Bella Vista Elementary

65750 Avenida Jalisco • Desert Hot Springs, CA 92240- 3654 • 760-251-7244 • Grades K-5
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Palm Springs Unified School District
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Assistant Superintendent, Business Services

School Description

As you read the Annual School Report Card for Bella Vista Elementary School, I believe you will discover a school dedicated to children, committed to equity in opportunity to achieve, and focus on the pursuit of excellence in learning and academic achievement for all.

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 with a rich and challenging curriculum. Students have numerous opportunities to achieve personal and academic success. Bella Vista Elementary is an AVID certified 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 800 students in grades Transitional Kindergarten through fifth.

Bella Vista and the Palm Springs Unified School District work cooperatively in creating common core units of study,common core assessments as well as developing regulations and procedures in-line with the Education 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at 760-251-7244 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	142
Grade 1	128
Grade 2	124
Grade 3	134
Grade 4	118
Grade 5	137
Total Enrollment	783

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	11.1
American Indian or Alaska Native	0.4
Asian	1.1
Filipino	0.6
Hispanic or Latino	61
Native Hawaiian or Pacific Islander	0.1
White	23.1
Two or More Races	2.4
Socioeconomically Disadvantaged	90.2
English Learners	27.1
Students with Disabilities	5.5
Foster Youth	0.9

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Bella Vista Elementary	**13-14**	**14-15**	**15-16**
With Full Credential	26	29	35
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Palm Springs Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	1024
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	39

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

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

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

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

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

Each student at Bella Vista has a standards aligned textbook or materials in the subject areas of English Language Arts, Math, Science and Social Studies. Each student, including special education students and English Language Learners has access to their own textbooks and instructional materials.All textbooks and instructional materials are aligned with the state standards. The most recent textbooks for Bella Vista are:
Science adopted 07/08 published by Harcourt
Social Science adopted 06/07 published by Harcourt
English Language Arts adopted 10/11 Published by MacMillan/McGraw Hill
Math adopted 08/09 published by Pearson
English Language Arts
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 8, 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	MacMillan/McGraw Hill 2009/2010 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	EnVision Math/Pearson 2008/2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	California Science/Harcourt 2007/2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Reflections/Harcourt 2006/2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Bella Vista Elementary School opened on January 6, 2014. There are 32 classrooms, a multi-purpose room, media center, and an apple computer lab. 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.

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

A Safe School planned was developed in February 2015. 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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/11/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Work Order on file in M&O Office
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Work Orders on file in M&O Office

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/11/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	22	32	44
Math	14	20	33

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	23	33	41	50	50	44	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.70	22.50	23.90

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

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	44
All Student at the School	41
Male	41
Female	40
Black or African American	23
Asian	--
Filipino	--
Hispanic or Latino	35
White	61
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	22
Students with Disabilities	38
Foster Youth	--

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

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	**3**	146	145	99.3	59	21	10	8
	4	113	112	99.1	62	19	16	4
	5	139	137	98.6	53	18	21	7
Male	**3**		68	46.6	71	16	1	12
	4		50	44.2	72	14	12	2
	5		68	48.9	63	19	12	6
Female	**3**		77	52.7	49	25	18	5
	4		62	54.9	53	23	19	5
	5		69	49.6	43	17	30	9
Black or African American	**3**		13	8.9	62	31	0	8
	4		17	15.0	76	12	12	0
	5		18	12.9	72	11	17	0
American Indian or Alaska Native	**3**		2	1.4	--	--	--	--
	4		1	0.9	--	--	--	--
Asian	**3**		2	1.4	--	--	--	--
	4		2	1.8	--	--	--	--
	5		1	0.7	--	--	--	--
Filipino	**3**		1	0.7	--	--	--	--
	4		2	1.8	--	--	--	--
	5		1	0.7	--	--	--	--
Hispanic or Latino	**3**		87	59.6	66	20	8	6
	4		67	59.3	61	21	15	3
	5		76	54.7	54	20	21	5
White	**3**		35	24.0	46	20	17	14
	4		21	18.6	62	14	14	10
	5		40	28.8	45	15	25	15
Two or More Races	**3**		4	2.7	--	--	--	--
	4		2	1.8	--	--	--	--
	5		1	0.7	--	--	--	--
Socioeconomically Disadvantaged	**3**		133	91.1	60	20	10	8
	4		104	92.0	64	19	13	3
	5		123	88.5	55	20	18	7
English Learners	**3**		44	30.1	59	30	9	2
	4		41	36.3	56	22	20	2
	5		22	15.8	82	14	5	0

