



# MOUNTAIN VISTA ELEMENTARY SCHOOL

Grades K Through Six  
Valerie Perez, Principal  
Michael Boomer, Assistant Principal  
49-750 Hjorth Street • Indio, CA 92201  
(760) 775-6888

## 2015-16 School Accountability Report Card

2015-16 Activity Published in February 2017

### Coachella Valley Unified School District

87-225 Church Street  
Thermal, CA 92274  
(760) 399-5137

[www.cvusd.us](http://www.cvusd.us)

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### Principal's Message

As principal of Mountain Vista Elementary School, it is my privilege to share with you the annual School Accountability Report Card. It is my hope that the information and data contained within this report will provide you with helpful and relevant information regarding our school community.

Mountain Vista Elementary School, now in its 13th year of operation, has a powerful working relationship among students, staff, parents, and community. We have developed unique programs to meet the needs of the "whole child". Our school mission statement reflects the pride, optimism, and high expectations we have for all students. The exceptionally gifted and experienced staff is providing a rich core curriculum, as well as a wide variety of extracurricular opportunities in sports, student leadership, technology, and visual and performing arts.

Mountain Vista Elementary School prides itself with challenging goals and expectations for all. We have a hard-working Booster Club, School Site Council, Safe Schools Committee, and FIAT.

In alignment with our staff development focus staff have developed S.M.A.R.T. goals and action plans in Reading, Mathematics, and English Language Development. Staff development during the school day, affords staff the opportunity to articulate the progress of their students, effectiveness of their programs, and maintain ongoing dialogue across all grade levels. We offer Gifted and Talented Education (GATE), ASES (After School Education and Safety), and Performing Arts programs, which meet after school. Additionally, we have community affiliations with the Adopt-a-Cop Program, sponsored by the Indio Police Department, and Coachella Valley Parks and Recreation District (on-campus Latch-Key program).

All programs and plans are open-ended and considered works in progress. We welcome your comments and questions on the content of this report and encourage ongoing communication as we continue to develop programs and policies to ensure the very best educational opportunities for our students. Our school motto speaks for itself; "Riding the Wave of Success." We can and will make a difference in the lives of our children.

### School Mission

We strive to educate students and to assist them in realizing their full potential as responsible, productive, contributing members of society by providing an educational environment in which students are challenged, excellence is expected and differences are valued.

### School Vision

As principal of Mountain Vista Elementary School, it is my privilege to share with you the annual School Accountability Report Card. It is my hope that the information and data contained within this report will provide you with helpful and relevant information regarding our school community.

### 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.

Mountain Vista Elementary School is located in the northwestern 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, 1,026 students were enrolled, including 4.9% students with disabilities, 38% English Language Learners, and 81.3% socioeconomically disadvantaged.

Mountain Vista Elementary School's ASES program is available to all students, all grade levels. Structured recreational activities and homework support are provided every day until 6:00 pm.

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American	0.2%	Kindergarten	169
American Indian or Alaskan Native	0.6%	Grade 1	142
Asian	0.1%	Grade 2	130
Filipino	0.0%	Grade 3	159
Hawaiian or Pacific Islander	0.0%	Grade 4	133
Hispanic or Latino	96.9%	Grade 5	163
White (not Hispanic)	2.0%	Grade 6	130
Two or More Races	0.3%	Grade 7	0
Socioeconomically Disadvantaged	81.3%	Grade 8	0
English Learners	38.0%		
Students with Disabilities	4.9%		
Migrant Education	0.0%		
Foster Youth	0.6%		
		Total Enrollment	1,026

## 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, the school website, 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
- 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

## Student Achievement

### Physical Fitness

In the spring of each year, Mountain Vista Elementary School 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 web site [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	23.3%	29.6%	16.4%

*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, Mountain Vista Elementary School qualified 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/](http://www.cde.ca.gov/ta/ac/ti/).

Federal Intervention Program 2016-17		
	Mountain Vista	CVUSD
PI Status	In PI	In PI
First Year of PI Implementation	2006-07	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.*

**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
<b>Grade 3</b>					<b>Grade 3</b>			
All Students Tested	162	161	99.4%	21.1%	162	161	99.4%	22.4%
Male	84	84	100.0%	23.8%	84	84	100.0%	28.6%
Female	78	77	98.7%	18.2%	78	77	98.7%	15.6%
Hispanic or Latino	158	157	99.4%	21.0%	158	157	99.4%	22.9%
Socioeconomically Disadvantaged	137	136	99.3%	15.4%	137	136	99.3%	20.6%
English Learners	76	76	100.0%	18.4%	76	76	100.0%	27.6%
<b>Grade 4</b>					<b>Grade 4</b>			
All Students Tested	134	132	98.5%	17.4%	134	133	99.3%	9.0%
Male	66	65	98.5%	13.9%	66	65	98.5%	9.2%
Female	68	67	98.5%	20.9%	68	68	100.0%	8.8%
Hispanic or Latino	125	123	98.4%	17.9%	125	124	99.2%	8.9%
Socioeconomically Disadvantaged	107	105	98.1%	13.3%	107	106	99.1%	4.7%
English Learners	48	46	95.8%	2.2%	48	47	97.9%	2.1%
<b>Grade 5</b>					<b>Grade 5</b>			
All Students Tested	165	163	98.8%	32.5%	165	162	98.2%	11.1%
Male	87	86	98.9%	24.4%	87	85	97.7%	10.6%
Female	78	77	98.7%	41.6%	78	77	98.7%	11.7%
Hispanic or Latino	160	158	98.8%	33.5%	160	157	98.1%	11.5%
Socioeconomically Disadvantaged	138	136	98.6%	32.4%	138	135	97.8%	10.4%
English Learners	55	54	98.2%	16.7%	55	54	98.2%	1.9%
Students with Disabilities	17	17	100.0%	5.9%	17	17	100.0%	5.9%
<b>Grade 6</b>					<b>Grade 6</b>			
All Students Tested	134	133	99.3%	39.9%	134	134	100.0%	15.7%
Male	64	64	100.0%	32.8%	64	64	100.0%	10.9%
Female	70	69	98.6%	46.4%	70	70	100.0%	20.0%
Hispanic or Latino	130	129	99.2%	39.5%	130	130	100.0%	15.4%
Socioeconomically Disadvantaged	107	106	99.1%	39.6%	107	107	100.0%	13.1%
English Learners	22	21	95.5%	4.8%	22	22	100.0%	-
Students with Disabilities	11	11	100.0%	18.2%	11	11	100.0%	18.2%

