



Mountain Vista Elementary School

49-750 Hjorth Street • Indio, CA 92201 • 760.775.6888 • Grades K-6

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

Coachella Valley Unified School District

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School Description

Mountain Vista Elementary School provides instruction for students in grades TK-6. At the beginning of the 2017- 18 school year, our enrollment was 905 students. Mountain Vista currently serves 8.7% students with disabilities, and 30.1% English Learners, and 71.1% socioeconomically disadvantaged. Enrollment consisted of the following number of students per grade level:

TK- 13 Kindergarten –108 First Grade –106 Second Grade –140 Third Grade – 132
Fourth Grade – 132 Fifth Grade – 152 Sixth Grade – 122 SDC-23

School Vision

Mountain Vista Elementary School will be a school filled with bright futures; a place where students, teachers, staff, parents, and the community work together in a spirit of cooperation and respect for oneself and others. Everyone's contributions and achievements will be appreciated and celebrated. Our school will be a place where high expectations and unlimited potential are the standard and students achieve at or above grade level in all academic areas. In our classrooms, students actively engage in learning activities that foster critical thinking, problem solving and cooperative learning. Their work will be displayed proudly, with exemplary work as the model. Students and teachers will use the latest technology to access information, communicate effectively, and interact with each other, the community and the world. In addition to academic achievement, we are dedicated to developing in each child values such as honesty, integrity, discipline and responsibility. To support learning and growth, on-going training and development opportunities will be provided to staff. There is a feeling that school is a safe and orderly place in which students and staff take tremendous pride. All are concerned about the appearance and cleanliness of the campus.

Mountain Vista will be a nurturing, loving, caring environment; filled with smiles, hugs, and friendly greetings. Happiness and joy in learning will be our trademark.

School Mission

As a learning community, Mountain Vista Elementary is committed to ensuring that all students achieve or succeed state academic standards. Through the collaboration of staff, parents, students and community members, we will provide a safe and positive environment that is conducive to maximizing student potential. Respect and responsibility are paramount and mutually shared. Student success will be a team effort between school and home. Mountain Vista where the PAWsabilites are Endless!

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	121
Grade 1	106
Grade 2	140
Grade 3	132
Grade 4	132
Grade 5	152
Grade 6	122
Total Enrollment	905

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.4
Asian	0.3
Filipino	0.0
Hispanic or Latino	96.2
Native Hawaiian or Pacific Islander	0.0
White	1.8
Socioeconomically Disadvantaged	75.5
English Learners	33.6
Students with Disabilities	8.6
Foster Youth	0.2

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			
Mountain Vista Elementary School	16-17	17-18	18-19
With Full Credential	45	43	37
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Coachella Valley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	811
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Mountain Vista 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)

All textbooks used in the core curriculum at Mountain Vista Elementary School are being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials (English/language arts, math, science, and social science).

On September 20, 2018, the Coachella Valley Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2019-13 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social, science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Coachella Valley Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 20, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2017 McGraw Hill: World of Wonders (TK) 2017 McGraw Hill: Wonders Program (English) / Maravillas (Spanish) (K-6) 2017 McGraw Hill: Wonders Kinder ELD (Consumables) (TK) 2016 Houghton Mifflin Harcourt: System 44 Elementary (Intervention) (3-6) 2016 Houghton Mifflin Harcourt: Read 180 Stage A Universal (4-6) 2016 Houghton Mifflin Harcourt: System 44 Workbook Elementary (Intervention) (3-6) 2016 Houghton Mifflin Harcourt: Read 180 Stage A Universal Realbook (4-6) 2017 McGraw Hill: Wonders Core Program (TK-6) 2017 Pearson: Side by Side (Newcomers) (5-6) 2017 Houghton Mifflin Harcourt: English 3D (Progressing ELs and LTELs) (5-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	2015 McGraw Hill: World of Wonders (TK) 2017 Houghton Mifflin Harcourt: Go Math! (English & Spanish) (K-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	2017 McGraw Hill: World of Wonders (TK) 2017 McGraw Hill: Wonders Program (English) / Maravillas (Spanish) (K-3) 2008 FOSS Science (English & Spanish) (4-5) 2008 Investigating Earth Systems: The Dynamic Planet (English & Spanish) (6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	2017 McGraw Hill: World of Wonders (TK) 2017 McGraw Hill: World of Wonders (English) / Maravillas (Spanish) (K-3) 2007 Harcourt Reflections Social Studies (English) / Reflexiones (Spanish) (4-6) 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)

The district takes great effort to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Mountain Vista Elementary School's original facilities were built in 1999; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

2016-17 Campus Improvements:

- Purchase of new cafeteria tables
- Installation of benches on the upper and lower playgrounds
- Addition of trees in the amphitheater

2017-18 Campus Improvements in Progress:

- Installation of a permanent shade structure
- Installation of solar panels
- Installation of a new slide in the lower playground

2018-19 Campus Improvements in Progress:

- Installation of a permanent shade structure over playground equipment in upper playground
- Paint outside classrooms doors in main buildings

