Bella Vista Elementary

65750 Avenida Jalisco • Desert Hot Springs, CA 92240- 3654 • 760-251-7244 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Palm Springs Unified School District

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School Description

Bella Vista Elementary School is dedicated to creating a college and career-minded community of successful citizens that embrace academic excellence, individual strengths, and differences, personal growth, and respect for self and others in an ever-changing global system.

The staff of Bella Vista Elementary School affirms that all students have the ability to learn and will demonstrate achievement. Our school's purpose is to educate all students and foster positive growth in social/emotional behaviors and attitudes through a well-rounded, learning-centered, and child-centered environment. We strive to motivate students to attain their maximum educational potential in all areas of learning by providing a learning environment that is supported by a rich and challenging curriculum. Students have numerous opportunities to achieve personal and academic success. Bella Vista Elementary is a school that strives to engage students in a college-going atmosphere. We encourage the Bella Vista learning community of parents, students, and staff to work as a team in order to pursue this mission.

Bella Vista Elementary School is located in Desert Hot Springs, a community twelve miles north of Palm Springs. As one of 27 schools in the Palm Springs Unified School District, Bella Vista Elementary School serves approximately 780 students in Transitional Kindergarten through fifth grade.

Bella Vista works cooperatively with Palm Springs Unified School District to develop regulations and procedures that align with the Educational Code and California Department of Education guidelines.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	128
Grade 1	105
Grade 2	124
Grade 3	127
Grade 4	146
Grade 5	135
Total Enrollment	765

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	10.6
American Indian or Alaska Native	0.1
Asian	0.5
Filipino	0.3
Hispanic or Latino	67.7
Native Hawaiian or Pacific Islander	0.1
White	15.3
Two or More Races	5.4
Socioeconomically Disadvantaged	91.9
English Learners	26.1
Students with Disabilities	10.6
Foster Youth	0.8
Homeless	15.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Bella Vista Elementary	17-18	18-19	19-20
With Full Credential	35	33	35
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0

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

Teacher Misassignments and Vacant Teacher Positions at Bella Vista Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Each student at Bella Vista has a standards-aligned textbook to be used at school in the subject areas of English Language Arts, Math, Science, and Social Studies. All textbooks are consistent with the content and cycles of the curriculum frameworks, adopted by the SBE. Each student, including special education students and English Language Learners, have access to their own textbooks and instructional materials. The most recent textbooks in use at Bella Vista are:

Science adopted 07/08 published by Harcourt

Social Science adopted 06/07 published by Harcourt

Math adopted 18/19. Bridges and Number Corner Published by The Math Learning Center

English Language Arts Wonders by McGraw Hill Adoption 07/2017

Intervention Published by SRA, Sopris West,

Steck Vaughn, Scott Foresman

Math Intervention Published by Harcourt

Textbooks and Instructional Materials

Year and month in which data were collected: September 24, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	Wonders by McGraw Hill 2017-2018	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0
Mathematics	Bridges Math/The Learning Center 2018-19	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0
Science	California Science/Harcourt 2007/2008	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0
History-Social Science	Reflections/Harcourt 2006/2007	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Bella Vista Elementary School opened on January 6, 2014. There are 32 permanent classrooms, 3 portable classrooms, a multi-purpose room, media center, and a counseling center. There are 2 playgrounds that have swings and climbing structures. The athletic field is separate from the playground. It is surrounded by a retaining wall and a chain-link fence. Many benches are strategically placed to provide space for students to sit and relax. There is an outside and an inside eating area. A new shade structure was built in October 2019 on the main playground.

The school is maintained by a full-time day custodian and two evening custodians.

A Safe School planned was developed in July 2019. The staff and faculty of Bella Vista are trained in Positive Behavior Interventions. Universal expectations are posted and addressed on a regular basis. Skills for success (PBS skills) and bully-free lessons are taught during the regular school day throughout the year.

Playgrounds are supervised by employees. A play works coach is outside during recess and lunch to support a structured recess program.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/15/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Work Order(s) on file in M&O Office
Interior: Interior Surfaces	Fair	Work Order(s) on file in M&O Office
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Work Order(s) on file in M&O Office
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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	35	38	40	42	50	50
Math	23	18	26	28	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	23.4	15.6	11.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	395	389	98.48	38.05
Male	182	179	98.35	36.31
Female	213	210	98.59	39.52
Black or African American	46	45	97.83	33.33
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	259	257	99.23	35.02
White	60	60	100.00	51.67
Two or More Races	23	23	100.00	47.83
Socioeconomically Disadvantaged	353	350	99.15	36.00
English Learners	136	133	97.79	33.83
Students with Disabilities	49	49	100.00	14.29
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	45	45	100.00	0.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	396	392	98.99	18.11
Male	183	182	99.45	17.58
Female	213	210	98.59	18.57
Black or African American	46	45	97.83	17.78
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	260	258	99.23	16.28
White	60	60	100.00	23.33
Two or More Races	23	23	100.00	30.43
Socioeconomically Disadvantaged	354	350	98.87	16.29
English Learners	136	136	100.00	12.50
Students with Disabilities	49	49	100.00	6.12
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	45	45	100.00	0.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Parents are provided with a variety of opportunities during the school year to actively participate in their child's education by attending monthly events such as Family Education nights, School Site Council, and family events such as the annual Harvest festival, Father/Daughter dance, Mother /Son dance, and other PTA sponsored events. Formal parent conferences are scheduled twice yearly, however, teachers are available to conference with parents upon request. Opportunities to mentor and tutor individual students are available in each classroom. Parents may also participate in the classroom as volunteers. Families are encouraged to join the school's Parent/Teacher Association (PTA). This group plans and funds educational assemblies and field trips. Educational decision-making opportunities are available through participation on several committees such as the School Site Council and the English Language Advisory Council.

