

Reed Union School District

277 A Karen Way Tiburon, CA 94920 ▪ www.reedschools.org

Dr. Kimberly McGrath, Superintendent ▪ kmcgrath@reedschools.org ▪ (415) 381-1112



SARC
2021-22

School Accountability
Report Card
Published in 2022-23

Bel Aire Elementary School

Grades 3-5
CDS Code 21-65425-6024616

John DiCosmo, Principal
jdicosmo@reedschools.org

277 Karen Way
Tiburon, CA 94920
(415) 388-7100

www.reedschools.org/belaire





Principal's Message

In one of Tiburon's oldest neighborhoods, Bel Aire Elementary School serves grades 3-5 in the Reed Union School District. Bel Aire was recognized as a California Distinguished School in 2001, 2010, 2013, 2014, and 2023, and has received both the National Blue Ribbon and National Technology awards.

All students receive instruction in literacy, math, science, social studies, physical education, information and digital literacy, STEAM, art, Spanish and music. Bel Aire School supports the development of the whole child by balancing a rigorous academic curriculum with a focus on social-emotional well-being.

Bel Aire School employs research-supported, high-impact teaching and learning strategies. We believe that students have a central role in their learning. We encourage students to seek help, monitor their progress, take risks, accept challenges and identify and utilize learning strategies to promote growth.

Bel Aire School provides many programs to meet the individual needs of students' diverse ability levels. These programs are led by school administration, teachers, resource specialist, intervention specialist, media specialist, speech pathologist, school psychologist and highly trained instructional aides.

Bel Aire School is a cooperative and caring community whose mission is to provide its students with academic disciplines that encourage critical thinking, problem-solving and creative expression. Parents and staff work together to create a safe and supportive environment that develops capable, confident, inclusive and kind children.

School Mission Statement

Bel Aire Elementary School is a community of learners and collaborators. We practice habits of mind to support learning (e.g. a growth-mindset, resilience, perseverance and collaboration) and kindness (e.g. mindfulness, gratitude, compassion and inclusivity). We set goals and take accountability for our learning by understanding learning targets and success criteria. We make friends and resolve conflicts because we are peacemakers and change agents.

Mission for the Reed Union Student

Each Reed Union School District (RUSD) student will receive the support and opportunity to develop the skills to be a:

Motivated Learner Committed to Academic Excellence

- Demonstrate responsibility, self-direction and independence
- Take risks, are not afraid to make mistakes and learn from them
- Take pride in accomplishments
- Understand learning is a lifelong process

Creative Problem Solver

- Apply critical thinking
- Integrate curiosity, imagination and insight
- Apply knowledge across disciplines, projects and in real life situations
- Generate ideas and best possible solutions

Effective Communicator

- Actively listen and acknowledge different points of view and cultural context
- Express and support positions considering multiple perspectives
- Use appropriate tools and language to inform, persuade and convey ideas to diverse audiences
- Collaborate with others

Engaged Citizen

- Demonstrate empathy, ethical behavior and respect for self, others and the environment
- Actively contribute to school, local and global communities
- Advocate for self and others
- Understand and appreciate cultures, histories and contributions of people of the world

Balanced Individual/Best Self

- Demonstrate self-knowledge, integrity, good judgment and honor
- Exhibit self-assurance, confidence and social competence
- Persevere and are resilient amidst adversity, stress, disappointment and conflict
- Make positive choices for personal and physical well being
- Believe in the power of the individual to make a difference

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



District Mission and Vision Statement

Each student will be challenged and inspired to reach their fullest intellectual, social-emotional and creative potential to positively impact the world.

Board of Trustees

Jacqueline Jaffee, *Board President*

Afsaneh Zolfaghari, *Vice President*

Sherry Wangenheim, *Clerk*

Shelby Pasarell Tsai, *Member*

Liz Webb, *Member*

RUSD Statement of Diversity and Inclusion

The Reed Union School District community is committed to creating and sustaining an inclusive, equitable and respectful environment in which each person has a sense of belonging and is provided the support to thrive.

The Reed Union School District community believes that valuing visible and invisible diversity is essential for an inclusive teaching and learning environment that fosters educational excellence for all.