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/3/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	303: One sagging tile 503: Misaligned cabinet doors 701: One broken and one stained ceiling tiles 702: Cobwebs, stained carpet, bugs in light covers 704: Back window loose frame, cobwebs 708: 2 broken and 2 sagging ceiling tiles, cobwebs, dirty air vents 713: Dirty rusted air vents, one stained ceiling tile, one loose light cover 718: 3 sagging ceiling tiles, stained carpet K4 BOYS RR: Rusted metal behind toilet
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	500 BOYS RR: No toilet paper in one stall, one dirty toilet 604: Dead bug under sink, 5 lights out 702: Cobwebs, stained carpet, bugs in light covers 704: Back window loose frame, cobwebs 708: 2 broken and 2 sagging ceiling tiles, cobwebs, dirty air vents 718: 3 sagging ceiling tiles, stained carpet MPK WOMEN RR: One bug on floor, 2 empty soap dispensers, 2 empty toilet dispensers and one loose toilet seat P GIRLS RR: Bugs in light covers, one dirty toilet
Electrical: Electrical	Fair	406: Switches for 1/2 of the lights don't work 604: Dead bug under sink, 5 lights out 713: Dirty rusted air vents, one stained ceiling tile, one loose light cover

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/3/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	400 GIRLS RR: One faucet off 500 BOYS RR: No toilet paper in one stall, one dirty toilet BASKETBALL COURTS: Drinking fountain missing push button MPK BOYS RR: One sink leaks MPK WOMEN RR: One bug on floor, 2 empty soap dispensers, 2 empty toilet dispensers and one loose toilet seat P GIRLS RR: Bugs in light covers, one dirty toilet
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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	30.0	37.0	25.0	28.0	48.0	50.0
Math	20.0	22.0	16.0	19.0	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.

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	7.7	29.4	48.3

* 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.

**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	538	532	98.88	37.41
Male	269	265	98.51	33.58
Female	269	267	99.26	41.20
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	515	510	99.03	36.86
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	398	395	99.25	32.66
English Learners	243	243	100.00	34.57
Students with Disabilities	67	62	92.54	14.52
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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	539	533	98.89	21.95
Male	270	266	98.52	22.56
Female	269	267	99.26	21.35
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	516	511	99.03	22.31
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	399	396	99.25	18.18
English Learners	243	243	100	22.63
Students with Disabilities	67	62	92.54	4.84
Students Receiving Migrant Education Services	--	--	--	--
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)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

School-to-home communication is provided in English and Spanish. Parents stay informed on upcoming events and school activities through Blackboard Connect, the school website, Facebook, AERIES Parent Portal (online grades system) school newsletters, weekly class newsletters, Bobcat Booster Club flyers, and parent meetings. Contact the classroom teacher or school office staff at (760) 775-6888 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- ASES Helper
- Classroom Helper
- Library Assistant
- Office Helper
- Parent Center
- Booster Parent

Committees

- School Site Council
- Bobcat Booster Club
- Safe Schools Committee
- District English Learner Advisor Council
- English Learner Advisory Committee
- Family Involvement Action Team (FIAT)

School Activities

- Back to School Night
- Family Math Night
- Family Science Night
- Fall Carnival
- Holiday Festival
- Evening Under the Stars
- Spring Carnival
- Family Literacy Nights
- Parent Academy
- Parents Empowering Parents (PEP)
- Talent Show

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

School Site Safety Plan

The Comprehensive School Safety Plan was developed for Mountain Vista Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's 2018-19 safety plan was reviewed, updated, subsequently amended, and discussed with school staff in February, 2018.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, the custodian, teachers and yard duty supervisors are strategically assigned to designated entrance areas, the breakfast area and playground to monitor student activities. During recess, administrators, teachers, and classified support staff supervise playground activity. Yard duty supervisors and the principal monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, administrators, the assistant principal, classified staff, yard duty supervisors, teachers, and custodians monitor student behavior to ensure a safe and orderly departure.

Mountain Vista Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.7	0.5	2.1
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	4.8	5.5	5.2
Expulsions Rate	0.1	0.1	0.1
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	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	1
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	21	20		4	1	7	3	5			
1	23	23	21		1	1	6	5	4			
2	22	24	23				6	6	6			
3	22	21	20	1	1	3	6	5	4			
4	26	26	26				5	6	5			
5	30	26	29				5	5	5			
6	27	26	26		1	1	5	5	4			
Other	10	7		2	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

All training and curriculum development at Coachella Valley Unified School District revolves around the California State Standards and Frameworks and Common Core State Standards. The district's Educational Services Division works closely with school administrators, teachers, and the superintendent to identify staff training needs based upon review of student performance data results, monthly site leadership collaboration efforts, and principal input.

Staff members refine teaching skills and concepts through participation in conferences and workshops throughout the year. Training activities typically relate to the teacher's area of expertise and covers innovative strategies and techniques to improve student achievement and the quality of classroom instruction. Teachers may participate in district-sponsored seminars presented by district personnel, outside consultants, and lead teachers.

