

Bel Aire Elementary School

School Accountability Report Card



GRADES 3-5

277 Karen Way Tiburon, CA 94920
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Patti Purcell, Principal

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Principal's Message

Situated in one of Tiburon's oldest neighborhoods, Bel Aire School 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 K-8 School District. Bel Aire is a California Distinguished School and received both the National Blue Ribbon and National Technology awards as recently as 2010.

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 one-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, Special Day Class teacher, Reading Specialist, Media Specialist, Speech Specialist, Psychologist, and trained instructional aides.

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.

District's Vision Statement

Students through their efforts and with the support of the whole school community will become:

- Motivated learners committed to academic excellence
- Creative problem-solvers
- Effective communicators
- Engaged citizens
- Balanced individuals/their Best selves

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 tax assessment and contributions to the Reed Schools Foundation, which supports Technology, Art, Music, Spanish, PE, and other programs and site enhancements.

For more information on how to become involved, please contact Mary Bender, PTA President, at (415) 272-6713 or mmbender@aol.com.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Reed Union Elementary School District

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Dr. Steve Herzog
Superintendent



In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



Board of Trustees

Howard Block
Board President

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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 *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 5

| | |
|-----------------------|-------|
| Four of Six Standards | 4.3% |
| Five of Six Standards | 21.0% |
| Six of Six Standards | 67.4% |



Student Enrollment by Group

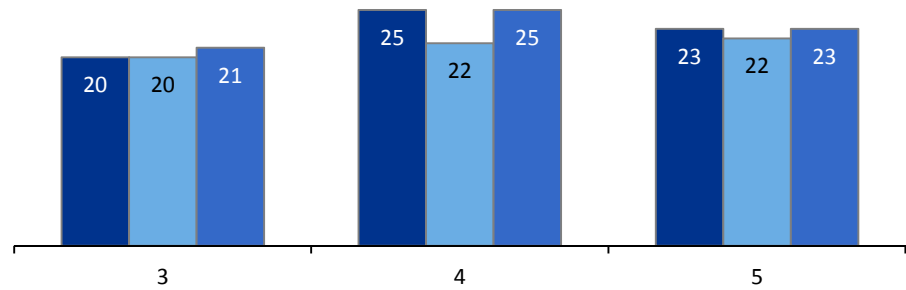
Bel Aire ES

| | |
|---------------------------------|------|
| Socioeconomically Disadvantaged | 5.5% |
| English Learners | 4.4% |
| Students with Disabilities | 4.4% |

Class Size

08-09 09-10 10-11

The bar graph displays the three-year data for average class size.



Class Size Distribution — Number of Classrooms By Size

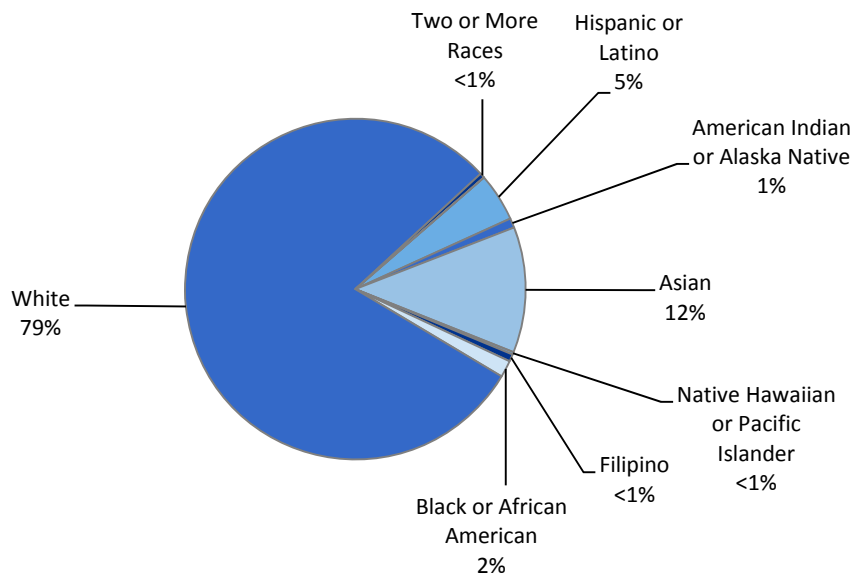
| Grade | 08-09 | | | 09-10 | | | 10-11 | | |
|-------|-------|-------|-----|-------|-------|-----|-------|-------|-----|
| | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ |
| 3 | 6 | | | 5 | 2 | | | 6 | |
| 4 | | 5 | | 1 | 5 | | | 6 | |
| 5 | | 7 | | 1 | 5 | | 2 | 6 | |

District's Mission Statement

Together we provide our children with extraordinary opportunities to enlighten their minds, inspire their hearts, and strengthen their resolve to positively impact their world.