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 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.

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						
	Mountain Vista		CVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	26	28	18	22	44	48
Mathematics	13	15	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									
	Mountain Vista			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)	44	41	43	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.

**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/](http://www.cde.ca.gov/ta/tg/ca/).



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

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.

### 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 quality 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, consultants, and school administration. 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 2015-16 school year, Mountain Vista Elementary School allocated time after school throughout the year to focus on:

- Data Analysis - S.M.A.R.T. Goals
- English Language Development
- Interpreting Science and Language Arts
- Introduction to Common Core State Standards
- iPad Training
- Math Program
- Positive Behavior Intervention & Support (PBIS) Training
- Write From the Beginning
- Thinking Maps for Math
- Utilizing Standards-Based Guides
- Writing

# Professional Staff

## Counseling & Support Staff

Mountain Vista Elementary School 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 Mountain Vista Elementary School'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.

Counselors and Support Personnel (Nonteaching Professional Staff) 2015-16		
	No. of Staff	FTE*
Academic Counselor	0	
Nurse	1	0.2
Psychologist	1	0.3
Speech & Language Aide	1	0.1
Speech & Language Specialist	1	0.5
Media Technician	1	1.0
Health Clerk	1	0.5
Latino Commission	1	**

\*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. \*\* As needed.

## Teacher Assignment

During the 2015-16 school year, Mountain Vista Elementary School had 45 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.

	Mountain Vista			CVUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	42	45	44	801	844	857
Teachers with Full Credential	42	45	44	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	0	1	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.

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.

## 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. 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.

### 2015-16 Campus Improvements:

- Installation of new flooring in portable restrooms
- Upgrades to internet infrastructure
- Addition of a Read 180 Lab for grades 4-6

### 2016-17 Planned Campus Improvements:

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

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

- Cafeteria Cleanup/Setup
- General Maintenance
- Library
- Office Areas

Restrooms are checked every two hours for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Afternoon/Evening Event Preparation/Setup
- Classrooms
- Restrooms

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

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		
Mountain Vista	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.

### Campus Description

Year Built	1999
Acreage	11.32
Bldg. Square Footage	50576
	<b>Quantity</b>
# of Permanent Classrooms	31
# of Portable Classrooms	20
# of Restrooms (student use)	3 sets
Amphitheater	1
Library	1
Cafeteria/Multipurpose Room	1
Teacher Work Room	1
Staff Lunch Room	1
Computer Lab(s)	3

### School Site Safety Plan

The Comprehensive School Site 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 most recent school safety plan was reviewed, updated, subsequently amended, and discussed with school staff in September 2016.

### 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.

### 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 of Mountain Vista Elementary School completed by the county took place on November 9, 2016. Results of the inspection are provided in table below.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: November 9, 2016				
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			Portable Girls RR - Spider webs; Room 603 - Stained vinyl floor
Electrical		✓		Admin - Two lights out; Library - Several lights out, schedule for replacement during Christmas break; MPR - About 1/2 of lights out, repair scheduled for Christmas break; Boys RR - Deficiency noted; Room 715 - Missing outlet cover; Room 503 - Outside light doesn't work
Restrooms/Fountains	✓			Boys RR - Two broken soap dispensers. Loose faucet; Girls RR 400 - Loose faucet
Safety	✓			Admin - Fire alarm in trouble; Room 718 - Handrail peeling paint
Structural	✓			
External	✓			
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.*

## 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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/>.

## SARC Data & Internet Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Mountain Vista Elementary School 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 Mountain Vista Elementary School's SARC and access the Internet in the school's library and at any of the county's public libraries. The closest library to Mountain Vista Elementary is the Indio Public Library located at 200 Civic Center Drive, Indio.

Indio Public Library  
(760) 347-2383  
Hours: Mon.: 12-8  
Tues. - Thurs.: 10 - 6  
Sat.: 10 - 6  
Fri. and Sun.: Closed  
Number of computers available: 7  
Number of printers available: 1

Mountain Vista Elementary School Library  
Visitors must check in at the school office  
Number of computers available: 4  
Number of printers available: 2

At Back to School Night, the Fall Carnival, and the Spring Carnival, parents are offered training and provided assistance on setting up an account for the AERIES Parent Portal.

### 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..

### Current Expense of Education Per Pupil 2014-15

Expenditures Per Pupil	Dollars Spent Per Student				
	Mountain Vista	CVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,511	N/A	N/A	N/A	N/A
Restricted (Supplemental)	208	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,303	4,809	110.3%	5,677	84.7%
Average Teacher Salary	80,163	76,521	104.8%	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