Enrollment by Student Group

Demographics

2021-22 School Year

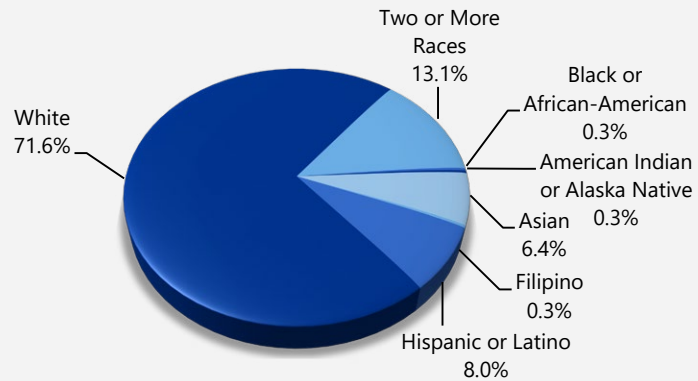
Female	52.60%
Male	47.40%
Non-Binary	0.00%
English learners	4.60%
Foster youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	4.60%
Students with Disabilities	12.20%

Enrollment by Student Group

The total enrollment at the school was 327 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2021-22 School Year

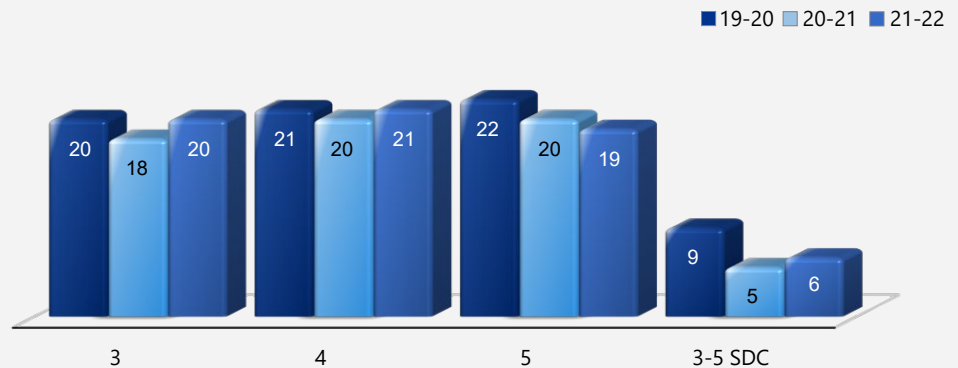


Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

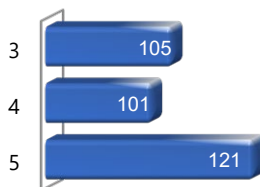
Three-Year Data



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.

2021-22 Enrollment by Grade

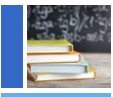


Number of Classrooms by Size

Three-Year Data

	2019-20			2020-21			2021-22		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
3	7			6			6		
4	4	3		3	2		2	3	
5	1	6		3	3		5	1	
3-5 SDC	1			1			1		





Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	Bel Aire ES		Reed Union ESD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.3%	0.0%	0.4%	1.6%	0.2%	3.4%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	3.2%	0.1%

Note: 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.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions				2019-20 School Year	
	Bel Aire ES		Reed Union ESD		California
	19-20		19-20		19-20
Suspension rates	0.0%		0.8%		2.5%
Expulsion rates	0.0%		0.0%		0.0%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2021-22 School Year	
Student Group	Suspensions Rate	Expulsions Rate		
All Students	0.0%	0.0%		
Female	0.0%	0.0%		
Male	0.0%	0.0%		
Non-Binary	0.0%	0.0%		
American Indian or Alaska Native	0.0%	0.0%		
Asian	0.0%	0.0%		
Black or African American	0.0%	0.0%		
Filipino	0.0%	0.0%		
Hispanic or Latino	0.0%	0.0%		
Native Hawaiian or Pacific Islander	0.0%	0.0%		
Two or More Races	0.0%	0.0%		
White	0.0%	0.0%		
English Learners	0.0%	0.0%		
Foster Youth	0.0%	0.0%		
Homeless	0.0%	0.0%		
Socioeconomically Disadvantaged	0.0%	0.0%		
Students Receiving Migrant Education Services	0.0%	0.0%		
Students with Disabilities	0.0%	0.0%		

Professional Development

Teachers and administrators participate in multiple staff-development opportunities to support the district's strategic goals. On-site trainings, as well as the work of Professional Learning Communities (PLCs), are held on early release Wednesdays throughout the school year. Training continues in targeted areas including but not limited to developing common assessments, the use of data to inform instruction, pilot curriculum, equity and inclusion practices and using technology to enhance instruction and learning, when appropriate.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement	
2020-21	4.5
2021-22	4.5
2022-23	4.5

Parental Involvement

Parents participate in Parent Teacher Association (PTA)-sponsored activities and assist in the classrooms, libraries and other school site locations. They also serve on the Strategic Planning Collaborative and the Board of Trustees.

