CORAL MOUNTAIN ACADEMY

Grades K Through Six
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2015-16 School Accountability Report Card
2015-16 Activity Published in February 2017

Coachella Valley
Unified School District

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Principal's Message

Thank you for taking the time to read the Coral Mountain Academy "School Accountability Report Card." This document is vital in providing our community the important information you are most interested in reading about. Our Certificated and Classified staff are honored to serve the most amazing members of our community - the student and parents of CMA. The CMA Team has diligently worked to make this school a premier learning environment.

With the help of our school parents, students, and every staff member, CMA has maintained a committed focus on the education of our students. As the results of the State Test have demonstrated, CMA continues to make great strides in the overall performance of our student. Having said that, we know that there is more to our students and community than can be measured by a test. We take great pride in teaching our students to be life-long learners, to have a positive mindset, to treat others as we would like to be treated, and to have self-respect. As we believe that a positive and vibrant community is developed through a holistic approach to the education of our students.

CMA will continue to offer our staff opportunities for professional growth and offer parent workshops in order to continue to strengthen our commitment to our students. CMA continues to offer parents and staff varying opportunities to be involved in the decision making process. The participation can be accomplished through School Site Council (SSC), English Learner Advisory Committee (ELAC), and Family Involvement Action Team (F.I.A.T).

If we can be of any service to you, please do not hesitate to contact us. We are open to working with our stakeholders in an effort to continually monitor our progress and find ways to improve on our successes. We thank you for your support,

Respectfully,

Humberto Alvarez

District & School Profile

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school. Coachella Valley Unified School District has a growing reputation for innovative programs and outstanding staff.

Coral Mountain Academy is located in the central region of the district's boundaries and serves students in grades kindergarten through six following a traditional calendar. At the beginning of the 2015-16 school year, 953 students were enrolled, including 4.5% students with disabilities, 58.8% English Language Learners, and 89.6% socioeconomically disadvantaged.

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American	0.2%	Kindergarten	132
American Indian or Alaskan Native	0.2%	Grade 1	114
Asian		Grade 2	122
Filipino	0.1%	Grade 3	141
Hawaiian or Pacific Islander		Grade 4	149
		Grade 5	164
Hispanic or Latino	98.6%	Grade 6	131
White (not Hispanic)	0.7%	Grade 7	
Two or More Races	0.1%	Grade 8	
Socioeconomically Disadvantaged	89.6%		
English Learners	58.8%		
Students with Disabilities	4.5%		
Migrant Education		Total	
Foster Youth	0.9%	Enrollment	953

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes – State Priority 8: Covered in the Physical Fitness section, including the Physical Fitness Test chart.

Parent Involvement

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, Facebook, monthly calendars, flyers, and the school web site. Contact the assistant principal at (760) 398-3525 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
• Classroom
• Library
• School Office
• Student Supervision

Committees
• School Site Council
• District Advisory Committee
• FIAT
• District English Learner Advisory Committee
• English Language Advisory Committee

School Activities
• Back to School Night
• Field Trips
• Open House
• Parent Education Workshops
• Parent Conferences
• Student Performances

Student Achievement

Physical Fitness

In the spring of each year, Coral Mountain Academy is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16		
Number of Standards Met:		
4 of 6	5 of 6	6 of 6
Grade(s) Tested		
Fifth 14.3%	18.6%	31.1%

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.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Coral Mountain Academy qalified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program 2016-17		
	Coral Mountain	CVUSD
PI Status	In PI	In PI
First Year of PI Implementation	2008-09	2004-05
Year in PI	Year 5	Year 3
# Schools Currently In PI		21
% Schools Currently In PI		100.0%

