

Vista del Monte Elementary

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Vista del Monte Elementary
Street	2744 North Via Miraleste
City, State, Zip	Palm Springs, CA 92262-2274
Phone Number	760-416-8176
Principal	Jamie Santos
Email Address	jsantos@psusd.us
School Website	
County-District-School (CDS) Code	33-67173-6032452

2022-23 District Contact Information

District Name	Palm Springs Unified School District
Phone Number	(760) 883-2700
Superintendent	Mike Swize, Ed.D.
Email Address	mswize@psusd.us
District Website Address	www.psusd.us

2022-23 School Overview

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 480 students in grades transitional kindergarten through fifth grade. Vista del Monte is one of sixteen elementary schools in the Palm Springs Unified School District.

Our staff works with a diverse student population. Over forty percent of our students are English Language Learners and are provided with English Language Support on a daily basis. Vista del Monte offers a rigorous curriculum in the areas of English Language Arts, Mathematics, Science and Social Studies, while also providing Physical Education, Music, and Science, Technology, Engineering, Arts, and Mathematics (STEAM) courses for all students throughout the week. Vista del Monte is proud to offer the Dual Immersion Program.

Vista del Monte School Elementary School strives to provide an environment that is safe, highly academic and fosters the social, emotional needs of our students. A school counselor is housed on campus daily to meet the social-emotional needs of students. The staff at Vista del Monte is a professional learning community that collaborates for the purpose of providing a rigorous educational environment where all children are given the strategies to reach their full potential. Staff is committed to the implementation of California State Standards, best first instruction, data driven driven decisions with the use of intentional instructional technology. Vista del Monte is proud to have breakfast and lunch made available for free to all students.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	70
Grade 1	93
Grade 2	84
Grade 3	91
Grade 4	73
Grade 5	76
Total Enrollment	487

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.7
Male	56.9
American Indian or Alaska Native	0.4
Asian	0.6
Black or African American	2.7
Filipino	0.0
Hispanic or Latino	85.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	2.1
White	8.4
English Learners	45.2
Foster Youth	2.1
Homeless	2.7
Migrant	0.0
Socioeconomically Disadvantaged	92.6
Students with Disabilities	7.0

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.10	100.00	910.60	88.10	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	9.80	0.95	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.60	0.26	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	42.00	4.07	12115.80	4.41
Unknown	0.00	0.00	68.30	6.62	18854.30	6.86
Total Teaching Positions	27.10	100.00	1033.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Every student is provided a set of textbooks and/or online curriculum instructional materials for use both at school and at home. Chromebooks are provided to students in order to access online learning materials both at school and at home, and PSUSD provides support for home internet access for students as needed. All textbooks and instructional materials in each subject area are aligned to the current California state standards, and are consistent with the content and cycles of the curriculum frameworks as adopted by the SBE. Textbooks and/or online curriculum instructional materials are reviewed and selected by a curriculum adoption committee specific to each subject area. Each curriculum adoption committee follows a process that includes input from teachers, district personnel, and parents. Each student, including all low income students and English learners, have access to their own copies of current textbooks and have individualized access to online curriculum instructional materials as locally adopted for each subject area.

Year and month in which the data were collected

August 22, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders McMillan McGraw Hill 2016-2017	Yes	0
Mathematics	Bridges Mathematics - The Math Learning Center 2018-2019	Yes	0
Science	Amplify Science / 2020-2021	Yes	0
History-Social Science	Reflections - Harcourt 2006-2007	Yes	0

School Facility Conditions and Planned Improvements

Vista del Monte Elementary School is located on the corner of Francis St. and N. Via Miraleste, adjacent to a city park (Victoria Park). Vista del Monte Elementary School is fortunate to have beautiful mountain views of Mt. Jacinto from all the outside areas. The school was constructed in 1962 and carries the unique distinction of being one of the few schools of that era to be built entirely of modular structures. There are 30 classrooms utilized daily by teachers in which 7 classrooms are portable structures. There are three distinct playgrounds on campus. One playground designated for Transitional Kindergarten & Kindergarten. The other playgrounds are made available for all grade levels. The facilities were rated overall in "Good" condition according to the State of California Facility Inspection Tool (FIT) Kit. The campus is kept clean and free of graffiti. There are two full time custodians (one daytime, one nighttime) and maintain the cleanliness of the campus.

Year and month of the most recent FIT report

4/20/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	36	N/A	36	N/A	47
Mathematics (grades 3-8 and 11)	N/A	30	N/A	20	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	239	237	99.16	0.84	35.86
Female	90	90	100.00	0.00	38.89
Male	148	146	98.65	1.35	34.25
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	200	199	99.50	0.50	32.66
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	24	23	95.83	4.17	52.17
English Learners	99	98	98.99	1.01	25.51
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	229	228	99.56	0.44	35.96
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	21	20	95.24	4.76	5.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	239	238	99.58	0.42	30.25
Female	90	90	100.00	0.00	25.56
Male	148	147	99.32	0.68	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	200	200	100.00	0.00	28.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	24	23	95.83	4.17	43.48
English Learners	99	99	100.00	0.00	25.25
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	229	228	99.56	0.44	31.14
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	21	20	95.24	4.76	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	18.75	27.03	14.08	17.24	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	74	74	100	0	27.03
Female	31	31	100	0	29.03
Male	43	43	100	0	25.58
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	58	58	100	0	24.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	27	27	100	0	3.7
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	72	72	100	0	27.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 of our parents.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	521	510	127	24.9
Female	218	214	42	19.6
Male	301	294	85	28.9
American Indian or Alaska Native	3	3	0	0.0
Asian	3	3	0	0.0
Black or African American	15	15	6	40.0
Filipino	0	0	0	0.0
Hispanic or Latino	446	435	107	24.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	10	10	2	20.0
White	44	44	12	27.3
English Learners	234	230	48	20.9
Foster Youth	16	14	2	14.3
Homeless	21	21	2	9.5
Socioeconomically Disadvantaged	491	480	119	24.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	44	44	16	36.4

