Bella Vista Elementary
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at 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).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2021-22 School Contact Information

School Name	Bella Vista Elementary
Street	65750 Avenida Jalisco
City, State, Zip	Desert Hot Springs, CA 92240- 3654
Phone Number	760-251-7244
Principal	Lisa Arseo
Email Address	larseo@psusd.us
School Website	http://bves.psusd.us/
County-District-School (CDS) Code	33-67173-6032429

2021-22 District Contact Information

District Name	Palm Springs Unified School District
Phone Number	(760) 883-2700
Superintendent	Mike Swize, Ed.D.
Email Address	mswize@psusd.us
District Website Address	www.psusd.us

2021-22 School Overview

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 750 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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	135
Grade 1	129
Grade 2	120
Grade 3	121
Grade 4	124
Grade 5	129
Total Enrollment	758

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
American Indian or Alaska Native	0.1
Asian	0.5
Black or African American	9.8
Filipino	0.4
Hispanic or Latino	69.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4.7
White	14.5
English Learners	26.5
Foster Youth	1.1
Homeless	5.9
Socioeconomically Disadvantaged	98.3
Students with Disabilities	13.1

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.2	94.6	910.6	88.1	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	2.7	9.8	1.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	2.6	0.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.0	2.7	42.0	4.1	12115.8	4.4
Unknown	0.0	0.0	68.3	6.6	18854.3	6.9
Total Teaching Positions	37.2	100.0	1033.5	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	1.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	1.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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:
Amplify Science adopted2020/2021
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

Year and month in which the data were collected	September 14, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders by McGraw Hill 2017-2018	Yes	0
Mathematics	Bridges Math/The Learning Center 2018-19	Yes	0
Science	Amplify Science / 2020-2021	Yes	0
History-Social Science	Reflections/Harcourt 2006/2007	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment			

(grades 9-12)			

School Facility Conditions and Planned Improvements

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. For this year there is also a full time day and part time evening sanitization specialist to ensure the school is as safe and clean as possible.

A Safe School planned was developed in July 2021. 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. Social emotional learning is supported with the Second Step curriculum as well as with regular use of Dovetail Tools. The toolbox supports student emotional safety and regulation skills.

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

Year and month of the most recent FIT report	11/08/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Stained ceiling tiles - work order(s) entered by M&O office
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	389	NT	NT	NT	NT
Female	200	NT	NT	NT	NT
Male	189	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	39	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	270	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	NT	NT	NT	NT
White	55	NT	NT	NT	NT
English Learners	104	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	98	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	383	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	52	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	389	NT	NT	NT	NT
Female	200	NT	NT	NT	NT
Male	189	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	39	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	270	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	NT	NT	NT	NT
White	55	NT	NT	NT	NT
English Learners	104	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	98	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	383	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	52	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	374	350	93.58	6.42	27.71
Female	185	174	94.05	5.95	24.14
Male	189	176	93.12	6.879999999 99999	31.25
American Indian or Alaska Native	1	1	100		100
Asian	2	2	100		
Black or African American	37	36	97.3	2.7	19.44
Filipino	2	2	100		
Hispanic or Latino	261	241	92.34	7.66	26.56

Student Group	Enrolled	Tested	% Tested	% Not Tested	% At or Above Standard*
Two or More Races	18	18	100		44.44
White	53	50	94.34	5.66	34
English Learners	103	97	94.17	5.83	24.74
Foster Youth	2	1	50	50	
Homeless	46	41	89.13	10.87	31.71
Socioeconomically Disadvantaged	371	347	93.53	6.47	27.38
Students Receiving Migrant Education Services	1	1	100		
Students with Disabilities	55	52	94.55	5.45	32.69

