



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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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Palm Springs Unified School District

980 East Tahquitz Canyon Way
Palm Springs, CA 92262
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District Governing Board

Karen Cornett, Member
Shari Stewart, President
Richard Clapp, Member
John Gerardi, Clerk
James Williamson, Member

District Administration

Christine J. Anderson, Ed. D
Superintendent
Mauricio Arellano
**Assistant Superintendent,
Human Resources**

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

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

School Description

The Mission Statement for Vista del Monte Elementary School:

At Vista del Monte School, we believe that all students can meet or exceed state standards and the goals of the Palm Springs Unified School District. All staff members work as a team to increase student achievement, to build academic success, to develop healthy values and encourage good citizenship. As a Professional Learning Community (PLC), we collaborate to ensure every child's success through data analysis, interventions and individualized learning plans.

School Description:

Vista del Monte is an elementary school located in Palm Springs, California, and is part of the Palm Springs Unified School District that is comprised of sixteen elementary schools, five middle schools, four comprehensive high schools and a continuation high school. The enrollment in 2014-2015 was approximately 410 students in grades kindergarten through five. The Single Plan for Student Achievement (SPSA) is updated annually by the Vista del Monte School Site Council and is shared with all stakeholder groups. The School Site Council, the Leadership Team and grade level teams meet regularly to evaluate and modify interventions, schedules and use data analysis to ensure that all students are working to their individual potential and the school is meeting their needs. Vista del Monte works diligently to ensure that our students are taught the Common Core State Standards required by the California Department of Education and adopted by PSUSD. Historically Vista del Monte has had three significant subgroups for the California Standards Test (CST): Hispanic/Latino, Socio- Economically Disadvantaged (SED), and English Language Learners (ELL). The Single Plan for Student Achievement is monitored throughout the year and will be evaluated and revised annually in the spring. Additional revisions may occur during the year with the release of SBAC and CELDT data and other assessments. Revisions to our SPSA, and subsequent board approval, will occur if there are substantial budget and/or material changes during the school 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 760-416-8176 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	70
Grade 1	60
Grade 2	74
Grade 3	65
Grade 4	60
Grade 5	54
Total Enrollment	383

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	0.8
Asian	2.1
Filipino	2.1
Hispanic or Latino	79.9
White	9.4
Two or More Races	1.3
Socioeconomically Disadvantaged	94.3
English Learners	54
Students with Disabilities	7.3
Foster Youth	1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	13-14	14-15	15-16
With Full Credential	17	18	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Palm Springs Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1024
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	39

Teacher Misassignments and Vacant Teacher Positions at this School			
Vista del Monte Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.3	0.7
High-Poverty Schools	99.3	0.7
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Vista del Monte School uses District adopted and State Board of Education approved textbooks and materials from the most recent adoption cycle. These textbooks and materials are kept in good condition. 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. All textbooks are consistent with the content and cycles of the curriculum frameworks, adopted by the SBE. Every student including English Learners have access to their own textbooks and instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: September 8, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Treasures McMillan McGraw Hill 2011-2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	enVision Math - Pearson 2008-2009 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

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: 1/14/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Work Orders on file in M&O Office
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Work Orders on file in M&O Office
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Work Orders on file in M&O Office
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	34	32	44
Math	29	20	33

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	29	21	30	50	50	44	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.00	32.10	13.20

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	44
All Student at the School	30
Male	28
Female	33
Black or African American	--
American Indian or Alaska Native	--
Filipino	--
Hispanic or Latino	28
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	10
Students with Disabilities	31
Foster Youth	--

* Scores are not shown 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	71	68	95.8	29	28	25	18
	4	63	62	98.4	50	19	23	8
	5	56	56	100.0	38	34	25	4
Male	3		36	50.7	28	25	28	19
	4		30	47.6	63	17	20	0
	5		33	58.9	45	36	18	0
Female	3		32	45.1	31	31	22	16
	4		32	50.8	38	22	25	16
	5		23	41.1	26	30	35	9
Black or African American	3		1	1.4	--	--	--	--
	4		1	1.6	--	--	--	--
	5		5	8.9	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	3		1	1.4	--	--	--	--
	4		2	3.2	--	--	--	--
	5		1	1.8	--	--	--	--
Asian	3		1	1.4	--	--	--	--
	4		2	3.2	--	--	--	--
	5		1	1.8	--	--	--	--
Filipino	3		3	4.2	--	--	--	--
	4		1	1.6	--	--	--	--
	5		3	5.4	--	--	--	--
Hispanic or Latino	3		56	78.9	34	30	20	16
	4		49	77.8	51	18	24	6
	5		43	76.8	28	42	26	5
White	3		6	8.5	--	--	--	--
	4		7	11.1	--	--	--	--
	5		2	3.6	--	--	--	--
Two or More Races	4		0	0.0	--	--	--	--
	5		1	1.8	--	--	--	--
Socioeconomically Disadvantaged	3		63	88.7	32	27	22	19
	4		56	88.9	50	20	23	7
	5		52	92.9	38	35	23	4
English Learners	3		39	54.9	41	23	26	10
	4		36	57.1	56	11	25	8
	5		24	42.9	42	42	17	0
Students with Disabilities	3		6	8.5	--	--	--	--
	4		7	11.1	--	--	--	--
	5		10	17.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	71	68	95.8	28	24	37	12
	4	63	62	98.4	42	37	15	5
	5	56	56	100.0	46	38	13	4
Male	3		36	50.7	25	28	33	14
	4		30	47.6	50	40	7	3
	5		33	58.9	55	30	12	3
Female	3		32	45.1	31	19	41	9
	4		32	50.8	34	34	22	6
	5		23	41.1	35	48	13	4
Black or African American	3		1	1.4	--	--	--	--
	4		1	1.6	--	--	--	--
	5		5	8.9	--	--	--	--
American Indian or Alaska Native	3		1	1.4	--	--	--	--
	4		2	3.2	--	--	--	--
	5		1	1.8	--	--	--	--
Asian	3		1	1.4	--	--	--	--
	4		2	3.2	--	--	--	--
	5		1	1.8	--	--	--	--
Filipino	3		3	4.2	--	--	--	--
	4		1	1.6	--	--	--	--
	5		3	5.4	--	--	--	--
Hispanic or Latino	3		56	78.9	32	23	32	13
	4		49	77.8	41	39	14	4
	5		43	76.8	47	37	14	2
White	3		6	8.5	--	--	--	--
	4		7	11.1	--	--	--	--
	5		2	3.6	--	--	--	--
Two or More Races	4		0	0.0	--	--	--	--
	5		1	1.8	--	--	--	--
Socioeconomically Disadvantaged	3		63	88.7	29	22	37	13
	4		56	88.9	43	39	13	5
	5		52	92.9	46	40	10	4
English Learners	3		39	54.9	36	23	36	5
	4		36	57.1	44	39	11	6
	5		24	42.9	54	42	4	0