Parents, community members and local businesses support our schools through a parcel tax assessment, and contributions to the Foundation for Reed Schools, which supports technology, library, art, music, Spanish, P.E. and other programs and site enhancements. The PTA also supports many school-based activities and programs.

For more information on how to become involved at Bel Aire School, please contact PTA Site Chair Laura Smith at (415) 388-7100.



Types of Services Funded

Our comprehensive school programs are supported by the General Fund (state and federal), local funding from a parcel tax, the Foundation for Reed Schools and the Parent Teacher Association (PTA). Approximately 90% of funding in RUSD is from local revenues. Programs supported by these funds include:

- Core subject-area instruction
- PK-8 art, music and P.E. programs
- Foreign language in grades 3-8
- Elementary and middle school drama productions
- 1:1 iPad programs in grades PK-8
- Learning Centers and Academy
- Reading and math intervention programs
- Elementary and middle school library programs
- Comprehensive professional development for all employees in equity and inclusion, and content area support of teachers and instructional aides
- Supplementary instructional materials for all students

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test					2021-22 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	98.4%	97.0%	97.6%	98.4%	99.2%

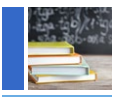
Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2021-22 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	339	336	29	8.60%	
Female	181	178	10	5.60%	
Male	158	158	19	12.00%	
American Indian or Alaska Native	1	1	0	0.00%	
Asian	21	21	2	9.50%	
Black or African American	3	3	3	100.00%	
Filipino	1	1	0	0.00%	
Hispanic or Latino	27	27	3	11.10%	
Native Hawaiian or Pacific Islander	0	0	0	0.00%	
Two or More Races	44	43	5	11.60%	
White	242	240	16	6.70%	
English Learners	21	20	5	25.00%	
Foster Youth	0	0	0	0.00%	
Homeless	0	0	0	0.00%	
Socioeconomically Disadvantaged	20	18	5	27.80%	
Students Receiving Migrant Education Services	0	0	0	0.00%	
Students with Disabilities	47	46	3	6.50%	



California School Dashboard

The California School Dashboard (Dashboard) <https://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.



SARC Reporting in the 2020–21 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

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.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Bel Aire ES		Reed Union ESD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
Science	60.16%	61.34%	65.86%	64.04%	28.50%	29.47%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Bel Aire ES		Reed Union ESD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	81%	*	81%	*	47%
Mathematics	*	76%	*	74%	*	33%

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 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 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

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).



CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The “percentage met or exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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.

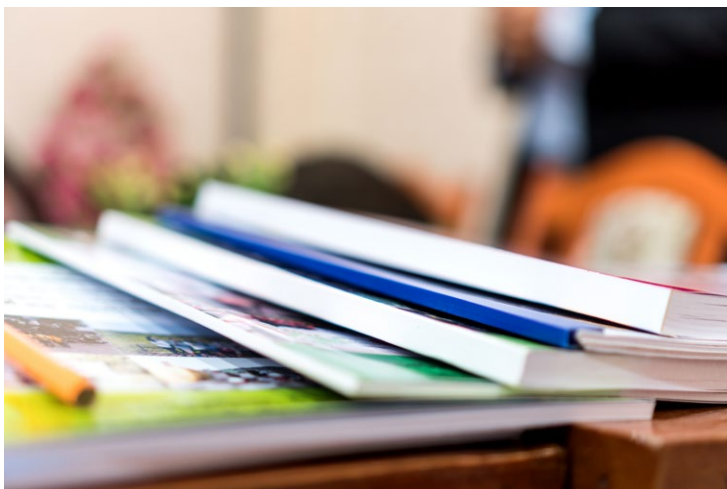
CAASPP Test Results by Student Group: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	123	119	96.75%	3.25%	61.34%
Female	68	64	94.12%	5.88%	57.81%
Male	55	55	100.00%	0.00%	65.45%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	13	13	100.00%	0.00%	69.23%
White	90	88	97.78%	2.22%	61.36%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	19	17	89.47%	10.53%	35.29%

