

# Vista del Monte Elementary

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

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



### **Palm Springs Unified School District**

150 District Center Drive  
Palm Springs, CA 92264  
(760) 883-2700  
www.psusd.us

#### **District Governing Board**

John Gerardi, President

Karen Cornett, Clerk

Richard Clapp, Member

Madonna Gerrell, Member

Timothy S. Wood, Member

#### **District Administration**

Sandra Lyon, Ed.D  
**Superintendent**

Michael Swize, Ed.D  
**Assistant Superintendent,  
Educational Services**

Tony Signoret, Ed.D  
**Assistant Superintendent,  
Human Resources**

Brian Murray, Ed.D.  
**Assistant Superintendent,  
Business Services**

### **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.

### **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.

## 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	120
Grade 1	97
Grade 2	95
Grade 3	88
Grade 4	71
Grade 5	74
Total Enrollment	545

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	1.3
Asian	1.1
Filipino	0.6
Hispanic or Latino	83.1
White	7.9
Two or More Races	2.2
Socioeconomically Disadvantaged	91.2
English Learners	47
Students with Disabilities	7.3
Foster Youth	0.7
Homeless	3.9

## 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 Vista del Monte	17-18	18-19	19-20
With Full Credential	25	25	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Palm Springs Unified	17-18	18-19	19-20
With Full Credential	♦	♦	1018
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	47

### Teacher Misassignments and Vacant Teacher Positions at Vista del Monte Elementary

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)**

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: September 24, 2019**

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

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.

**School Facility Good Repair Status (Most Recent Year)**

**Year and month in which data were collected: 10/17/19**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Work Order(s) on file in M&O Office
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	Work Order(s) on file in M&O Office
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Work Order(s) on file in M&O Office
<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>Good</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	45	49	40	42	50	50
Math	33	44	26	28	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	1.4	58.3	38.9

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	226	221	97.79	49.32
Male	109	105	96.33	48.57
Female	117	116	99.15	50.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	186	182	97.85	47.25
White	17	17	100.00	70.59
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	208	203	97.60	48.77
English Learners	131	128	97.71	39.06
Students with Disabilities	25	24	96.00	8.33
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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	227	224	98.68	44.20
Male	110	107	97.27	53.27
Female	117	117	100.00	35.90
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	186	184	98.92	44.02
White	18	18	100.00	61.11
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	209	206	98.56	43.20
English Learners	131	130	99.24	41.54
Students with Disabilities	25	24	96.00	16.67
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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)

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.

### 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.

The School Safety Plan was last reviewed in December 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.3	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.5	7.1	6.2
Expulsions Rate	0.3	0.2	0.2

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)	1.0
Other	

\* 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	17	5	1		21	3	2		24	1	4	
1	20	3	2		23	2	2		23	2	2	
2	22		3		19	5			23	2	2	
3	23		3		22		3		22	2	2	
4	26		3		24	1	2		23	1	2	
5	34			2	21	2	2		25	1	2	
Other**	7	1							6	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	12	12	15

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. For ELA in 2017-2018 the focus was on aligning instruction to Smarter Balanced Assessments, depth of knowledge, and deeper understanding of the Reading Targets in Claim 1. In 2018-19 the focus was on the gradual release model and High Impact math for staff in grades 2nd and 3rd. High Impact math training focuses around building students' conceptual understanding in mathematics. This training will continue to take place over the course of three years. In addition, will be providing professional development on engagement strategies and training on Claim 2 for staff in grades 3rd, 4th and 5th.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,457	\$48,612
Mid-Range Teacher Salary	\$78,080	\$74,676
Highest Teacher Salary	\$108,422	\$99,791
Average Principal Salary (ES)	\$129,170	\$125,830
Average Principal Salary (MS)	\$135,731	\$131,167
Average Principal Salary (HS)	\$153,326	\$144,822
Superintendent Salary	\$259,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
Administrative Salaries	5%	5%

\* 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	\$13,726	\$3,517	\$10,209	\$91,643
District	N/A	N/A	\$9,940	\$87,928.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	2.7	11.6
School Site/ State	-9.8	16.1

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

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 Kindergarten, 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.