

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

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/fq/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.

Ms. Julie Guaspari, Principal

Principal, Belle Haven Elementary

About Our School

Belle Haven is a school with the goal of offering a well-rounded educational program designed to enhance each student's character, motivation and self-discipline, and to ensure students master standards for all subjects. The students are supported by an incredible team of educators focused on supporting our students and families. We focus on the whole child, which is to say that we address the academic, emotional, social, and physical well-being of our students and families. We are a full inclusion school where, through the use of a variety of integrated best practices and a school-wide service model, we build expertise that ensures access and equity for all. We work in collaborative teams and use data to make decisions. We strive to work collaboratively with our families to have a maximum impact on the growth of our students. We seek to inspire, uplift, and empower our parents by providing regular parent education opportunities that address a variety of topics related to the academic, emotional, social, and physical well-being of their children and families. We are fortunate to have many partners that support our students and families. I am proud to be part of a community dedicated to the academic and social success of all students.

Contact

Belle Haven Elementary
415 Ivy Dr.
Menlo Park, CA 94025-1338

Phone: 650-329-2898
Email: jguaspari@ravenswoodschools.org

About This School

Contact Information (School Year 2019—20)

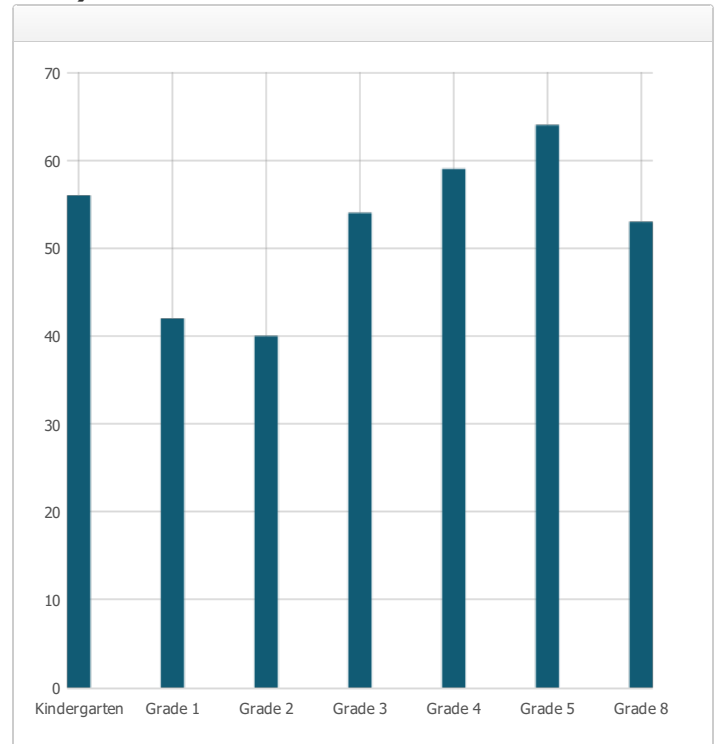
District Contact Information (School Year 2019—20)	
District Name	Ravenswood City Elementary
Phone Number	(650) 329-2800
Superintendent	Gina Sudaria
Email Address	gsudaria@ravenswoodschools.org
Website	www.ravenswoodschools.org

School Contact Information (School Year 2019—20)	
School Name	Belle Haven Elementary
Street	415 Ivy Dr.
City, State, Zip	Menlo Park, Ca, 94025-1338
Phone Number	650-329-2898
Principal	Ms. Julie Guaspari, Principal
Email Address	jguaspari@ravenswoodschools.org
Website	http://www.ravenswood.k12.ca.us
County-District-School (CDS) Code	41689996044309

Last updated: 1/8/2020

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

Grade Level	Number of Students
Kindergarten	56
Grade 1	42
Grade 2	40
Grade 3	54
Grade 4	59
Grade 5	64
Grade 8	53
Total Enrollment	368



Last updated: 1/8/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	9.20 %
American Indian or Alaska Native	%
Asian	0.80 %
Filipino	0.50 %
Hispanic or Latino	79.90 %
Native Hawaiian or Pacific Islander	6.80 %
White	1.10 %
Two or More Races	1.40 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.10 %
English Learners	56.50 %
Students with Disabilities	17.70 %
Foster Youth	1.60 %
Homeless	46.20 %

