

Bel Air Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Bel Air Elementary School
Street	663 Canal Road
City, State, Zip	Bay Point, CA 94565
Phone Number	(925) 458-2606
Principal	Robert Humphrey
Email Address	humphreyr@mdusd.org
Website	http://belair.mdusd.org/
County-District-School (CDS) Code	07 61754 6003974

Entity	Contact Information
District Name	Mt. Diablo Unified School District
Phone Number	(925) 682-8000
Superintendent	Dr. Robert Martinez
Email Address	martinezr@mdusd.org
Website	www.mdusd.org

School Description and Mission Statement (School Year 2019-20)

VISION:

The vision of Bel Air Elementary School is to be the best school for the students that we serve by ensuring that our students are rigorously prepared for success in college, career, and life. Together, our community places students at the center of our efforts to create a safe, healthy, high-quality, full-service community school for all students.

GUIDING PRINCIPLES:

Bel Air Elementary School is guided by the following principles:

High Expectations:

Our community works together to provide all students with a quality learning experiences guided by rigor and high expectations. We believe all Bel Air students can go to college and realize their full potential in career and life. It is our job to cultivate this potential and prepare our students for success.

Academic Excellence:

Bel Air students are critical thinkers and problem-solvers engaged in learning that promotes inquiry, discovery, use of technology for learning and academic discussion. All students are prepared for success in college, career and life, and they are proficient in all subject areas including literacy, STEM, computers, arts, history, culture, social-emotional learning, and character development.

Equity:

We honor and respond to the unique needs of the whole student and we are committed to supporting all students to reach their full potential as leaders and life-long learners. Students know and celebrate where they come from, and their language, culture, and history are acknowledged and embraced in the classroom. Teaching and learning are differentiated, relevant, and responsive to students' lives so that we meet each student where they are and ensure every student is prepared for success in college, career, and life.

Integrity / Responsibility:

Students are taught to take responsibility for their actions and to be honest with themselves and others. They understand the difference between right and wrong and they consider the impact of their actions. Students speak up for members of their school community.

Accountability:

Our community holds itself accountable for student success and places students at the center of our work. Students, families, and teachers are informed about the academic progress and social-emotional well-being of each student. Together, we engage in a cycle of continuous learning and improvement to support student achievement and school quality.

Family and Community Partnerships:

We value and learn from the diverse knowledge of our community and we prioritize school-family partnerships as an essential strategy for student achievement and continuous school improvement. Together, families and teachers monitor and support student learning goals at home and school. Families are engaged as partners in the classroom and as collaborators in school governance and improvement.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	84
Grade 1	63
Grade 2	93
Grade 3	90
Grade 4	75
Grade 5	60
Total Enrollment	465

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	9.7
American Indian or Alaska Native	0.4
Asian	2.4
Filipino	1.3
Hispanic or Latino	67.3
Native Hawaiian or Pacific Islander	2.6
White	3
Two or More Races	3.7
Socioeconomically Disadvantaged	93.5
English Learners	54.6
Students with Disabilities	6.5
Foster Youth	0.6
Homeless	2.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	27	20	1599
Without Full Credential	2	0	0	69
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	2

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

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

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

Year and month in which data were collected: August 2019

Per our Williams visit, we are compliant with textbooks and Instructional Materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Reading Wonders 2017 - Adopted 2017 McGraw-Hill: Lectura Maravillas 2017 - Adopted 2017	Yes	0
Mathematics	Houghton Mifflin: Houghton Mifflin California Math - Adopted 2009	Yes	0
Science	Macmillian/McGraw-Hill: California Science - Adopted 2007	Yes	0
History-Social Science	Harcourt Brace: California Reflections 2006 - Adopted 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 08/09/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	ROOM 16: BALLAST OUT; RM 21 - ROOM 27: TWO BALLAST OUT; ROOMS 26A & 26B: LIGHTS OUT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	RMS 1-5 - RESTROOMS NEED TO BE PAINTED; ROOM 13: BOYS' RESTROOM HAS A LEAK; BOYS/GIRLS RESTROOM # 6 - OLD FLOORS COULD USE UPGRADING
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	DOOR SWEEPS NEEDED ON FOUR MULTI USE ROOM DOORS; WEEDS ON THE GROUNDS
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	15	17	51	50	50	50
Mathematics (grades 3-8 and 11)	7	11	39	39	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	232	227	97.84	2.16	17.18
Male	117	114	97.44	2.56	13.16
Female	115	113	98.26	1.74	21.24
Black or African American	26	26	100.00	0.00	11.54
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	156	154	98.72	1.28	19.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	219	214	97.72	2.28	15.89
English Learners	151	146	96.69	3.31	16.44
Students with Disabilities	22	22	100.00	0.00	4.55
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67	8.33	9.09