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	4.74	2.45
Expulsions	0.00	0.09	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.38	0.05	5.62	0.20	3.17
Expulsions	0.00	0.00	0.00	0.19	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.38	0.00
Female	0.00	0.00
Male	0.66	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.22	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.27	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.20	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The Vista del Monte Elementary Comprehensive 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 the campus. Volunteers and visitors are required to wear a visitor's badge and volunteers are required to be screened by the district through the Palm Springs Unified School District Volunteer Application Process prior to volunteering on campus. Vista del Monte Elementary School establishes school-wide behavior expectations and enforce district-wide policies 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.

The Comprehensive School Safety Plan was last reviewed in December 2022.

1. Practice Emergency Drills/Evacuations on a monthly basis.
2. Maintain a Safe and Secure Campus by requiring visitors to show identification when signing in and wear visitors badges at all times.
3. Parent Engagement continue to provide family nights and implement educational workshops to increase parent involvement.
4. Counseling: A full time counselor will be available to provide social emotional lessons to students and counseling to individual students as needed.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		5	
1	24		4	
2	21	2	2	
3	22	2	2	
4	21	2	2	
5	21	1	2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	3	2	
1	24		4	
2	25		4	
3	20	3	1	
4	28		2	
5	22	1	3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	5		
1	23	2	2	
2	21	2	2	
3	23		4	
4	24		3	
5	25		3	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	487

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, 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	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,274	\$5,705	\$10,569	\$93,584
District	N/A	N/A	\$10,164	\$91,322
Percent Difference - School Site and District	N/A	N/A	3.9	2.4
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	46.3	9.2

2021-22 Types of Services Funded

At Vista del Monte Elementary School the students are afforded a wide variety of services to enhance their education. Programs other than core curriculum implemented include: Accelerated Reader, Renaissance STAR Assessment, Dreambox, Imagine Learning and after-school Think Together program, a 1:1 Chromebook program for all students.

Additional staffing includes one full-time Academic Coach, an additional Academic Coach split between Vista del Monte Elementary and other school sites, a Reading Intervention Teacher, a School Counselor, and a Special Education Teacher. In addition, funding was used to pay for an additional supervision aide. 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,137	\$51,081
Mid-Range Teacher Salary	\$80,534	\$77,514
Highest Teacher Salary	\$111,829	\$105,764
Average Principal Salary (Elementary)	\$138,377	\$133,421
Average Principal Salary (Middle)	\$142,131	\$138,594
Average Principal Salary (High)	\$161,091	\$153,392
Superintendent Salary	\$275,095	\$298,377
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Professional Development continues to be a priority in PSUSD for staff and principals, focused on improving student achievement. Each year we have designed professional learning based on student achievement data, research of best practices, and discussions with teachers and principals. The specific approaches vary by content area.

In 2019-2020, ELA professional development support focused on depth of knowledge, ELA claims and targets, and rigorous questioning strategies as well as an intro to Claim 2 (Writing). This support continued during the 2020-2021 school year with a focus on strengthening student learning in the virtual setting. The 2021-2022 school year continued the previous years' work in a differentiated model allowing school sites 3 days of professional development support based on the need for refinement in claim 1 (Reading) or claim 2 (writing) with grade-level teams, provide an overview to new teachers, or extend the work beyond grade levels to develop vertical school-wide plans for implementation. The professional development in these areas was provided by the Schoolhouse Project. During 2022-2023, all sites received one full district day of professional development focused on English Language Development including the Ellevation program, Listenwise, and Thinking Maps.

In 2018-19 the teachers began working with High Impact Math consultants. This professional development centers around building students' conceptual understanding. During Year 1 (2018-19) the focus was on developing strategies to support number sense by implementing mental math routines and highlighting the landscape of learning in mathematics. During Year 2 (2019-20) the focus was on strengthening mental math routines, identifying the math goal of a lesson, and planning for and implementing a three-part lesson (Launch, Explore, Summarize).

This professional development also supported teachers with the implementation of the district-adopted math program (Bridges in Mathematics and Number Corner). During Year 3 (2020-2021), we continued the work of year 2 due to the school closure and provided support for instructional math delivery in the virtual setting. During Year 4 (2021-2022), all elementary teachers, instructional coaches, and administrators collaborated with High Impact Math consultants to continue the math studio work from years 1-3 inclusive of planning, co-teaching, and debriefing with teachers and coaches. Core lessons were developed focusing on priority standards and incorporating the math goal, content development, high-yield instructional strategies, and assessment. The school site received a total of 4 days in 2022-23 with the consultants for the math studio work and time for the consultant, coach, and administrator to develop a site action plan for continuous support following the training.

During the 2021-2022 school year, teachers received 1 day of Kagan Cooperative Learning Strategies which is applicable to student engagement in all content areas. Follow up training and new teacher training is provided as needed during 2022-23.

A big initiative for PSUSD began in 2021-22 partnering with the Center for Applied Special Technology (CAST) to provide professional development on Universal Design for Learning. This multi-year focus will allow for intentional training for site administrators, teachers on special assignment (TOSA), and classroom teachers. Elementary school principals were involved in a two-day UDL Implementation Academy in 2022-23.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	18	10	12