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

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11) 2015-16								
	English Language Arts/Literacy				**Mathematics**			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Grade 3								
All Students Tested	143	143	100.0%	30.1%	143	143	100.0%	38.5%
Male	70	70	100.0%	37.1%	70	70	100.0%	42.9%
Female	73	73	100.0%	23.3%	73	73	100.0%	34.3%
Hispanic or Latino	142	142	100.0%	29.6%	142	142	100.0%	38.7%
Socioeconomically Disadvantaged	126	126	100.0%	28.6%	126	126	100.0%	34.9%
English Learners	87	87	100.0%	21.8%	87	87	100.0%	29.9%
Grade 4								
All Students Tested	151	151	100.0%	23.2%	151	151	100.0%	24.5%
Male	73	73	100.0%	16.4%	73	73	100.0%	24.7%
Female	78	78	100.0%	29.5%	78	78	100.0%	24.4%
Hispanic or Latino	148	148	100.0%	22.3%	148	148	100.0%	23.7%
Socioeconomically Disadvantaged	135	135	100.0%	21.5%	135	135	100.0%	22.2%
English Learners	63	63	100.0%	3.2%	63	63	100.0%	6.4%
Grade 5								
All Students Tested	168	167	99.4%	28.7%	168	167	99.4%	21.6%
Male	92	92	100.0%	28.3%	92	92	100.0%	21.7%
Female	76	75	98.7%	29.3%	76	75	98.7%	21.3%
Hispanic or Latino	168	167	99.4%	28.7%	168	167	99.4%	21.6%
Socioeconomically Disadvantaged	152	152	100.0%	29.6%	152	152	100.0%	21.7%
English Learners	92	92	100.0%	4.4%	92	92	100.0%	3.3%
Students with Disabilities	19	19	100.0%	5.3%	19	19	100.0%	-
Grade 6								
All Students Tested	132	132	100.0%	50.8%	132	132	100.0%	34.9%
Male	64	64	100.0%	45.3%	64	64	100.0%	29.7%
Female	68	68	100.0%	55.9%	68	68	100.0%	39.7%
Hispanic or Latino	127	127	100.0%	50.4%	127	127	100.0%	35.4%
Socioeconomically Disadvantaged	126	126	100.0%	49.2%	126	126	100.0%	31.8%
English Learners	46	46	100.0%	28.3%	46	46	100.0%	10.9%
Students with Disabilities	12	12	100.0%	-	12	12	100.0%	-
Migrant Education	12	12	100.0%	50.0%	12	12	100.0%	33.3%

Note: ELA & Mathematics test results include the Smarter Balanced 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 on the CAAs divided by the total number of students who participated in both assessments. A dash (-) appears 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 os 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.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Percentage of Students Meeting or Exceeding the State Standards						
	Coral Mountain		**CVUSD**		**CA**	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	25	33	18	22	44	48
Mathematics	23	29	11	14	33	36

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.

California Assessment of Student Performance and Progress Test Results in Science All Students Percentage of Students Meeting or Exceeding the State Standards									
	Coral Mountain			**CVUSD**			**CA**		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, & 10)	43	50	49	35	33	32	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in 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.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)				
2015-16				
	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	168	167	99.4%	48.5%
Male	92	92	100.0%	53.3%
Female	76	75	98.7%	42.7%
Hispanic or Latino	168	167	99.4%	48.5%
Economically Disadvantaged	152	152	100.0%	48.0%
English Learners	92	92	100.0%	21.7%
Students with Disabilities	19	19	100.0%	52.6%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in 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.

Classroom Environment

Discipline & Climate for Learning

Coral Mountain Academy's discipline policies are based upon a schoolwide discipline plan, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Students are advised of school rules and behavior expectations during assemblies. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Coral Mountain Academy employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Coral Mountain Academy utilizes the Positive Behavior Intervention Support (PBIS) program as the foundation of a positive discipline approach. The PBIS program provides comprehensive curriculum to promote responsible, safe behaviors as well as bully prevention strategies through the use of classroom activities, presentations, hands-on activities, and scripted weekly lessons.

Suspensions and Expulsions									
	Coral Mountain			**CVUSD**			**CA**		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	15	17	19	902	828	926	279,383	243,603	230,389
Expulsions (#)	0	0	0	13	23	25	6,611	5,692	6,227

Advancement Via Individual Determination

Coral Mountain Academy implemented the Advancement Via Individual Determination (AVID) program during the 2015-16 school year. The AVID program teaches skills and behaviors for academic success, provides intensive support with tutorials and strong student/teacher relationships, creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination. Coral Mountain Academy is focused on the organizational and note-taking skills for the first year of implementation of this program.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classrooms				
2013-14				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	23.0	1	5	
1	23.0	1	6	
2	26.0	1	5	
3	22.0	2	5	
4	21.0	2	5	
5	20.0	3	4	
6	22.0	2	5	
2014-15				
K	24.0	1	5	
1	26.0		5	
2	27.0		6	
3	28.0		6	
4	28.0		6	
5	28.0		5	
6	26.0	1	5	
2015-16				
K	25.0		5	
1	25.0		5	
2	22.0	1	5	
3	24.0		6	
4	24.0		6	
5	24.0		7	
6	25.0		6	

Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Curriculum & Instruction

Staff Development

All training and curriculum development at Coachella Valley Unified School District revolves around the California Content Standards and Frameworks and National Common Core 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 build teaching skills and concepts through participation in conferences and workshops throughout the year. The district allows each teacher to participate in 15 hours of staff development time. Training activities typically relate to the teacher's area of expertise and covers innovative strategies and techniques to improve student achievement and the qualify of classroom instruction. Teachers may participate in district-sponsored seminars presented by district personnel, outside consultants, and lead teachers.

