Bel Aire Park Magnet Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the 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).

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.

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.

2025-26 School Contact Information

School Name	Bel Aire Park Magnet Elementary School
Street	3580 Beckworth Dr.
City, State, Zip	Napa, CA 94558
Phone Number	(707) 253-3775
Principal	Kim Title
Email Address	ktitle@nvusd.org
School Website	https://belairepark.nvusd.org/
Grade Span	
County-District-School (CDS) Code	28662666026777

2025-26 District Contact Information

District Name	Napa Valley Unified School District
Phone Number	(707) 253-3511
Superintendent	Dr. Rosanna Mucetti
Email Address	rmucetti@nvusd.org
District Website	www.nvusd.org

2025-26 School Description and Mission Statement

The students at Bel Aire Park Magnet School are served by 17 credentialed full-time and part-time teachers and a support staff that includes an Intervention Specialist, an Education Specialist, a PYP Coordinator, PE Specialist, part-time music Speech and Language Pathologist, a part-time school psychologist, a social worker, and nurse, a bilingual community liaison and seven instructional assistants to assist general education and special education classrooms 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, extended-day school, 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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	29
Kindergarten	56
Grade 1	55
Grade 2	56
Grade 3	56
Grade 4	65
Grade 5	67
Total Enrollment	384

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	50.7
Non-Binary	0.2
Asian	0.2
Black or African American	1
Filipino	0.5
Hispanic or Latino	67.3
Two or More Races	3.7
White	27.3
English Learners	31
Homeless	5.6
Migrant	4.6
Socioeconomically Disadvantaged	74.4
Students with Disabilities	22.2

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.

2021-22 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)	17.8	100	647.7	88.56	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.5	0.76	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	13.4	1.84	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	22.5	3.08	11953.1	4.28
Unknown/Incomplete/NA	0	0	42	5.75	15831.9	5.67
Total Teaching Positions	17.8	100	731.4	100	279044.8	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 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)	16	100	618.9	87.87	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	0.86	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	30	4.27	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	21.2	3.02	11746.9	4.23
Unknown/Incomplete/NA	0	0	28	3.98	14303.8	5.15
Total Teaching Positions	16	100	704.3	100	277698	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 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)	16.3	87.72	619.5	86.05	230039.4	100
Intern Credential Holders Properly Assigned	0	0	7.5	1.05	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	10.72	43.9	6.11	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	1.55	25.4	3.53	12112.8	4.34
Unknown/Incomplete/NA	0	0	23.4	3.26	13705.8	4.91
Total Teaching Positions	18.6	100	719.9	100	278927.1	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	0.00	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0.2
Total Out-of-Field Teachers	0.00	0	0.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	5.5
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

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Q: Good C: Benchmark Advance (TK - 5) -- 2018 ELD: Benchmark Advance (TK - 5) - 2018 A: All students	0
Mathematics	Q: Good C: Bridges in Mathematics (Math Learning Center) - 2014 A: All students	0
Science	Q: Good C: Harcourt Brace: Harcourt Science (K-5) - 2006 A: All students	0
History-Social Science	Q: Good C: Pearson Scott Foresman: History-Social Studies for California (K-5) - 2005 A: All students	0

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

School Facility Conditions and Planned Improvements

Bel Aire Park School was constructed in 1958. Portable classrooms were added over the years to attain its current size of 32 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 the 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 retrofitted for earthquake safety. In 2020 Bel Aire received new HVAC and roof.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	9/25/2025

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			
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		Asphalt on playground in fair shape. Asphalt to be replaced fall of 2025.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X	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).

College and Career Ready
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	31	34	40	44	47	48
Mathematics (grades 3-8 and 11)	38	36	28	29	35	37

2024-25 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	215	214	99.53	0.47	34.27
Female	108	108	100.00	0.00	37.04
Male	106	105	99.06	0.94	30.77
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	143	142	99.30	0.70	24.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	65	65	100.00	0.00	55.38
English Learners	67	67	100.00	0.00	4.48
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	26.67
Military	13	13	100.00	0.00	7.69
Socioeconomically Disadvantaged	163	163	100.00	0.00	25.93
Students Receiving Migrant Education Services	11	11	100.00	0.00	9.09
Students with Disabilities	53	52	98.11	1.89	7.84

2024-25 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	216	214	99.07	0.93	36.45
Female	109	109	100.00	0.00	33.03
Male	106	104	98.11	1.89	39.42
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	144	142	98.61	1.39	26.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	65	65	100.00	0.00	58.46
English Learners	68	68	100.00	0.00	14.71
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	33.33
Military	13	13	100.00	0.00	23.08
Socioeconomically Disadvantaged	164	163	99.39	0.61	29.45
Students Receiving Migrant Education Services	11	11	100.00	0.00	9.09
Students with Disabilities	53	51	96.23	3.77	11.76

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	29.87	20.29	23.7	24.5	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	71	100.00	0.00	19.72
Female	37	37	100.00	0.00	27.03
Male	34	34	100.00	0.00	11.76
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	45	45	100.00	0.00	4.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	23	100.00	0.00	47.83
English Learners	18	18	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	55	55	100.00	0.00	14.55
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100.00	0.00	7.69

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94.44	97.22	97.22	100.00	97.22

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.