A. Conditions of Learning

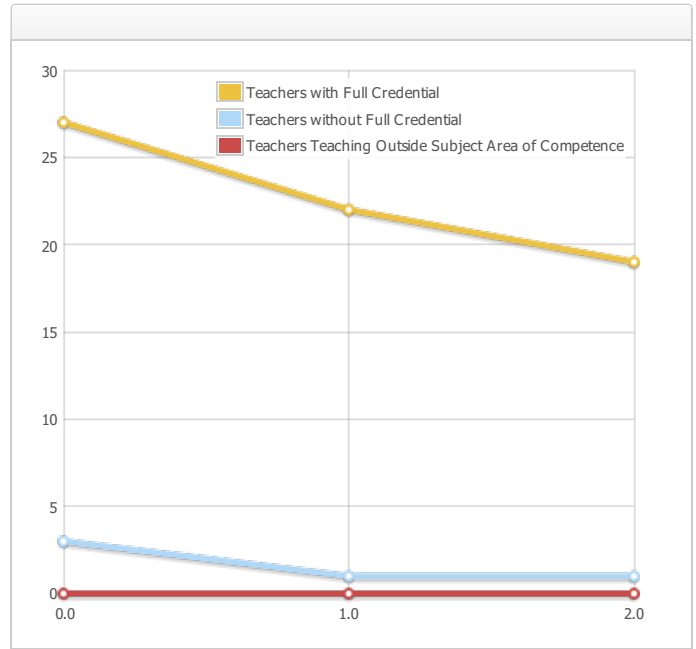
State Priority: Basic

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

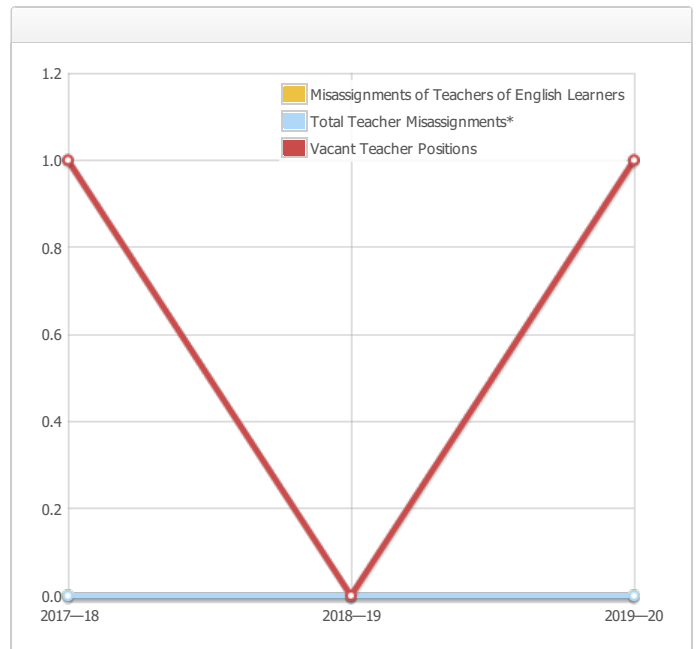
Teachers	School 2017— 18	School 2018— 19	School 2019— 20	District 2019— 20
With Full Credential	27	22	19	110
Without Full Credential	3	1	1	12
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/6/2020

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	1	0	1



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.

Last updated: 1/6/2020

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

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-5 ELA: Booksource, "Leveled Book Sets," 2015 TK-5 ELD: Hameray, "Oral Language Development Series," 2014	Yes	0.00 %
Mathematics	TK-5: Pearson, "Investigations," 2017	Yes	0.00 %
Science	TK-5: MacMillan/McGraw Hill, "California Science," 2008	Yes	0.00 %
History-Social Science	TK-5: Scott Foresman, "CA Social Studies," 2007	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/13/2020

School Facility Conditions and Planned Improvements

This remains a clean and well-maintained campus. The principal is new to the district. The school has fully transitioned to TK-5th grade school. Declining enrollment in the district is evident on this site as there are fewer students and many classrooms that are not being utilized. District needs to assist principal in managing of empty spaces. The District installed a new playground for the Kinder students. The Family Center Portable needs to be demolished by the end of this school year. The district staff is commended for great improvement on issues highlighted previous years such as securing bookcases and shelves. There is a new District Maintenance, Operations and Transportation Coordinator who participated in the walk through. She is new to the position, but not new to MOT, she nevertheless brings a new perspective and has thoughts about how the school site and the district can develop and/or reinforce best policies and practices.