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Student Group	Enrolled	Tested	% Tested	% Not Tested	% At or Above Standard*
All Students	374	353	94.39	5.61	6.23
Female	185	175	94.59	5.41	4.57
Male	189	178	94.18	5.819999999……	7.87
American Indian or Alaska Native	1	1	100		
Asian	2	2	100		
Black or African American	37	36	97.3	2.7	2.78
Filipino	2	2	100		
Hispanic or Latino	261	244	93.49	6.510000000……4	6.15
Two or More Races	18	18	100		22.22
White	53	50	94.34	5.66	4
English Learners	103	98	95.15	4.849999999……	4.08
Foster Youth	2	1	50	50	
Homeless	46	41	89.13	10.87	4.88
Socioeconomically Disadvantaged	371	350	94.34	5.66	6
Students Receiving Migrant Education Services	1	1	100		
Students with Disabilities	55	52	94.55	5.45	

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	14.08	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	134	NT	NT	NT	NT
Female	74	NT	NT	NT	NT
Male	60	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	95	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	21	NT	NT	NT	NT
English Learners	34	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	26	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	130	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	17	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 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 events such as Family Education nights, School Site Council, 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 as well as providing financial support for various classroom materials upon request and approval. 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 access 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. Currently, we have a Family and Community Engagement Specialist to support family engagement.

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

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	843	819	334	40.8
Female	423	406	151	37.2
Male	420	413	183	44.3
American Indian or Alaska Native	1	1	0	0.0
Asian	4	4	0	0.0
Black or African American	78	76	38	50.0
Filipino	3	3	0	0.0
Hispanic or Latino	588	572	231	40.4
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	44	43	18	41.9
White	122	117	47	40.2
English Learners	213	210	75	35.7
Foster Youth	13	13	3	23.1
Homeless	113	111	46	41.4
Socioeconomically Disadvantaged	820	799	327	40.9
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	112	108	48	44.4

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.30	0.12	6.21	0.05	3.47	0.20
Expulsions	0.00	0.00	0.21	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.63	4.74	2.45
Expulsions	0.00	0.09	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.12	0.00
Female	0.00	0.00
Male	0.24	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.17	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.12	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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.

Due to the current situation with a global pandemic , the safety plan includes goals to support in person learning in a safe and orderly fashion.

The Safety plan was updated in November 2021. A copy of the plan is available upon request.

Date School Safety Plan last reviewed by staff: October, 2021.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		5	
1	21	2	3	
2	21	1	5	
3	25		5	
4	29		5	
5	27		5	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		6	
1	24		5	
2	21	2	3	
3	26		5	
4	25		5	
5	29		5	
6				
Other	6	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		6	
1	25		5	
2	23		5	
3	24		5	
4	24		5	
5	32		2	
6				
Other	8	2		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	758

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,389	$4,441	$9,948	$80,249
District	N/A	N/A	$10,780	$91,422
Percent Difference - School Site and District	N/A	N/A	-8.0	-13.0
State			$8,444	$84,665
Percent Difference - School Site and State	N/A	N/A	16.4	-5.4

2020-21 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:
Full-time intervention teacher
Parental Involvement training and activities
Supplies and materials as needed

LCAP supports the following items:
Bilingual instructional aides
Playground supervision aides
Teacher collaboration
Technology - hardware and software
Instructional Materials and supplies as needed
Prevention Specialist
Mental Health Services
PBIS Incentives which include small items and assemblies
Enrichment opportunities (Art/music classes)

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$55,137	$50,897
Mid-Range Teacher Salary	$80,534	$78,461
Highest Teacher Salary	$111,829	$104,322
Average Principal Salary (Elementary)	$137,894	$131,863
Average Principal Salary (Middle)	$141,317	$137,086
Average Principal Salary (High)	$159,682	$151,143
Superintendent Salary	$275,095	$297,037
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Professional Development continues to be a priority in PSUSD for staff and principals, focused on improving student achievement. Each year we have designed professional learning based on student achievement data, research of best practices, and discussions with teachers and principals. The specific approaches vary by content area.

In 2019-2020, ELA professional development support focused on depth of knowledge, ELA claims and targets, and rigorous questioning strategies as well as an intro to Claim 2 (Writing). This support continued during the 2020-2021 school year with a focus on strengthening student learning in the virtual setting. The 2021-2022 school year continued the previous years' work in a differentiated model allowing school sites 3 days of professional development support based on the need for refinement in claim 1 (Reading) or claim 2 (writing) with grade-level teams, provide an overview to new teachers, or extend the work beyond grade levels to develop vertical school-wide plans for implementation. The professional development in these areas was provided by the Schoolhouse Project.

