

# **Bel Aire Park Magnet 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)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Bel Aire Park Magnet School
<b>Street</b>	3580 Beckworth Dr.
<b>City, State, Zip</b>	Napa, CA 94558
<b>Phone Number</b>	(707) 253-3775
<b>Principal</b>	Janine Burt
<b>Email Address</b>	jburt@nvusd.org
<b>Website</b>	<a href="https://belairepark.nvusd.org">https://belairepark.nvusd.org</a>
<b>County-District-School (CDS) Code</b>	28662666026777

Entity	Contact Information
<b>District Name</b>	Napa Valley Unified School District
<b>Phone Number</b>	(707) 253-3511
<b>Superintendent</b>	Dr. Rosanna Mucetti
<b>Email Address</b>	rmucetti@nvusd.org
<b>Website</b>	www.nvusd.org

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

The students at Bel Aire Park Magnet School are served by 18 credentialed full-time teachers and a support staff that includes a Title 1 Reading Support Teacher, a Resource Specialist, a Magnet Lead/PYP Coordinator, a Magnet theme Instructional Coach, part-time music and PE specialists, a speech therapist, a part-time school psychologist and nurse, a bilingual community liaison and two instructional assistants. Bel Aire Park is an International Baccalaureate World School authorized to provide its Primary Years Program to all students. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Bel Aire Park believes is important for our students. The program uses student-driven inquiry as a stance for instruction and includes opportunities for students to build understanding through hands-on, exploratory learning in a caring, supportive environment. In 2018, a Communications and Media theme was added to the school program with the help of a federal magnet grant. Students participate in three strands of communication themed learning - Global Communication/Media, Artistic Communication, and Interpersonal Communication. The campus is a community-orientated facility – used after hours for childcare, adult education classes, and baseball, soccer, and football leagues.

Mission Statement: Bel Aire Park community will work collaboratively to provide meaningful, authentic learning experiences that inspire wonder, creativity, and enthusiasm in our students. We strive to develop life-long learners with the communication skills necessary to share their thinking and their compassion to create a more peaceful world.

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

Grade Level	Number of Students
<b>Kindergarten</b>	89
<b>Grade 1</b>	72
<b>Grade 2</b>	50
<b>Grade 3</b>	73
<b>Grade 4</b>	61
<b>Grade 5</b>	70
<b>Total Enrollment</b>	415

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Asian	1
Hispanic or Latino	69.4
Native Hawaiian or Pacific Islander	0.5
White	26.7
Two or More Races	2.4
Socioeconomically Disadvantaged	64.3
English Learners	38.8
Students with Disabilities	13.5
Foster Youth	1
Homeless	1.7

## 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	18	16	17	749
Without Full Credential	1	1	0	29
Teaching Outside Subject Area of Competence (with full credential)	0	0	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	0

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

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

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

Year and month in which data were collected: September 2016

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Q: Good C: Houghton Mifflin Reading: A Legacy of Literacy (K-5) – 2002 Macmillan/McGraw-Hill, California Treasures (K-6) - 2008 ELD: Macmillan/McGraw-Hill, California Treasures (K-6) - 2008 A: All students	Yes	0
<b>Mathematics</b>	Q: Good C: Bridges in Mathematics (Math Learning Center) - 2014 A: All students	Yes	0
<b>Science</b>	Q: Good C: Harcourt Brace: Harcourt Science (K-5) - 2006 A: All students	Yes	0
<b>History-Social Science</b>	Q: Good C: Pearson Scott Foresman: History-Social Studies for California (K-5) - 2005 A: All students	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Bel Aire Park School was constructed in 1958. Portable classrooms were added over the years to attain its current size of 33 classrooms, including childcare. In the summer of 2001, building interiors were upgraded and a new kindergarten room, library, and instructional/office space for support staff were constructed. A new playground was completed through the combined efforts of community, staff, and parents in spring 2002. Garden areas have been established through the efforts of parents and community support. A new multi-use room and renovated library were completed in the summer of 2006. Each classroom has full WiFi access to the internet through a variety of devices including Chromebooks, ipads, and desktop computers. In the summer of 2013, the school buildings and structures were retro-fitted for earthquake safety.