Average percentage of 8 categories of inspection = 96.15%

School rating= GOOD

Last updated: 1/10/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None needed
Interior: Interior Surfaces	Good	Need to replace modesty panel by urinal in boys bathroom by k2/k3. The bottom is corroded. Floor needs to be repaired where lab station was removed. Noted in 2018. Thicker VCT needs to be installed. The room is not in use, will repair over summer break.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Crowded classroom #13, discussed with principal. Principal to instruct teacher to organize room.
Electrical: Electrical	Good	Replaced outlet cover in Room 25 Replaced light in Book Room Moved Microwave from top of Refrigerator in Room 16 In Technology room, several daisy chained extension cords. Removed daisy chains. Room K3- removed daisy chain.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Boys bathroom by room 8: One lock in a stall needs replacement/adjustment. Unable to find same kind, replaced with different one. Girls Bathroom by room 13: Sanitary napkin disposal containers have tops broken off. Replaced with new. Boys bathroom by room 19: stall door needs to be repaired. Will repair or replace.
Safety: Fire Safety, Hazardous Materials	Good	In room k2: storage is stacked too high in closet. Had teacher rearrange. In Technology room: storage is stacked too high in closet. Had tech department rearrange. In custodian room: storage of cleaning materials and paper items stacked too high. Had custodian rearrange to allow 18" clearance from ceiling. In Main Office: extra paper reams stacked to ceiling. Asked administrative assistant to rearrange to allow 18" clearance.
Structural: Structural Damage, Roofs	Good	Portable 11: need to repair ramp, side is missing a piece of plywood. Maintenance to repair.

External: Playground/School Grounds,
Windows/Doors/Gates/Fences

Good

Room P3: Room is not in use, need to replace blinds. Maintenance will replace.

Room P11: blinds need to be replaced. Maintenance will replace.

Overall Facility Rate

Year and month of the most recent FIT report: September 2019

Overall Rating

Good

Last updated: 1/10/2020

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)	30.0%	20.0%	24.0%	18.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	18.0%	12.0%	15.0%	12.0%	38.0%	39.0%

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.

Last updated: 1/4/2020

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	217	209	96.31%	3.69%	20.10%
Male	103	100	97.09%	2.91%	20.00%
Female	114	109	95.61%	4.39%	20.18%
Black or African American	22	22	100.00%	0.00%	31.82%
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	174	166	95.40%	4.60%	19.88%
Native Hawaiian or Pacific Islander	15	15	100.00%	0.00%	6.67%
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	203	196	96.55%	3.45%	20.41%
English Learners	149	142	95.30%	4.70%	16.20%
Students with Disabilities	36	35	97.22%	2.78%	8.57%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	112	108	96.4%	3.57%	21.29%

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.

Last updated: 1/4/2020

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	217	212	97.70%	2.30%	12.26%
Male	103	99	96.12%	3.88%	18.18%
Female	114	113	99.12%	0.88%	7.08%
Black or African American	22	22	100.00%	0.00%	13.64%
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	174	169	97.13%	2.87%	13.02%
Native Hawaiian or Pacific Islander	15	15	100.00%	0.00%	0.00%
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	203	199	98.03%	1.97%	12.56%
English Learners	149	145	97.32%	2.68%	10.34%
Students with Disabilities	36	35	97.22%	2.78%	5.71%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	112	110	98.21%	1.79%	17.28%

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.

Last updated: 1/4/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
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.

Last updated: 1/4/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/13/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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

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	25.00%	52.00%	10.00%

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.

Last updated: 1/4/2020

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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	2.90%	2.60%	4.90%	5.50%	3.80%	3.40%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/8/2020

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) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.40	2	1	0
1	21.36	0	3	0
2	20.80	0	3	0
3	21.60	0	3	0
4	29.00	0	2	0
5	27.50	0	2	0
6	25.00	0	2	0
Other**	20.00	1		0

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.50	0	2	
1	22.20	0	2	
2	22.20	0	2	
3	20.00	0	2	
4	32.00	0	2	
5	29.50	0	2	
6				
Other**	21.00	1	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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		2	
1	22.00		2	
2	21.00		1	
3	23.00		2	
4	26.00		2	
5	30.50		2	
6				
Other**	23.00		2	

* 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.

Last updated: 1/8/2020

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	27.33		6	
Mathematics	27.33		6	
Science	27.33		6	
Social Science	27.33		6	

* 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 and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	0	4	
Mathematics	22.00	0	4	
Science	22.00	0	4	
Social Science	22.00	0	4	

* 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 and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.00		2	
Mathematics	25.50		2	
Science	25.50		2	
Social Science	25.50		2	

* 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.

Last updated: 1/8/2020

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

Title	Ratio**
Counselors*	0.14

*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.

**Average Number of Pupils per Counselor

Last updated: 1/8/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.14
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.27
Psychologist	0.50
Social Worker	
Nurse	0.29
Speech/Language/Hearing Specialist	1.00
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.

