	137	97.86	34.31
Students with Disabilities	25	22	88	4.55
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 2018-19)

At Vista del Monte parents have the opportunity to volunteer for school events; such as field trips, and the Book Fair. Parents are also encouraged to volunteer in classrooms and join the Parent Teacher Association (PTA). Parents are also invited to participate in our monthly awards assemblies, track meet and Science Fair. Vista del Monte School provides accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students to participate in our school. At Vista del Monte we ensure parent involvement by providing all written communications in English and Spanish. Translators are provided for School Site Council (SSC), English Language Acquisition Committee (ELAC), Parent Teacher Association (PTA), meetings, after-school programs, and parent conferences. A bilingual secretary and clerk are available to maintain communication with all or our parents.

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

The School Safety Plan is updated annually. Our goal is to provide and maintain a high level of safety, cleanliness, and order throughout the campus. We maintain a safe and secure campus by providing a closed campus and having all volunteers and visitors sign in upon entering our campus. Volunteers and visitors are required to wear a visitor's badge and volunteers are required to be screened by the district prior to volunteering on campus. We establish school-wide behavior expectations and enforce district-wide rules for student behavior and conduct. We promote being good citizens on campus and provide anti-bullying lessons delivered in each classroom, as well as lessons to prevent cyber-bullying.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.2	0.6	0.4
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	6.0	5.5	7.1
Expulsions Rate	0.5	0.4	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.2
Social Worker	0.00
Nurse	0.2
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	1.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	24	17	21		5	3	5	1	2			
1	22	20	23		3	2	3	2	2			
2	22	22	19	1		5	2	3				
3	28	23	22				3	3	3			
4	33	26	24			1	1	3	2	1		
5	32	34	21			2	2		2		2	
Other	6	7		1	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

Palm Springs Unified School District planned professional development courses to ensure teachers have access to results based instructional strategies in core curricular areas and the implementation of Common Core state standards.

At Vista del Monte teachers attend professional development at least once per month provided by the Principal, district Teacher On Special Assignment (TOSA) or Academic Coach. The content of these professional development sessions is driven by district, site administration focus, and by site Leadership Team. Teachers have access to district training, as well as professional development that focus on reading, writing, integrating technology into the classroom, mathematics, science, Thinking Maps, Common Core state standards, English Language Development and classroom management.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,900	\$47,903
Mid-Range Teacher Salary	\$75,806	\$74,481
Highest Teacher Salary	\$105,264	\$98,269
Average Principal Salary (ES)	\$127,918	\$123,495
Average Principal Salary (MS)	\$135,731	\$129,482
Average Principal Salary (HS)	\$154,052	\$142,414
Superintendent Salary	\$259,000	\$271,429
Percent of District Budget		
Teacher Salaries	35.0	35.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$13,807	\$3,336	\$10,471	\$94,871
District	◆	◆	\$9,347	\$84,464
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			11.3	11.6
Percent Difference: School Site/ State			-9.8	16.1

* Cells with ◆ 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

At Vista del Monte Elementary School the students are afforded a wide variety of services to enhance their education. Programs implemented include: reading interventions, technology-based programs such as Accelerated Reader, Lexia Core 5, Reading Plus, Read Naturally Live, DreamBox, RAZ-Kids/Reading A-Z, and after-school ASES program, a 1:1 Chromebook program for all students in grade 3rd through 5th and 1:1 iPad program in grades 1st and 2nd. Additional staffing include one Academic Coach, Paraprofessional-Projects aide, and three Paraprofessional-Bilingual aides have been hired to assist with reading intervention and ELL students in TK-fifth grade. The district also provides several enrichment opportunities throughout the year in the area of the arts including concerts, field trips, art programs, music programs, and music presentations.

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.