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

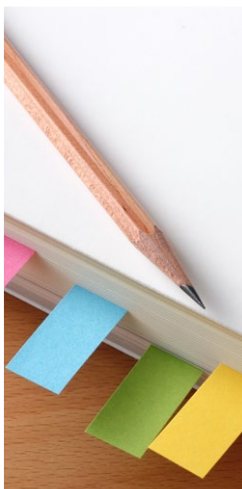




CAASPP Test Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	330	324	98.18%	1.82%	80.86%
Female	177	174	98.31%	1.69%	81.61%
Male	153	150	98.04%	1.96%	80.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	21	20	95.24%	4.76%	90.00%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	23	22	95.65%	4.35%	72.73%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	43	43	100.00%	0.00%	93.02%
White	238	235	98.74%	1.26%	78.72%
English Learners	12	10	83.33%	16.67%	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	14	13	92.86%	7.14%	61.54%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	42	38	90.48%	9.52%	52.63%

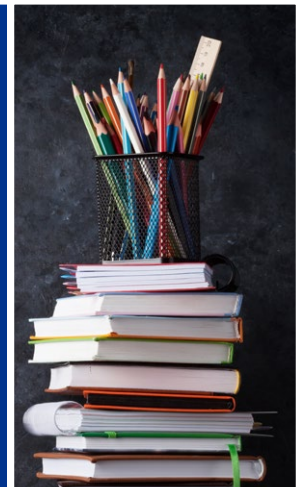
❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Test Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	330	323	97.88%	2.12%	76.47%
Female	177	173	97.74%	2.26%	72.25%
Male	153	150	98.04%	1.96%	81.33%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	21	21	100.00%	0.00%	85.71%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	23	22	95.65%	4.35%	72.73%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	43	43	100.00%	0.00%	76.74%
White	238	233	97.90%	2.10%	75.97%
English Learners	12	11	91.67%	8.33%	45.45%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	14	13	92.86%	7.14%	46.15%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	42	39	92.86%	7.14%	51.28%

❖ 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.





Textbooks and Instructional Materials

The Board of Trustees adopts all textbooks by using the state-approved list and requirements.

A committee of teachers and administrators review materials from the state-adopted list at the Marin County Office of Education. Materials to be piloted by classroom teachers are selected and used in the classroom for evaluation purposes. A formal recommendation is made to the Board on which materials to adopt.

The Reed Union School District Board of Trustees ensures all students have access to their own textbooks and instructional materials to use in class, and at home when appropriate.

All students in music and art classes have access to appropriate instructional materials. Del Mar Middle School offers the following visual and performing arts classes: drama, instrumental band, steel pans and art. All content areas in K-8 also integrate online electronic resources into the instructional program from a variety of publishers.

Textbooks and Instructional Materials List		2022-23 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Benchmark Advance</i>	2018
Mathematics	<i>Eureka Math (K-5)</i>	2015
Science	<i>Mystery Science (K-5)</i>	2020
History/social science	<i>Benchmark Advance</i>	2018*
* History/social science is embedded into the English language arts curriculum.		

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2022-23 School Year
Bel Aire ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	

Currency of Textbooks

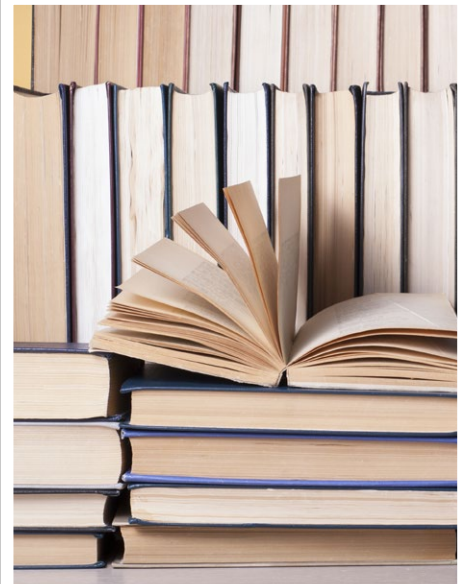
This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks		2022-23 School Year
Data collection date	9/13/2022	

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2022-23 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes



Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



School Facilities

Bel Aire School was built in the 1950s. Since 2004 most of the facilities have been modernized or rebuilt. All 12 original regular classrooms and all restrooms were modernized. Buildings added during that time include a multipurpose room, staff lounge, kitchen, school library, staff development room, covered lunch area, media center, learning center, learning academy and seven new classrooms. Asbestos was removed and new roofs installed on all campus buildings. New athletic fields were added in 2007-08.

Staff members supervise students during arrival and departure times and monitor students when embarking and disembarking school buses. Students are also supervised by staff during lunch and recess.