At Bella Vista Elementary School, we provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students to participate in our school and the development of Bella Vista Elementary School's parent engagement policy by translating, into Spanish, all informational flyers, newsletters and school handbooks and handouts. The school will also provide an employee who is able to translate during meetings and conferences.
All areas of the school campus are accessible by wheelchair for disabled parents.

Bella Vista staff and parents work collaboratively with the Parent Engagement Center to enhance parent engagement to support Bella Vista students.

Contact Person Name: Lisa Arseo Contact Person Phone Number: 760-251-7244

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
Student and staff safety is always a priority at Bella Vista. The Comprehensive Safety Plan was developed by the school and it provides students and staff a means to ensure a safe and orderly learning environment. Bella Vista has a cohesive and efficient plan to respond to crisis situations. The Safe School Plan includes the school's emergency evacuation plan and procedures. An additional component of the Safe School Plan includes the implementation of Positive Behavior Supports (PBS). Each classroom teaches mini-lessons that support positive behavior in and out of the classroom. School-wide expectations are posted throughout the building in common areas. Expectations are reviewed and practiced throughout the year. Expectations are also provided to students and parents at the beginning of the year along with the school discipline matrix.
The Safety plan was updated in July 2019. A copy of the plan is available upon request.

Date School Safety Plan last reviewed by staff: August 9, 2019

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.5	2.1	2.3
Expulsions Rate	0.1	0.0	0

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

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	765.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	5		18	5	1		26		5	
1	24		5		21	3	3		21	2	3	
2	25		5		23		5		21	1	5	
3	22	1	5		23		6		25		5	
4	26		5		27		5		29		5	
5	24	1	5		21	1	5		27		5	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	14	16	39

Each year we have designed professional learning based on student achievement data, research of best practices and discussions with teachers and principals. In 2017-18, in response to stagnant test scores and challenges with collaborative planning, we began working with Orenda/Principal Exchange. Since then, our teachers have been working to strengthen collaborative teams, refocus on essential standards and respond in a timely manner to data from common assessments. The focus was on ELA during the 2017-18 and 2018-19 school years. An additional content area focus (Math) was added for the 2019-20 school year. At the same time, the school has been engaged in district-wide professional learning that varies by content area. For ELA, in 2017-18, the focus was on aligning instruction to Smarter Balanced Assessments, depth of knowledge, and deeper understanding of the Reading Targets in Claim 1. In 2018-19 the focus was on the gradual release model, and 2019-20 was an extension of the previous two years. The professional development in these areas was provided by the Schoolhouse Project. In 2019-20 the teachers began working with High Impact Math consultants. This professional development centers around building students' conceptual understanding. The training will take place over the course of three years. During Year 1 (2019-20) the focus is on developing strategies to support number sense by implementing mental math routines and highlight the landscape of learning in mathematics. This professional development also supports teachers with the implementation of the district-adopted math program (Bridges in Mathematics and Number Corner).

The numbers in the chart above represent 10 full days a year (2017-18 and 2018-19) in which structured coaching took place during Data Reflection Sessions and the remaining days are full days of professional learning in ELA as noted previously. During the 2019-20 school year, the numbers in the chart represent 15 days a year in which structured coaching takes place during Data Reflection Sessions (DRS) and the remaining days are full days of professional learning in ELA and Math.

FY 2017-18 Teacher and Administrative Salaries

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

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

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$12,938	$3,450	$9,488	$75,496
District	N/A	N/A	$9,940	$87,928.00
State	N/A	N/A	$7,506.64	$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-4.7	-8.6
School Site/ State	-23.2	-4.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

The school receives funds for programs from a variety of sources. These include: Title I (school-wide), and LCAP
.
Title I funds support the following items:
After school intervention
Full-time intervention teacher (split funded with the district)
Collaborative opportunities for grade-level planning
Parental Involvement training and activities
Supplies and materials as needed
Technology and technological supplies
Enrichment opportunities (Art/music classes)

LCAP supports the following items:
Bilingual instructional aides
Playground supervision aides
Teacher collaboration
Technology
Materials and supplies as needed
Committee work
Prevention Specialist
Mental Health Services
PBIS Incentives which include small items and assemblies

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.