Last updated: 1/8/2020

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	\$9824.00	\$3239.00	\$6585.00	\$70541.00
District	N/A	N/A	\$9229.00	\$69622.00
Percent Difference – School Site and District	N/A	N/A	-33.43%	1.30%
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	-13.08%	-9.55%

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

Last updated: 1/13/2020

Types of Services Funded (Fiscal Year 2018—19)

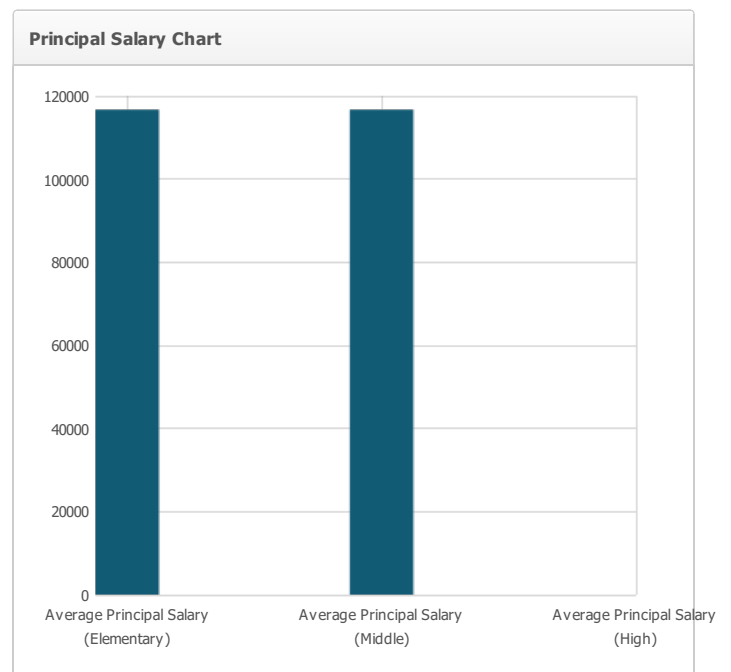
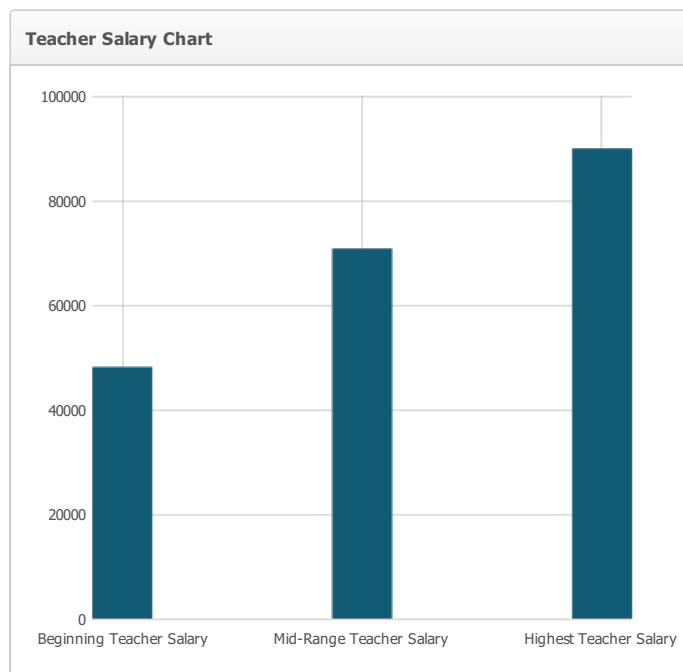
The school provided the following services and programs to all eligible students: Title I, Title III, English Language Development, Special Education, and After School Programs. Funds are spent for Positive Behavior Intervention Support (PBIS) support including a student store with items that range from pencils to sporting equipment to blue tooth speakers. Our Library Instructional Media Specialist is partially funded through Title I and provides reading material, and high interest books to all students. Our Library Instructional Media Specialist also provides technology support for students and teachers. Our Literacy Coach/Reading Specialists are also partially funded through Title I, and provide both small group reading intervention to students and coaching support to teachers.

Last updated: 1/13/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,158	\$49,378
Mid-Range Teacher Salary	\$70,809	\$77,190
Highest Teacher Salary	\$89,971	\$96,607
Average Principal Salary (Elementary)	\$116,715	\$122,074
Average Principal Salary (Middle)	\$116,715	\$126,560
Average Principal Salary (High)	\$	\$126,920
Superintendent Salary	\$192,814	\$189,346
Percent of Budget for Teacher Salaries	27.00%	36.00%
Percent of Budget for Administrative Salaries	10.00%	6.00%

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



Last updated: 1/8/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/8/2020