The school is in excellent condition and is cleaned daily by a staff of three full-time custodians.



School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2022-23 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Exemplary
Date of the most recent school site inspection		8/24/2022

School Safety

As a small 3-5 grade school in the K-8 Reed Union School District, we collaborate with the Marin County Office of Education, local law-enforcement agencies and other outside services to provide a variety of programs that create a safe learning environment. Examples of programs in place include the following:

- Conflict resolution
- Character development
- Social learning groups
- Student support groups
- Psychologist and health-specialist support
- Parent education programs are coordinated through the PTA
- Staff-development training in Teaching Tolerance and equity and inclusion
- Electronic handbook and websites with disciplinary policies

In accordance with the California Education Code, Section 32001, Bel Aire School conducts monthly fire drills, quarterly earthquake drills and lockdown drills once each trimester. The district works closely with the local police and fire departments to monitor drills as well as coordinate communication plans in case of an emergency. Bel Aire School is equipped with a three-day supply of water and food for emergency purposes.

The district uses an electronic alert system so parents can be instantly notified in an emergency through email, cellphone or landline at work or home. A Disaster Response Committee, made up of parents, first responders and school staff, meets periodically throughout the year to review emergency plans and procedures, as well as to update the safety plan.

The school safety plan was last reviewed, updated and discussed with school faculty in November 2022. The plan is revisited regularly throughout the year.



School Motto: We are safe, kind and fair. We are citizens of Bel Aire.



Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
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)	23.0	93.9%	68.3	86.5%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	1.0	4.1%	2.0	2.5%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.4	1.8%	4.4	5.6%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	2.0	2.5%	12,115.8	4.4%
Unknown	0.0	0.2%	2.2	2.8%	18,854.3	6.9%
Total Teaching Positions	24.5	100.0%	79.0	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
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)	20.3	97.7%	65.0	92.2%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	1.5	2.1%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.3	1.8%	3.9	5.5%	11,953.1	4.3%
Unknown	0.1	0.5%	0.1	0.1%	15,831.9	5.7%
Total Teaching Positions	20.7	100.0%	70.5	100.0%	279,044.8	100.0%

Note: The data in these tables 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.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.





Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2021-22 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.60
Social worker	0.00
Nurse	1.00
Speech/language/hearing specialist	0.33
Resource specialist (nonteaching)	1.00
✧ Not applicable.	

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

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments		Two-Year Data	
Authorization/Assignment		2020-21	2021-22
Permits and Waivers		0.0	0.0
Misassignments		0.4	0.0
Vacant Positions		0.0	0.0
Total Teachers Without Credentials and Misassignments		0.4	0.0

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field		Two-Year Data	
Indicator		2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		0.0	0.0
Local Assignment Options		0.0	0.3
Total Out-of-Field Teachers		0.0	0.3

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments		Two-Year Data	
Indicator		2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		8.4%	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%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



Financial Data

The financial data displayed in this SARC is from the 2020-21 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2020-21 Fiscal Year
	Reed Union ESD	Similar Sized District
Beginning teacher salary	\$58,979	\$51,591
Midrange teacher salary	\$92,043	\$79,620
Highest teacher salary	\$113,248	\$104,866
Average elementary school principal salary	\$176,896	\$131,473
Average middle school principal salary	\$174,756	\$135,064
Superintendent salary	\$273,712	\$205,661
Teacher salaries: percentage of budget	35%	33%
Administrative salaries: percentage of budget	7%	6%

Financial Data Comparison

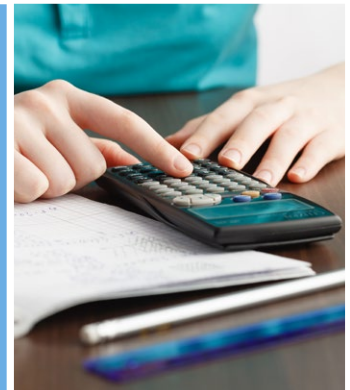
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2020-21 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Bel Aire ES	\$10,432	\$112,470
Reed Union ESD	\$13,864	\$110,094
California	\$6,594	\$84,612
School and district: percentage difference	-24.8%	+2.2%
School and California: percentage difference	+58.2%	+32.9%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2020-21 Fiscal Year	
Total expenditures per pupil	\$14,526
Expenditures per pupil from restricted sources	\$4,094
Expenditures per pupil from unrestricted sources	\$10,432
Annual average teacher salary	\$112,470



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Bel Aire Elementary School

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2023.

School Accountability Report Card

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