In 2018-19 the teachers began working with High Impact Math consultants. This professional development centers around building students' conceptual understanding. During Year 1 (2018-19) the focus was on developing strategies to support number sense by implementing mental math routines and highlighting the landscape of learning in mathematics. During Year 2 (2019-20) the focus was on strengthening mental math routines, identifying the math goal of a lesson, and planning for and implementing a three-part lesson (Launch, Explore, Summarize). This professional development also supported teachers with the implementation of the district-adopted math program (Bridges in Mathematics and Number Corner). During Year 3 (2020-2021), we continued the work of year 2 due to the school closure and provided support for instructional math delivery in the virtual setting. During Year 4 (2021-2022), all elementary teachers, instructional coaches, and administrators collaborated with High Impact Math consultants to continue the math studio work from years 1-3 inclusive of planning, co-teaching, and debriefing with teachers and coaches. Core lessons were developed focusing on priority standards and incorporating the math goal, content development, high-yield instructional strategies, and assessment. Each teacher in grades K-5 completed one math studio cycle with the consultant, set individualized goals, and received follow-up coaching support. The school site received a total of 18 days with the consultants for the math studio work and time for the consultant, coach, and administrator to develop a site action plan for continuous support following the training.

During the 2021-2022 school year, teachers received 1 day of Kagan Cooperative Learning Strategies which is applicable to student engagement in all content areas. Additionally, in 2021-2022, PSUSD is partnering with the Center for Applied Special Technology (CAST) to provide professional development on Universal Design for Learning. This multi-year focus will allow for intentional training for site administrators, teachers on special assignment (TOSA), and classroom teachers that also applies to all subject areas.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	39	18	24

Palm Springs Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Palm Springs Unified School District
Phone Number	(760) 883-2700
Superintendent	Mike Swize, Ed.D.
Email Address	mswize@psusd.us
District Website Address	www.psusd.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10966	1579	14.40	85.60	42.48
Female	5259	785	14.93	85.07	47.74
Male	5706	794	13.92	86.08	37.29
American Indian or Alaska Native	41	5	--	87.80	--
Asian	88	13	14.77	85.23	92.31
Black or African American	507	59	11.64	88.36	40.35
Filipino	189	48	25.40	74.60	60.42
Hispanic or Latino	8788	1277	14.53	85.47	38.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	308	28	9.09	90.91	51.85
White	1035	148	14.30	85.70	62.33
English Learners	3002	295	9.83	90.17	7.61
Foster Youth	95	7	7.37	92.63	--
Homeless	1824	124	6.80	93.20	32.26
Military	0	0	0	0	0
Socioeconomically Disadvantaged	10839	1559	14.38	85.62	42.58
Students Receiving Migrant Education Services	12	3	25.00	75.00	--
Students with Disabilities	1370	129	9.42	90.58	8.66

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10964	1429	13.03	86.97	20.62
Female	5259	718	13.65	86.35	21.76
Male	5704	711	12.46	87.54	19.45
American Indian or Alaska Native	41	6	--	85.37	--
Asian	88	14	15.91	84.09	83.33
Black or African American	507	56	11.05	88.95	9.09
Filipino	189	47	24.87	75.13	41.30
Hispanic or Latino	8786	1133	12.90	87.10	16.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	308	28	9.09	90.91	32.14
White	1035	145	14.01		41.26
English Learners	3000	232	7.73	92.27	3.95
Foster Youth	95	4	4.21	95.79	--
Homeless	1820	110	6.04	93.96	9.26
Military	0	0	0	0	0
Socioeconomically Disadvantaged	10837	1412	13.03	86.97	20.72
Students Receiving Migrant Education Services	12	3	25.00	75.00	--
Students with Disabilities	1370	116	8.47	91.53	0.88

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	11496	8536	74.25	25.75	27.39
Female	5501	4144	75.33	24.67	26.86
Male	5994	4391	73.26	26.74	27.9
American Indian or Alaska Native	45	32	71.11	28.89	40.62
Asian	94	67	71.28	28.72	49.25