2025-26 Opportunities for Parental Involvement

Parents are educated about programs and their roles through participation in the School Site Council (SSC), Family Faculty Club (FFC), and English Language Advisory Council (ELAC), Kindergarten parent/student orientation, monthly school meetings, grade level unit presentation events, a monthly newsletter, and teacher-parent communication through classroom newsletters and message system. 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. For further information on parent involvement opportunities, please contact Kim Title @ 707-253-3775

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	430	416	62	14.9
Female	212	205	27	13.2
Male	217	210	35	16.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	294	280	45	16.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	15	2	13.3
White	113	113	13	11.5
English Learners	138	131	12	9.2
Foster Youth	--	--	--	--
Homeless	38	30	5	16.7
Socioeconomically Disadvantaged	327	314	50	15.9
Students Receiving Migrant Education Services	28	21	1	4.8
Students with Disabilities	104	103	24	23.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.92	1.63	3.96	4.05	3.9	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.06	0.07	0.14	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.63	0.00
Female	0.00	0.00
Male	3.23	0.00
Non-Binary	0.00	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	1.36	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.65	0.00
English Learners	1.45	0.00
Foster Youth	0.00	0.00
Homeless	2.63	0.00
Socioeconomically Disadvantaged	2.14	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.92	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal (approved on 10/15/2025) before being presented to the Board of Trustees for final review and adoption by 12/15/25 and shared with the whole school staff. This review includes the following components:
Child Abuse reporting procedures
Policies pursuant to Education Code 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations
Procedures to notify teachers and counselors of dangerous students
Sexual Harassment Policy
Safe ingress and egress to and from school
Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
Dress Code
Routine and emergency disaster procedures including natural disasters, human-created disasters, or power outages

The plan will be made available to all staff, students, parents, and the community to review in the school library and the main offices upon request.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	3	0
1	23	0	2	0
2	23	0	2	0
3	26	0	2	0
4	31	0	2	0
5	31	0	2	0
6	0	0	0	0
Other	26	0	3	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	0	2	0
1	24	0	2	0
2	25	0	2	0
3	26	0	2	0
4	29	0	2	0
5	31	0	2	0
6	0	0	0	0
Other	20	2	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	23			
K	24		2	
1	24		2	
2	26		2	
3	26		2	
4	32		1	
5	32		2	
Other	21	2	2	

2024-25 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	828

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	0.4
Nurse	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher 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	$8,233	$512	$7,720	$109,716
District	N/A	N/A	$6,297	$104,358
Percent Difference - School Site and District	N/A	N/A	-18%	12.4
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-33.0	11.5

Fiscal Year 2024-25 Types of Services Funded

Resource (RSP), Special Education Day Classes, Speech and Language, Advanced Leaning, and Title 1 intervention services.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$68,233	$62,783
Mid-Range Teacher Salary	$95,658	$97,783
Highest Teacher Salary	$124,487	$128,020
Average Principal Salary (Elementary)	$159,954	$160,224
Average Principal Salary (Middle)	$168,226	$166,992
Average Principal Salary (High)	$176,731	$180,971
Superintendent Salary	$378,644	$313,465
Percent of Budget for Teacher Salaries	29.97%	30.05%
Percent of Budget for Administrative Salaries	5.07%	5%

Professional Development

All staff participates in professional learning for school-wide instructional strategies and California Standards for ELA, Math, and English Language Development (ELD). Student performance and progress are continually assessed to determine the area of focus. For the 2025-2026 school year, the major focus areas are literacy instruction specifically in quality discourse and writing, and Math instruction using the inquiry model. Bel Aire teachers and staff continue to bridge the gap for multilingual learners in literacy. Another area of focus is teaching and learning through the inquiry model with teachers participating in ongoing work to enhance and broaden inquiry opportunities in the classroom. There is on-site coaching and support from the principal and International Baccalaureate Coordinator. Teachers are generally led through a lesson study cycle each trimester

Professional Development

to examine practices, collect data, and debrief the effectiveness of instruction. All staff development is aligned with the larger context of the International Baccalaureate Primary Years Program and the needs of students.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5