Enrollment and Demographics

The total enrollment at the school was 436 students for the 2010-11 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

School Facility Items Inspected

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

| School Facility Good Repair Status | | | |
|--|---------------|---------------------|---------------|
| Items Inspected | Repair Status | Items Inspected | Repair Status |
| Systems | Good | Restrooms/Fountains | Good |
| Interior | Good | Safety | Good |
| Cleanliness | Good | Structural | Good |
| Electrical | Good | External | Good |
| Overall Summary of Facility Conditions | | | Exemplary |
| Date of the Most Recent School Site Inspection | | | 08/23/2011 |
| Date of the Most Recent Completion of the Inspection Form | | | 08/23/2011 |

School Facilities

Bel Aire School was built in the 1950s but since 2004, the majority of facilities at Bel Aire have been totally modernized or rebuilt. All 12 of the regular classrooms and all restrooms were modernized. New buildings added 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. Asbestos has been removed and new roofs have been installed on all campus buildings.

The school is in excellent condition and is cleaned daily by a staff of two full-time custodians, who work from 6:30 A.M. to 10:30 P.M. Staff supervises students at arrival and departure times, lunch, and recess.

New athletic fields were added in 2007-08.

Suspensions and Expulsions

| Suspension and Expulsion Rates | | | | | | |
|--------------------------------|-------------|-------|-------|-----------|-------|-------|
| | Bel Aire ES | | | Reed UESD | | |
| | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 |
| Suspension Rate | 0.031 | 0.031 | 0.030 | 0.046 | 0.030 | 0.017 |
| Expulsion Rate | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |

School Safety

As a small 3-5 grade school in the Reed Union K-8 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
- Character development
- Social learning groups
- Student support groups
- Psychologist and health specialist support
- Parent education programs are coordinated through the PTA
- Specific tobacco and alcohol intervention programs
- Staff development training in teaching tolerance
- Handbooks and websites with disciplinary policies

Fire drills are held monthly at Bel Aire School and regular earthquake and intruder-on-campus drills are practiced as well. 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 and Bel Aire School is equipped with a three-day supply of water and food for emergency purposes.

The District uses an electronic alert system so parents can be instantly notified in an emergency through e-mail, cell phone, or land line at work or at home. A Disaster Response Committee, made up of parents and school staff, meets periodically throughout 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 September 2011.

Suspensions and Expulsions

This 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.



Quality of Textbooks

The following table outlines the criteria required for choosing the textbooks and instructional materials.

| Bel Aire ES | |
|--|--------|
| Quality of Textbooks | Yes/No |
| Are the textbooks adopted from the most recent state-approved or local governing board approved list? | Yes |
| Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education? | Yes |
| Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home? | Yes |



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 to use in class and to take home. All textbooks used in Reed Union School District are from the most recent State-approved list.

All students in music, art, and drama classes have access to the appropriate textbooks and instructional materials. Del Mar Middle School offers the following visual and performing arts classes: Drama, Instrumental Band, Steel Pans, Art, and Choral Music.

Textbooks and Instructional Materials List

| Subject | Textbook | Adopted |
|------------------------|------------------------|---------|
| English-Language Arts | Houghton Mifflin (K-5) | 2002 |
| Mathematics | Houghton Mifflin (K-5) | 2009 |
| Science | FOSS (K-5) | 2008 |
| History-Social Science | Scott Foresman (K-5) | 2007 |

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

| Bel Aire ES | |
|----------------------------|--------------------|
| Subject | Percentage Lacking |
| Reading/Language Arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History-Social Science | 0% |
| Visual and Performing Arts | 0% |
| Foreign Language | 0% |
| Health | 0% |

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data

| | |
|----------------------|---------|
| Data Collection Date | 09/2011 |
|----------------------|---------|

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

| Percentage of Students Scoring at Proficient or Advanced Levels | | | | | | | | | |
|---|-------------|-------|-------|-----------|-------|-------|------------|-------|-------|
| | Bel Aire ES | | | Reed UESD | | | California | | |
| | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 |
| English-Language Arts | 88% | 91% | 91% | 88% | 91% | 92% | 49% | 52% | 54% |
| Mathematics | 90% | 91% | 92% | 86% | 88% | 90% | 46% | 48% | 50% |
| Science | 92% | 94% | 94% | 87% | 92% | 95% | 50% | 54% | 57% |