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	**3**		6	4.1	--	--	--	--
	4		8	7.1	--	--	--	--
	5		9	6.5	--	--	--	--
Foster Youth	**3**		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	**3**	146	145	99.3	56	23	15	4
	4	113	112	99.1	52	35	13	1
	5	139	137	98.6	69	21	7	3
Male	**3**		68	46.6	57	22	15	6
	4		50	44.2	56	32	10	2
	5		68	48.9	72	18	6	4
Female	**3**		77	52.7	55	25	16	3
	4		62	54.9	48	37	15	0
	5		69	49.6	67	25	7	1
Black or African American	**3**		13	8.9	69	15	15	0
	4		17	15.0	82	18	0	0
	5		18	12.9	83	11	6	0
American Indian or Alaska Native	**3**		2	1.4	--	--	--	--
	4		1	0.9	--	--	--	--
Asian	**3**		2	1.4	--	--	--	--
	4		2	1.8	--	--	--	--
	5		1	0.7	--	--	--	--
Filipino	**3**		1	0.7	--	--	--	--
	4		2	1.8	--	--	--	--
	5		1	0.7	--	--	--	--
Hispanic or Latino	**3**		87	59.6	60	23	10	6
	4		67	59.3	45	39	15	1
	5		76	54.7	70	21	7	3

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	**3**		35	24.0	43	29	23	3
	4		21	18.6	57	33	10	0
	5		40	28.8	63	25	8	5
Two or More Races	**3**		4	2.7	--	--	--	--
	4		2	1.8	--	--	--	--
	5		1	0.7	--	--	--	--
Socioeconomically Disadvantaged	**3**		133	91.1	58	23	14	4
	4		104	92.0	55	34	11	1
	5		123	88.5	72	19	7	2
English Learners	**3**		44	30.1	57	25	14	5
	4		41	36.3	41	41	15	2
	5		22	15.8	91	9	0	0
Students with Disabilities	**3**		6	4.1	--	--	--	--
	4		8	7.1	--	--	--	--
	5		9	6.5	--	--	--	--
Foster Youth	**3**		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Parents are provided with a variety of opportunities during the school year to actively participate in their child's education by attending monthly evening events such as Family education nights, the annual Harvest festival and PTA sponsored events. Formal parent conference 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. This group plans and funds educational assemblies and field trips. Educational decision making opportunities are available through participation on several committees such as 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 involvement policy by translating, into Spanish, all informational flyers, newsletters and school handbooks and handouts. The school also provides school employees to translate during meetings and conferences. All areas of the school campus are accessible by wheelchair for disabled parents.

Bella Vista staff and parents will be working with the district parent liaison to enhance parent involvement 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 School Climate State Priority (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 schools emergency plan and procedures. An additional component to the Safe School Plan includes the implementation of Positive Behavior Supports (PBS). Each classroom teaches 16 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.
The Safety plan was updated in the February 2015. A copy of the plan is available upon request.

Date School Safety Plan last reviewed: August 2015

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	6.30	3.48	5.42
Expulsions Rate	0.12	0.00	0.11
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	6.94	5.92	5.64
Expulsions Rate	0.46	0.33	0.36
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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

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

2015-16 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		18
Percent of Schools Currently in Program Improvement		69.2

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				**Number of Classrooms***								
				1-20			**21-32**			**33+**		
Grade	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
K	30	32	28				4	3	5		1	
1	31	27	32				4	4	3			1
2	32	32	25				2	3	5	1	1	
3	31	28	27				2	4	5	2		
4	30	30	30				3	4	4	1		
5	26	29	34	1			4	4				4
Other		15			1							

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.40
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	1.00
Resource Specialist	1.00
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

Professional Development provided for Teachers

Teachers are provided with opportunities for professional development throughout the school year. Each week teachers participate in a grade level Professional Learning Community meetings. During this time teachers work collaboratively to develop units of study, aligned assessments and discuss engagement strategies. Teachers on special assignment work with various grade levels to provide professional development in math and literacy. Grades 1-5 work with an outside consultant throughout the year to plan units of study that align with core support instruction. AVID professional development is also required as Bella Vista continues as a a certified AVID elementary school. Throughout the year teachers will participate in professional development that supports increased academic achievement. Areas of focus include literacy at all grade levels, common core math, AVID strategies, guided reading strategies, unconscious bias training, data analysis and ELL strategies.

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

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$8,419	$2,347	$6,072	$68,337
District	♦	♦	$6,996.03	$73,970
State	♦	♦	$5,348	$72,971
Percent Difference: School Site/District			-13.2	-7.6
Percent Difference: School Site/ State			13.5	-6.4

* Cells with ♦ do not require data.

Types of Services Funded

The school receives funds for programs from a variety of sources. These include: Title I (school wide), EIA and LEP

Title I funds support the following items:
After school intervention
Professional development (AVID, RTI, common core)
Parental Involvement trainings and activities
Supplies and materials as needed
LCAP supports the following items:
Bilingual instructional aides
Teacher collaboration
Technology
Materials and supplies as needed
Committee work

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.