2015-16 District-Sponsored Professional Development:
• All Things iPad! Reaching All Learners
• Biliteracy Units of Study
• Common Core State Standards Implementation Using Units of Study
• Read 180/System 44
• Write from the Beginning and Beyond

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

Coral Mountain Academy works with the Coachella Valley Unified School District to focus on specific areas of study and to improve instructional practices, address areas needing improvement, and implement new programs for improved student learning. School leadership identify staff training needs based upon results from student performance data analysis, teacher surveys, and input from lead teachers. During the 2015-16 school year, trainings were held during two staff meetings per month which focused on:

• 21st Century Mobile Learning Initiative
• Common Core State Standards
• Creating Standards Based Assessments
• Data Analysis
• Differentiated Instruction for English
  Learners
• Establishing Schoolwide Routines and
  Procedures
• Grade Level Planning Using Units of Study
• Integrating Technology into Curriculum

Instructional Materials

All textbooks used in the core curriculum at Coral Mountain Academy 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 13, 2016, 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. 2017-16 which certifies as required by Education Code

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2002	Yes	Houghton Mifflin: Reading California	0%	K-6
2010	Yes	Scholastic: Read 180	0%	4-6
2005	Yes	Rigby Harcourt Achieve: On Our Way To English	0%	K-5
	Yes	HMH Practice Books	0%	K-2
2007	Yes	Rosetta Stone for ELD	0%	6
	Yes	HMH System 44 Elementary	0%	3-6
	Yes	Cambium: We Can - Early Learning Curriculum	0%	TK
2002	Yes	Houghton Mifflin: Lectura	0%	K-6
Math				
2014	Yes	Houghton Mifflin Harcourt; Go Math! (English & Spanish)	0%	K-5
2014	Yes	Cambium: We Can - Early Learning Curriculum	0%	TK
Science				
2008	Yes	Houghton Mifflin: Science	0%	K-3
2008	Yes	FOSS: Science	0%	K-5
2008	Yes	Investigating Earth Systems: Dynamic Planet	0%	6
2014	Yes	Cambium: We Can - Early Learning Curriculum	0%	TK
Social Science				
2007	Yes	Houghton Mifflin: Social Studies	0%	K-3
2007	Yes	Harcourt: Reflections Social Studies	0%	K-6
2014	Yes	Cambium: We Can - Early Learning Curriculum	0%	TK

§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 2016-17 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.

Teacher Credentials and Assignments						
	Coral Mountain			CVUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	42	42	43	801	844	857
Teachers with Full Credential	42	42	43	801	840	853
Teachers without Full Credential	0	0	0	0	4	4
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	4	0	0
Teacher Misassignments for English Learners	0	0	0	1	1	1
Total Teacher Misassignments*	0	0	0	1	1	1
Teacher Vacancies	1	0	0	17	15	9

*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.*

Professional Staff

Teacher Assignment

During the 2015-16 school year, Coral Mountain Academy had 42 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

In the adjacent table, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Counseling & Support Staff

Coral Mountain Academy provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally.

The Counselors and Support Personnel table in this report illustrates the availability of non-instructional support staff to Coral Mountain Academy's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Coral Mountain Academy's original facilities were built in 2006; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

2015-16 Campus Improvements
• Addition of two kinder modular classrooms
• Installation of a shade structure in kinder area

2016-17 Planned Campus Improvements:
• Installation of new playground equipment in the kinder playground with a shade structure
• Addition of four portable classrooms
• Addition of two chilled water fountains
• Installation of a new electronic marquee
• Installation of surveillance cameras

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.