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
Black or African American	510	344	67.45	32.55	23.26
Filipino	209	152	72.73	27.27	38.82
Hispanic or Latino	9216	6901	74.88	25.12	25.62
Native Hawaiian or Pacific Islander	10	8	80	20	12.5
Two or More Races	309	236	76.38	23.62	32.63
White	1103	796	72.17	27.83	38.57
English Learners	3070	2386	77.72	22.28	14.33
Foster Youth	56	37	66.07	33.93	27.03
Homeless	926	713	77	23	26.93
Socioeconomically Disadvantaged	11417	8486	74.33	25.67	27.34
Students Receiving Migrant Education Services	12	9	75	25	11.11
Students with Disabilities	1493	1022	68.45	31.55	24.56

SBAC Student Groups	SBAC Total Enrollment	SBAC Number Tested	SBAC Percent Tested	SBAC Percent Not Tested	SBAC Percent At or Above Grade Level
All Students	11496	1542	13.41	86.59	42.28
Female	5501	771	14.02	85.98	47.34
Male	5994	771	12.86	87.14	37.22
American Indian or Alaska Native	45	4	8.89	91.11	50
Asian	94	13	13.83	86.17	92.31
Black or African American	510	54	10.59	89.41	40.74
Filipino	209	47	22.49	77.51	61.7
Hispanic or Latino	9216	1252	13.59	86.41	38.5
Native Hawaiian or Pacific Islander	10	1	10	90	100
Two or More Races	309	27	8.74	91.26	51.85
White	1103	144	13.06	86.94	62.5
English Learners	3070	287	9.35	90.65	7.32
Foster Youth	56	3	5.36	94.64	
Homeless	926	76	8.21	91.79	31.58
Socioeconomically Disadvantaged	11417	1531	13.41	86.59	42.39
Students Receiving Migrant Education Services	12	3	25	75	66.67
Students with Disabilities	1493	116	7.77	92.23	6.9

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR	STAR	STAR	STAR	STAR

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	11496	8593	74.75	25.25	14.78
Female	5501	4155	75.53	24.47	13.81
Male	5994	4437	74.02	25.98	15.69
American Indian or Alaska Native	45	32	71.11	28.89	25
Asian	94	67	71.28	28.72	49.25
Black or African American	510	349	68.43	31.57	8.6
Filipino	209	152	72.73	27.27	42.76
Hispanic or Latino	9216	6955	75.47	24.53	12.57
Native Hawaiian or Pacific Islander	10	8	80	20	37.5
Two or More Races	309	235	76.05	23.95	22.13
White	1103	795	72.08	27.92	25.79
English Learners	3070	2415	78.66	21.34	3.81
Foster Youth	56	36	64.29	35.71	13.89
Homeless	926	726	78.4	21.6	8.26
Socioeconomically Disadvantaged	11417	8545	74.84	25.16	14.75
Students Receiving Migrant Education Services	12	9	75	25	11.11
Students with Disabilities	1493	1046	70.06	29.94	4.97

SBAC Student Groups	SBAC Total Enrollment	SBAC Number Tested	SBAC Percent Tested	SBAC Percent Not Tested	SBAC Percent At or Above Grade Level
All Students	11496	1396	12.14	87.86	20.56
Female	5501	709	12.89	87.11	21.44
Male	5994	687	11.46	88.54	19.65
American Indian or Alaska Native	45	5	11.11	88.89	20
Asian	94	14	14.89	85.11	71.43
Black or African American	510	51	10	90	9.8
Filipino	209	46	22.01	77.99	41.3
Hispanic or Latino	9216	1112	12.07	87.93	16.64
Two or More Races	309	28	9.06	90.94	32.14
White	1103	140	12.69	87.31	41.43
English Learners	3070	226	7.36	92.64	3.98
Foster Youth	56	3	5.36	94.64	
Homeless	926	65	7.02	92.98	9.23
Socioeconomically Disadvantaged	11417	1387	12.15	87.85	20.62
Students Receiving Migrant Education Services	12	3	25	75	
Students with Disabilities	1493	99	6.63	93.37	1.01

*At or above the grade-level standard in the context of the local assessment administered.