

Bel Aire Elementary School

Reed Union School District



School Accountability Report Card

Data From the 2006-2007 School Year • Published During 2007-2008

Grades 3-5
277 Karen Way Tiburon, CA 94920
Phone (415) 388-7100 Fax (415) 388-7176
Web site: www.reedschools.org

Christine Carter
Superintendent

Patti Purcell
Principal

Principal's Message

Situated in one of Tiburon's oldest neighborhoods, Bel Aire is nestled on 23 acres against a hillside in a grove of Eucalyptus and Ponderosa Pine and is the only grades 3-5 school in the Reed Union School District. Bel Aire is a California Distinguished School and received both the National Blue Ribbon and National Technology awards.

Our students come from a community of professionals and artisans and reside in neighborhoods that range from affluent and upper middle class dwellings to low-income housing. Well-educated, socially aware, and politically active, Bel Aire parents expect our school to provide a rich and challenging environment for their children. All students receive instruction in Language Arts, Math, Science and Social Studies, as well as Physical Education, Information Literacy, Technology, Art, Spanish and Music. Students also venture into the real world to learn 'on-site;' in addition to field trips, fourth graders travel to California's Gold Country for a two day, overnight adventure. Fifth graders immerse themselves in nature, learning much about it and themselves on a weeklong outdoor education program at Walker Creek Ranch. In order to meet the individual needs of our students' diverse ability levels, there are also many programs with support personnel in place, including the Resource Specialist, Gifted and Talented Education teacher, Reading Specialist, Media Specialist, Speech Specialist, Psychologist, and trained instructional aides in every classroom.

Bel Aire School is a cooperative and caring community whose mission is to provide its students with academic disciplines, which encourage critical thinking, problem solving, and creative expression. Working together to create a safe and supportive environment, parents and staff are committed to the development of capable, responsible, and respectful children. Bel Aire is committed to every child becoming a confident learner and respectful, responsible citizen by nurturing, teaching, and inspiring each child to thrive in a challenging, dynamic world.

Parental Involvement

Parents participate in PTA-sponsored activities and assist in the classrooms, libraries, and other school site locations. They also serve on the school site councils and the Board of Trustees. Parents, community members, and local businesses support local schools through a parcel assessment and contributions to the Reed Schools Foundation, which funds Technology, Art, Music, Spanish, and other programs and site enhancements.

For more information on how to become involved, contact Patti Purcell, Principal, at (415) 388-7100.

Public Internet Access

Computers with Internet access are available for student and parent use at each school library; for information on usage of the school library, please contact the school. Individuals without home Internet access can use computers with Internet connections at the public library within the Reed Union School District to download and view School Accountability Report Cards. For information on usage of the Belvedere Tiburon Library, including use of computers with Internet access, please call (415) 789-2665.

Professional Development Days

For the previous three school years, we had five days each year dedicated to staff and professional development.



Board of Trustees

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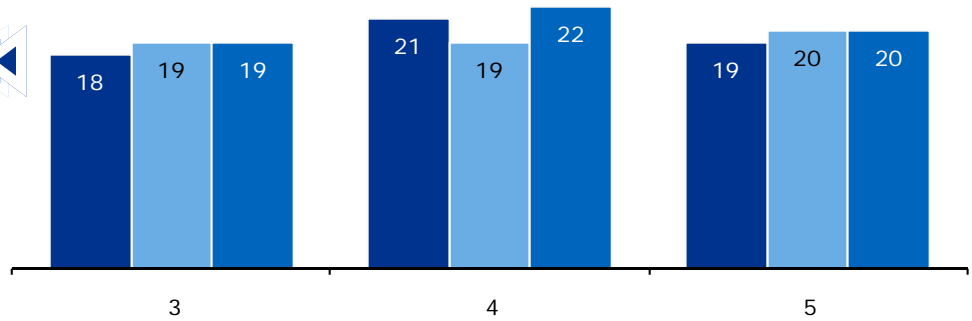




Class Size

The adjacent chart displays the three-year data for average class size.

04-05 05-06 06-07

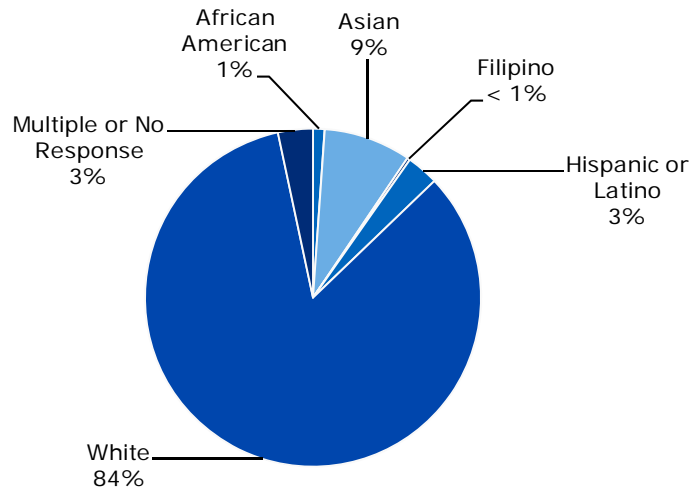


Class Size Distribution — Number of Classrooms By Size

Grade	2004-05			2005-06			2006-07		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
3	7			6			7		
4		5		6				5	
5	2	4		6	2		5	1	

Enrollment and Demographics

The total enrollment was 359 students for the 2006-07 school year.