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	232	231	99.57	0.43	10.82
Male	117	116	99.15	0.85	9.48
Female	115	115	100.00	0.00	12.17
Black or African American	26	26	100.00	0.00	7.69
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	156	156	100.00	0.00	10.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	219	218	99.54	0.46	10.09
English Learners	151	151	100.00	0.00	11.92
Students with Disabilities	22	22	100.00	0.00	9.09
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	0.00

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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
5	9.4	3.1	

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Opportunities for parent involvement include the following:

- Supporting the school’s academic program by reading and signing the Parent Teacher Student Compact. This document is an agreement between school and home to support academic success for all students.

- Volunteer Program: training available on how to do reading groups and help in the classrooms. There are also opportunities to volunteer on the playground, cafeteria, library and going on field trips.
- Monthly Parent Meetings with Administration
- Report card conferences
- Student Study Team Meetings (SST's)
- Student Attendance Review Team (SART)
- Back-to-School Night
- Open House
- School Site Council
- Assemblies
- Annual Title I Parent Night
- After School Program activities and events
- Cooperative Preschool
- Campus Beautification

Contact information pertaining to organized opportunities for parental involvement: Contact school at (925) 458-2606.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	6.1	7.7	7.5	3.5	4.1	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The key elements of the Safety Plan are:

Crisis Response – Designated staff members who are trained and empowered to provide leadership in a crisis.

Emergency Procedures – Designed to ensure the safety of students and staff. Fire drills are conducted monthly, and Shelter-In-Place, Intruder Alert and Earthquake Drills are conducted annually.

Organization During a Major Emergency –Operational set up of a control center to begin decision-making, communication, and record keeping after a major disaster.

Emergency Conditions – Conditions that require immediate action to ensure safety of the school community. Fire safety inspections are conducted annually by the Fire Marshall.

Monthly emergency drills to prepare our students and staff to respond to emergency

Deployments in a strategic manner, evaluation of performance and training on supervision, and building positive relations
Implementation of a structured PBIS program. Includes repainting of student lines and parent zone.

Implementation of a structured PBIS program. Includes repainting of student lines and parent zone.

The Bel Air School Safety Plan was approved by the School Site Council at a public hearing on 2/18/2020

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23	1	4		20	2	2		21	1	3	
1	24		4		24		4		21	1	2	
2	28		3		23		4		27		3	
3	25		3		23		3		26		3	
4	28		3		21	1	2		26		3	
5	26		4		28		3		27		3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	465.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,853.67	\$3,053.23	\$8,800.44	\$66,488.00
District	N/A	N/A	\$8,328.50	\$78,217.00
Percent Difference - School Site and District	N/A	N/A	5.5	-16.2
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	15.9	-21.4

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

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

Types of Services Funded (Fiscal Year 2018-19)

Funding sources provide the following services to students and families:

- .50 FTE Vice-Principal
- Full-time Intervention Specialist
- Community Services Assistant
- School Site Computer Technician to support technology integration
- Special Education, i.e., Resource, Speech Therapist, Psychologist Counseling Services
- Instructional Technology (1:1 iPads, K-2; 1:1 Chromebooks, 3-5)
- Release Time for Teachers to attend trainings and Professional Development
- Additional Campus Supervision
- After School Program
- Supplemental Instructional and Intervention Programs and Materials
- Field Trips (including transportation)
- Assemblies
- Fingerprinting for Parent Volunteers
- Kaiser Assemblies (Stop Bullying)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,339	\$48,612
Mid-Range Teacher Salary	\$73,641	\$74,676
Highest Teacher Salary	\$98,346	\$99,791
Average Principal Salary (Elementary)	\$116,573	\$125,830
Average Principal Salary (Middle)	\$123,726	\$131,167
Average Principal Salary (High)	\$133,844	\$144,822
Superintendent Salary	\$280,000	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The district coordinates a varied staff development program for teachers and administrators based on assessed needs and state mandates. Teachers are provided with three days per year dedicated to professional development. In addition, opportunities for professional development are offered throughout the year. In the past 3 years, teachers have received PD from the Stanford Instructional Leadership Consortium in Balanced Literacy, including the new academic shifts aligned to the new Common Core standards, and on Readers and Writers workshop. Higher Ground also provided training to both certificated and classified staff on supervision practices, creating and maintaining positive relationships with students and parents and other culture work. Here are other professional development opportunities available to our staff:

- AVID
- Systematic ELD/EL Achieve
- ADEPT Assessment for English Learners Art and Science of Teaching
- iReady
- PBIS
- Grade level planning time
- Restorative Practices / Circles
- Mindful Life Project