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		6	8.5	--	--	--	--
	4		7	11.1	--	--	--	--
	5		10	17.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parent communication and involvement are high priorities at Vista del Monte Elementary. Parent involvement and student success are closely linked. Opportunities for education, service and family fun are provided for parent throughout the school year for parents. At Vista del Monte Elementary School provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students to participate in our school and the development of Vista del Monte's 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 Group (PTG), meetings, evening after school programs, and parent conferences. A bilingual secretary and clerk are available to maintain communication with all or our parents. Parents are encouraged to volunteer in classrooms, accompany students on field trips, join the Parent Teacher Group (PTG) and other groups. Staff provides training when applicable to parents.

School Site Council (SSC) provides input on concerns and priorities. Administration addresses concerns with staff and makes changes accordingly. The Palm Springs SunUp Rotary, the Fine Arts Academy, Boys & Girls Club, Y.M.C.A, Animal Samaritans and Agua Caliente Band of Cahuilla Indians provide services and support for the students and families of Vista del Monte. The School Site Council members are involved in creating and approval of the school plan. The community is invited, through announcement, to review the plan and provide input. All Vista del Monte parents receive a letter in August from Dr. Christine Anderson, Superintendent, Palm Springs Unified School District, notifying them of the Program Improvement Status of Vista del Monte School. The Vista del Monte Parent Involvement Policy is distributed to all parents at the beginning of each school year. A Vista del Monte Compact has been developed and approved by staff and parents for use. The signed compacts are on file in the Vista Del Monte office. Vista del Monte's Title 1 parent participation monies are used for child care, training, translations and materials. Trainings are held and cover topics such as; science fair projects, Kindy parent meetings, attendance, testing strategies, parent trainings.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 comprehensive goals for the 2014-2015 school year focused on the implementation of the School Wide Behavior Expectations handbook, parking lot procedures and safety. Parent volunteers and increased staff presence, with stop signs, bright green vests and written reminders to parents of our parking lot safety rules have resulted in a much-improved environment before and after school. In August of 2009 a security-fencing project was completed making the campus a "locked campus" and thus more secure for students and staff. The school office hands out visitor's badges to those on campus. School staff redirects visitors who have not checked into the office first.

Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	2.29	3.36	3.39
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	6.94	5.92	5.64
Expulsions Rate	0.46	0.33	0.36
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	18	
Percent of Schools Currently in Program Improvement	69.2	

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	32	32	23				2	2	3			
1	24	28	30				3	3	2			
2	31	24	25				2	3	3			
3	28	30	21			1	2	2	2			
4	29	29	30				2	2	2			
5	28	22	19		1	1	3	3	2			
Other	13			1								

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.2
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	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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,791	\$43,165
Mid-Range Teacher Salary	\$65,423	\$68,574
Highest Teacher Salary	\$90,847	\$89,146
Average Principal Salary (ES)	\$119,924	\$111,129
Average Principal Salary (MS)	\$119,400	\$116,569
Average Principal Salary (HS)	\$137,564	\$127,448
Superintendent Salary	\$210,585	\$234,382
Percent of District Budget		
Teacher Salaries	31%	38%
Administrative Salaries	4%	5%

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

Types of Services Funded

GATE, Title 1 program services, curriculum and instructional support, local testing services, English Language Learner services, standards and assessment support and accounting services

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

Professional Development provided for Teachers

Teachers attend professional development at least once per month provided by the Principal or Teacher On Special Assignment (TOSA), Academic Coach or outside consultants. The content of these professional development sessions is driven by district, site administration focus, and by site Leadership Team (grade level leaders) input.

Teachers attended district trainings that focused on reading, reading interventions, writing, technology, mathematics, Science, English Language Development and classroom management. Vista del Monte professional development opportunities have included iPad training for the one-to-one program, Core Support training, Thinking Maps, Common Core Standards, SBAC and Science. Paraprofessionals receive annual trainings in supervision, instructional strategies, safety, etc. Our volunteers are trained in school rules and safety. Administrator and teachers provide training to School Site Council members.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,437	\$2,492	\$6,945.00	\$79,664
District	◆	◆	\$6,996.03	\$73,970
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			-0.7	7.7
Percent Difference: School Site/ State			29.9	9.2

* Cells with ◆ do not require data.