Suspensions and Expulsions

The adjacent table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspensions and Expulsions

	Suspension and Expulsion Rates					
	Bel Aire ES			Reed Union SD		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspension Rate	0.011	0.011	0.031	0.010	0.014	0.071
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000



Textbooks and Instructional Materials

Quality and Availability of Textbooks		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin (K-5)	2002
English Language Arts	Holt (6-8)	2002
Mathematics	Houghton Mifflin (K-5)	2001
Mathematics	McDougal Littell, College Preparatory Mathematics (6-8)	2001
Science	FOSS (K-8)	2008
History-Social Science	Scott Foresman (K-5)	2007
History Social Science	TCI (6-8)	2007
Social Studies	Scott Foresman	2006-07
Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials		
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials	
Reading/Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	
Health	0%	
Foreign Language	0%	
Visual & Performing Arts	0%	

Note: This data was most recently collected and verified in August 2007.

School Safety

As a small district, we collaborate with the county office of education, local law enforcement agencies and other outside services to provide a variety of programs that create a safe learning environment. Examples of programs in place include:

- Conflict Resolution and counseling programs
- Character Development Program
- Social Learning Groups
- Student Support Groups
- Counselors at two sites
- Psychologist and Psychologist-intern at all sites
- Parent education programs coordinated through PTAs
- Specific tobacco and alcohol intervention programs
- Staff development training in teaching Tolerance
- Handbooks with disciplinary policies at all sites

Fire drills are held monthly at Reed and Bel Aire and four times a year at Del Mar. Regular earthquake and intruder-on-campus drills are practiced at each site. The District works closely with the local police and fire department to monitor drills, as well as coordinate communication plans in case of an emergency. The District also periodically practices an all-student emergency release drill.

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Textbooks and Instructional Materials

All textbooks are adopted by the Board of Trustees using the State-approved list. The District follows the schedule for adoption of K-8 materials adopted by the State Board of Education.

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

The Reed Union School Board of Trustees ensures that all students have access to their own textbooks and instructional materials.

All students in Music, Art, and Drama classes have access to the appropriate textbooks and instructional materials. Bel Aire Elementary School offers the following visual and performing arts classes: Drama, Music, Choral, Band, and Art.

School Safety

Continued from left

All schools are equipped with a three-day supply of water and food for emergency purpose.

The District uses the Honeywell Instant Alert system so parents can be instantly notified in an emergency through email, cell phone, or land line at work or at home.

A Disaster Committee, made up of parents and school staff, meets periodically through out the year to review emergency plans and procedures, as well as to update the safety plan.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2007.



School Facilities

The school was built in the 1950's. Since 2002, the facilities at Bel Aire have been totally modernized or rebuilt. All twelve of the regular classrooms and all restrooms were modernized. New buildings include a new multipurpose room, staff lounge, kitchen, school library, staff development room, covered lunch area, media center, learning center, learning academy and seven new classrooms. All asbestos has been removed and new roofs have been installed.

The school is in excellent condition and is cleaned daily by a staff of three full-time custodians, who work from 2 PM to 10:30 PM.

Students are supervised by staff at arrival and departure times, lunch and recess.

New athletic fields were added in 2007-08.

Widely supported by our school community, in 2001 the Reed Union School District successfully passed a \$38 million bond for the renovation, modernization, and expansion of all three school sites (Reed, Bel Aire and Del Mar Schools.) In 2005 a second bond was approved for \$13 million in renovations.



School Facility Good Repair Status

Below are the results of the school's most recently completed inspection, using the Facilities Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection and completion date of the inspection form occurred in August 2007.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2006-07, 69.7% of students in the fifth grade scored in the HFZ. For more information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.