### 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:** 12/20/17

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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)	36	44	47	48	50	50
Mathematics (grades 3-8 and 11)	56	57	34	35	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	199	197	98.99	1.01	43.65
Male	97	96	98.97	1.03	41.67
Female	102	101	99.02	0.98	45.54
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	150	148	98.67	1.33	38.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	45	45	100.00	0.00	55.56
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	142	140	98.59	1.41	36.43
<b>English Learners</b>	95	94	98.95	1.05	30.85
<b>Students with Disabilities</b>	40	40	100.00	0.00	20.00
<b>Students Receiving Migrant Education Services</b>	16	16	100.00	0.00	18.75
<b>Foster Youth</b>					
<b>Homeless</b>	--	--	--	--	--

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
<b>All Students</b>	199	197	98.99	1.01	56.85
<b>Male</b>	97	96	98.97	1.03	61.46
<b>Female</b>	102	101	99.02	0.98	52.48
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>	150	148	98.67	1.33	50.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>White</b>	45	45	100.00	0.00	75.56
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	142	140	98.59	1.41	47.86
<b>English Learners</b>	95	94	98.95	1.05	45.74
<b>Students with Disabilities</b>	40	40	100.00	0.00	35.00
<b>Students Receiving Migrant Education Services</b>	16	16	100.00	0.00	37.50
<b>Foster Youth</b>					
<b>Homeless</b>	--	--	--	--	--

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	12.9	25.7	22.9

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)

Parents are educated about programs and their roles through participation in the School Site Council (SSC), Family Faculty Club (FFC), Kindergarten parent/student orientation, monthly school meetings, grade level unit presentation events, a monthly newsletter, and teacher-parent communication through classroom newsletters. Parent participation in classrooms is strongly encouraged and parents can share their expertise in the variety of units of inquiry taught each year. Parents are invited to attend Back-to-School night in the fall and Art Faire/Open House in the spring, as well as periodic student-led conferences, and school-wide events. The FFC sponsors several family fun events throughout the year. An active ELAC and Parenting classes in Spanish are offered for parents. For further information on parent involvement opportunities, please contact Janine Burt, at 707-253-3775.



## 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
<b>Suspensions</b>	0.0	0.0	0.0	3.6	3.1	3.2	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Our Comprehensive School Safety Plan (CSSP), modeled on the Incident Command System, addresses all components of SB187 including biannual Crime Reports, Student Discipline, Sexual Harassment, Dealing with Dangerous Pupils, Crises Response Plan, Dress Code, and Alternative Programs. The CSSP is reviewed annually by the Site Safety Committee that includes staff, parents, and representatives of law enforcement. Emergency equipment has been supplied for each classroom and for the school as a whole. Evacuation drills are held monthly. During the first weeks of school, teachers and the principal explain policies about student safety, playground rules, classroom behavior, bullying, and harassment. Discipline follows the NVUSD "Standards for Student Behavior." All staff is offered CPR and first aid certification through the Red Cross.

## 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+
<b>K</b>	24		2		22	1	3		22	1	3	
<b>1</b>	25		2		22		2		24		3	
<b>2</b>	21		3		25		3		25		2	
<b>3</b>	24		3		26		2		26		2	
<b>4</b>	31		3		28		3		29		2	
<b>5</b>	30		3		30		3		31		3	
<b>Other**</b>	23		1									

\*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
<b>Academic Counselors*</b>	415.0

\*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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	1.9

\*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	\$6,335	\$656	\$5,679	\$79,897
District	N/A	N/A	\$6,632	\$78,177
Percent Difference - School Site and District	N/A	N/A	-15.5	2.4
State	N/A	N/A	\$11,101	\$82,465
Percent Difference - School Site and State	N/A	N/A	-22.6	0.3

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)

School Library Improvement Program (SLIP), English Language Acquisition Program (ELAP), Economic Impact Aid/Limited English Proficient (EIA/LEP), Resource (RSP), Speech and Language, and Title 1.

**Teacher and Administrative Salaries (Fiscal Year 2017-18)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,601	\$51,374
Mid-Range Teacher Salary	\$75,145	\$80,151
Highest Teacher Salary	\$97,792	\$100,143
Average Principal Salary (Elementary)	\$127,381	\$126,896
Average Principal Salary (Middle)	\$134,954	\$133,668
Average Principal Salary (High)	\$142,305	\$143,746
Superintendent Salary	\$258,343	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

**Professional Development (Most Recent Three Years)**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2.5	2.5	2.5

Currently there are no professional days built into the school calendar due to budget matters.