Every morning before school begins, the morning custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian, one mid-shift, and one evening custodian are assigned to Coral Mountain Academy. The day custodian is responsible for:

Core Academic Classes		
Taught by Highly Qualified Teachers		
	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
	2015-16	
Coral Mountain	100.0%	
District Totals		
All Schools	99.0%	1.0%
High-Poverty Schools	99.0%	1.0%
Low-Poverty Schools	-	-

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

Counselors and Support Personnel		
(Nonteaching Professional Staff)		
2015-16		
	No. of Staff	FTE*
Academic Counselor	0	
Psychologist	1	0.6
Speech & Language Therapist	1	0.6
English Learner Support Aide	1	1.0
School Nurse	1	0.2
Library Media Technician	1	1.0
Health Assistant	1	1.0

One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

• Cafeteria Cleanup/Setup
• Restrooms
• General Maintenance
• Special Events Preparations

Restrooms are checked after every recess for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

• Restrooms
• Classrooms
• Office Areas

The assistant principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	2006
	Quantity
# of Permanent Classrooms	39
# of Portable Classrooms	8
# of Restrooms (student use)	16 sets
Cafeteria/Multipurpose Room	1
Computer Lab	1
Staff Lounge	1
Teacher Work Room	1

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, yard supervisors are strategically assigned to designated entrance areas and the playground. During recesses and lunch, teachers and yard supervisors monitor activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, assistant principal, yard supervisors and teachers monitor student behavior to ensure a safe and orderly departure.

Coral Mountain Academy 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.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Coral Mountain Academy 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 safety plan is reviewed and updated in April 2016, and discussed with school staff in August 2016.

School Facility Good Repair Status				
Item Inspected				**Repair Status**
Inspection Date: November 9, 2016	**Good**	**Fair**	**Poor**	**Repair Needed and Action Taken or Planned**
Systems	✓			Girls RR 500 & Boys RR 500 - Exhaust fan is not working
Interior Surfaces	✓			
Cleanliness	✓			Boys RR 100 - Cobwebs at entry droor
Electrical		✓		Admin - Three lights out; Rm K2 - One light out; Boys RR 100 - Broken electric plate on the ceiling by entrance; MPR - A few lights out; MPR Girls RR - One light out
Restrooms/Fountains	✓			Rm 306 & 201 - Drinking fountain needs adjustment, stays on for a long time
Safety	✓			
Structural	✓			
External	✓			K Playground - Small areas in rubber surface need patching; West Playground - Holes in rubber surface

Overall Summary of School Facility Good Repair Status			
Exemplary	**Good**	**Fair**	**Poor**
Overall Summary	✓		

Percentage Description Rating:
Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Condition of Facilities - Riverside County Williams Inspection Results

On an annual basis, representatives from the Riverside County Office of Education visit Coachella Valley Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection for Coral Mountain Academy completed by the county took place on November 9, 2016. Results of the inspection are provided in the following table above.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Coral Mountain Academy and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to CAASPP, enrollment, and staffing.

Public Internet Access Location

Parents may access Coral Mountain Academy's SARC and access the internet at any of the county's public libraries. The closest library to Coral Mountain Academy is the Coachella Branch Library located at 1538 Seventh Street, Coachella.

Coachella Branch Library (760) 398-5148
Hours: Mon., Tues. & Thurs.:10 - 6
       Wed.: 12-8
       Sat.: 10 - 5
       Fri. and Sun.: Closed
Number of computers available: 7
Number of printers available: 1

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2014-15 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2014-15 school year, Coachella Valley Unified School District spent an average of $10,112 of total general funds to educate each student (based on 2014-15 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2014-15		
	CVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	45,708	44,958
Mid-Range Teacher Salary	73,691	70,581
Highest Teacher Salary	94,705	91,469
Average Principal Salaries:		
Elementary School	109,412	113,994
Middle School	125,908	120,075
High School	130,044	130,249
Superintendent Salary	231,000	218,315
Percentage of Budget For:		
Teacher Salaries	36	38
Administrative Salaries	5	5

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Current Expense of Education Per Pupil 2014-15					
	Dollars Spent Per Student				
Expenditures Per Pupil	Coral Mountain	CVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,379	N/A	N/A	N/A	N/A
Restricted (Supplemental)	214	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,165	4,809	107.4%	5,677	84.7%
Average Teacher Salary	80,869	76,521	105.7%	74,216	103.1%

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

In addition to general fund state funding, Coachella Valley Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Clean Energy Jobs Act
- Economic Impact Aid (EIA)
- Education Protection Account
- Governor's CTE Initiative: California Partnership Academies
- Head Start Program
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Partnership Academies Program
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I, II, III
- Vocational Programs

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Coachella Valley Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section was acquired in December 2016 and the school facilities section was acquired in January 2016.