California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Bel Aire ES			Reed Union SD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	83%	87%	91%	85%	87%	87%	40%	42%	43%
Mathematics	81%	90%	93%	79%	85%	87%	38%	40%	40%
Science	74%	78%	85%	74%	81%	81%	27%	35%	38%



California Standards Tests

For the 2007 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grade 8 and students in grades 5 and 8 took a science test.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The adjacent tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

CST Subgroup Results: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels			
Subgroup	Spring 2007 Results		
	English-Language Arts	Mathematics	Science
Male	89%	93%	91%
Female	93%	93%	79%
Economically Disadvantaged	❖	❖	❖
English Learners	❖	❖	❖
Students with Disabilities	89%	74%	❖
Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	97%	❖	92%
Filipino	❖	❖	❖
Hispanic or Latino	69%	69%	❖
Pacific Islander	❖	❖	❖
White	92%	93%	86%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





Types of Services Funded

General Fund (state and federal) and local funding from the PTA and the Foundation for Reed Schools support our comprehensive school programs. These programs include:

- Core subject area instruction
- K-8 art, music, and PE programs
- Foreign language in grades 3-8
- Elementary and middle school drama productions
- Gifted and Talented Education (GATE) in grades 4-8
- 1:1 laptop program in grades 5-8, 2:1 in grades 3 and 4, and technology learning centers in grades K-2
- Learning Centers and Academy
- Reading intervention programs
- Elementary and middle school library programs
- Reduced classes in grades K-8
- Comprehensive professional development for all employees
- Supplementary instructional materials for all students



Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current NRT adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

The tables below show the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

Norm Referenced Test Results

Percentage of Students Scoring At or Above the 50th Percentile						
	Reading			Mathematics		
	04-05	05-06	06-07	04-05	05-06	06-07
Bel Aire ES	82%	92%	83%	85%	86%	91%
Reed Union SD	86%	86%	84%	89%	85%	91%
California	41%	42%	42%	52%	53%	53%

NRT Subgroup Results: Reading and Math

Percentage of Students Scoring At or Above the 50th Percentile		
Subgroup	Spring 2007 Results	
	Reading	Mathematics
Male	75%	92%
Female	91%	91%
Economically Disadvantaged	❖	❖
English Learners	❖	❖
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	91%	❖
Filipino	❖	❖
Hispanic or Latino	❖	❖
Pacific Islander	❖	❖
White	85%	92%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Bel Aire ES		Reed Union SD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Academic Performance Index

API Ranks — Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	10	10	10
Similar Schools API Rank	8	6	8

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2006-07 API Score
	2004-05	2005-06	2006-07	
All Students at the School	3	29	1	954
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	1	25	-4	958
Socioeconomically Disadvantaged	■	■	■	■
English Learners	✧	■	■	■
Students with Disabilities	✧	■	■	■

✧ API scores for English learners and students with disabilities were first reported in the 05-06 API cycle.
 ■ Data are reported only for numerically significant subgroups.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The adjacent tables show the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap/.

Testing Note: Assessment data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.



No Child Left Behind Compliant Teachers

No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Teacher Qualifications

The table below shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Reed Union SD	Bel Aire ES		
Teachers	2006-07	04-05	05-06	06-07
With Full Credential	71	24	26	27
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence		0	0	0
		05-06	06-07	07-08*
Teacher Misassignments of English Learners— Teachers of English Learners (EL) without EL certification		0	0	0
Total Teacher Misassignments		0	0	0
Vacant Teacher Positions—teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	0

* Most current data.

No Child Left Behind Compliant Teachers

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Bel Aire ES	95.0%	5.0%
All Schools in District	88.4%	11.6%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	88.4%	11.6%

◆ Information not available.

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

• Library Media Teacher (Librarian)	1.00	• Speech/Language/Hearing Specialist	0.33
• Library Media Services Staff (paraprofessional)	0.00	• Resource Specialist (non-teaching)	1.00
• Psychologist	0.50	• Nurse	0.06
• Social Worker	0.00	• Other	6.00

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.0	0.0





Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	Bel Aire ES	Reed Union SD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0.0%

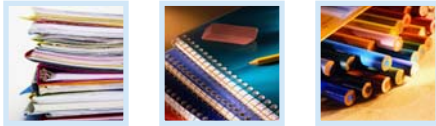
✧ Not applicable.

Financial Information


The data displayed is from the 2005-06 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	Reed Union SD	Similar Sized District
Beginning Teacher Salary	\$44,153	\$36,760
Mid-Range Teacher Salary	\$68,905	\$52,816
Highest Teacher Salary	\$82,358	\$64,666
Average Principal Salary	\$113,675	\$83,075
Superintendent Salary	\$188,990	\$98,053
% of Budget for Teacher Salaries	41.4%	38.5%
% of Budget for Administrative Salaries	6.4%	6.4%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Bel Aire ES	\$9,051	\$3,045	\$6,006	\$69,247
Reed Union SD			\$6,497	\$69,580
California			\$4,943	\$54,130
% Difference Between School and District			-8.2%	-0.5%
% Difference Between School and State			17.7%	21.8%



“Bel Aire is committed to every child becoming a confident learner and respectful, responsible citizen by nurturing, teaching, and inspiring each child to thrive in a challenging, dynamic world.”



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SARC—The information contained herein is provided by the California Department of Education: Enrollment and Demographics, Class Size, Counselors and Support Staff, CST, NRT, API, PI, AYP, California PFT, Teacher Qualifications, and some Financial Information. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>.

DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All other information is provided by the school and the district office.

All data accurate as of March 13, 2008.