2016-17 District-Sponsored Professional Development:

- Acuity Training (3-6)
- All Things iPad! Reaching All Learners
- AVID Path to Schoolwide Trainings
- AVID Summer Institute
- Best Practices Relating to the New ELA/ELD Standards and Frameworks
- Biliteracy Units of Study
- Common Core State Standards Implementation Using Units of Study
- EADMS Training for Assessment Implementation and Data Analysis

2017-18 District-Sponsored Professional Development:

- Acuity Training (3-6)
 - CAASPP Summative and Interim Assessment Block (IAB) training
 - AVID Path to Schoolwide Trainings
 - AVID Summer Institute
 - Best Practices Relating to the ELA/ELD Standards and Frameworks
 - Biliteracy Units of Study
 - Common Core State Standards Implementation
- * Professional Development provided to sites on as needed basis by ELD, ELA, Math and Technology Teachers on Special Assignment (TOSAs)
- EADMS Training for Assessment Implementation and Data Analysis
- * Read 180 & Math 180 implementation and data analysis training
- * Lexia and RAPID implementation and Data Analysis

2018-19 District-Sponsored Professional Development:

- CAASPP Summative and Interim Assessment Block (IAB) training
 - AVID Path to Schoolwide Trainings
 - AVID Summer Institute
 - Best Practices Relating to the ELA/ELD Standards and Frameworks
 - Biliteracy Units of Study
 - Common Core State Standards Implementation
- * Professional Development provided to sites on as needed basis by ELD, ELA, Math and Technology Teachers on Special Assignment (TOSAs)
- EADMS Training for Assessment Implementation and Data Analysis
- * Read 180 & Math 180 implementation and data analysis training
- * Lexia and RAPID implementation and Data Analysis
- * Writing professional development provided by Riverside County Office of Education (RCOE)

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The Beginning Teacher Support and Assessment (BTSA) program offers support and assistance to newly credentialed teachers. All participating new teachers are provided peer support over a two-year period. The Peer Assistance and Review (PAR) program is available to veteran teachers who need to improve instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance. Experienced and knowledgeable veteran teachers, referred to as “coaches”, are paired with teachers referred to the PAR program to provide individualized guidance, support, and training.

Classified staff receive job-related training from qualified district personnel and consultants. Special education aides received specialized training from district office personnel. Long-term substitute teachers are invited to attend designated training sessions.

Site-Based Training

Through the collaborative efforts of Mountain Vista Elementary School’s administration and lead teachers, specific areas of study are selected to improve instructional practices, address areas needing improvement, and implement new programs for improved student learning. Professional training needs are identified through analysis of student performance data and needs-assessment survey results. During the 2017-18 school year, Mountain Vista Elementary School allocated time after school throughout the year to focus on:

- Common Core State Standards
 - Data Analysis - S.M.A.R.T. Goals
 - English Language Development
 - Lexia Training
 - Google Classroom
 - iPad Training
 - Math Program
 - Positive Behavior Intervention & Support (PBIS) Training
- * Teachers in grades 3-6 were provided professional development during school hours three times throughout the year from RCOE in the area of Math. Implementation support was provided by site Administrators during visits and scheduled peer coaching.
- * Teachers in grades K-6 were provided professional development twice monthly after school in the areas of Data Analysis, Technology, and Common Core.
- * Teachers in grades 3-6 attended AVID conferences during the school day and were provided support with implementation by site Administrators' visits and the AVID Lead Teacher.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,995	\$49,512
Mid-Range Teacher Salary	\$80,602	\$77,880
Highest Teacher Salary	\$103,586	\$96,387
Average Principal Salary (ES)	\$125,213	\$123,139
Average Principal Salary (MS)	\$119,564	\$129,919
Average Principal Salary (HS)	\$146,655	\$140,111
Superintendent Salary	\$250,000	\$238,324
Percent of District Budget		
Teacher Salaries	34.0	36.0
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/.

Types of Services Funded

In addition to general fund state funding, Coachella Valley Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education
- Career Technical Education Incentive Grant
- Carl D. Perkins Career and Technical Education
- College Readiness Block Grant
- ESEA: Title II, Part A Teacher Quality
- ESEA: Title III, Immigrant Education Program
- ESEA: Title III, English Learners Student Program
- Indian Education
- Governor's CTE Initiative: California Partnership Academies
- Head Start
- Learning Communities for School Success
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB: Title I Part A, Basic Grants
- NCLB: Title I Part C, Migrant Education Regular Program
- NCLB: Title I, Migrant Education Summer Program
- Partnership Academies Program
- Special Ed: IDEA Basic Local Assistance
- Special Ed: IDEA Preschool Grant, Part B, Sec 619
- Special Ed: IDEA Preschool Local Entitlement
- Special Ed: IDEA Preschool Staff Development, Part B, Sec 619
- Supporting Inclusive Practices
- Special Ed: Mental Health Services
- Special Ed: Project Workability
- Special Ed: Low Incidence Equipment
- State Lottery

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	13,514	3,775	9,739	92,592
District	♦	♦	9,472	\$83,349
State	♦	♦	\$7,125	\$79,665
Percent Difference: School Site/District			2.8	10.5
Percent Difference: School Site/ State			31.0	15.0

* 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.