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

| Percentage of Students Scoring at Proficient or Advanced Levels | | | |
|---|-----------------------|-------------|---------|
| Group | Spring 2011 Results | | |
| | English-Language Arts | Mathematics | Science |
| All Students in the District | 92% | 90% | 95% |
| All Students at the School | 91% | 92% | 94% |
| Male | 91% | 93% | 97% |
| Female | 90% | 91% | 90% |
| Black or African American | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ |
| Asian | 90% | 96% | 95% |
| Filipino | ❖ | ❖ | ❖ |
| Hispanic or Latino | 74% | 87% | ❖ |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ |
| White | 93% | 92% | 97% |
| Two or More Races | ❖ | ❖ | ❖ |
| Socioeconomically Disadvantaged | 65% | 76% | ❖ |
| English Learners | ❖ | ❖ | ❖ |
| Students with Disabilities | 66% | 59% | ❖ |
| Students Receiving Migrant Education Services | ❖ | ❖ | ❖ |

❖ 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.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison

| | 2008 | 2009 | 2010 |
|--------------------------|------|------|------|
| Statewide API Rank | 10 | 10 | 10 |
| Similar Schools API Rank | 9 | 9 | 10 |

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group – 2011 Growth API and Three Year Comparison

| Group | 2011 Growth API | | | | | | Bel Aire ES — Actual API Change | | |
|-------------------------------------|--------------------|------------|--------------------|------------|--------------------|------------|---------------------------------|-------|-------|
| | Bel Aire ES | | Reed UESD | | California | | 08-09 | 09-10 | 10-11 |
| | Number of Students | Growth API | Number of Students | Growth API | Number of Students | Growth API | | | |
| All Students | 424 | 963 | 986 | 960 | 4,683,676 | 778 | 5 | 9 | 3 |
| Black or African American | 8 | ■ | 13 | 804 | 317,856 | 696 | ■ | ■ | ■ |
| American Indian or Alaska Native | 3 | ■ | 4 | ■ | 33,774 | 733 | ■ | ■ | ■ |
| Asian | 50 | 974 | 104 | 979 | 398,869 | 898 | ■ | ■ | ■ |
| Filipino | 2 | ■ | 5 | ■ | 123,245 | 859 | ■ | ■ | ■ |
| Hispanic or Latino | 23 | 920 | 46 | 898 | 2,406,749 | 729 | ■ | ■ | ■ |
| Native Hawaiian or Pacific Islander | 1 | ■ | 2 | ■ | 26,953 | 764 | ■ | ■ | ■ |
| White | 337 | 968 | 812 | 964 | 1,258,831 | 845 | 5 | 7 | 5 |
| Two or More Races | 0 | ■ | 0 | ■ | 76,766 | 836 | ■ | ■ | ■ |
| Socioeconomically Disadvantaged | 17 | 866 | 32 | 849 | 2,731,843 | 726 | ■ | ■ | ■ |
| English Learners | 10 | ■ | 26 | 831 | 1,521,844 | 707 | ■ | ■ | ■ |
| Students with Disabilities | 36 | 817 | 76 | 819 | 521,815 | 595 | ■ | ■ | ■ |

■ Data are reported only for numerically significant groups.

“Working together to create a safe and supportive environment, parents and staff are committed to the development of capable, responsible, and respectful children.”

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

| Adequate Yearly Progress Criteria | | | | |
|-----------------------------------|------------------------------|--------------------|------------------------------|--------------------|
| | Bel Aire ES | | Reed UESD | |
| 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 | ✘ | | ✘ | |

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

| Federal Intervention Program | | |
|--|-------------|-----------|
| | Bel Aire ES | Reed UESD |
| 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% | |

- ✘ Not applicable. The graduation rate for AYP criteria applies to high schools.
- ◇ Not applicable.

Professional Development

Teachers and administrators participated in multiple staff development opportunities to support the District goals. On site technology trainings, as well as work on Professional Learning Communities, was held on early release Thursdays throughout the school year. Training continued on the use of Data Director on developing common assessments and the use of data to inform instruction. Staff had six full days of release to work with colleagues on site.

Reed and Bel Aire teachers had a successful year participating in the Columbia University writing project. Teachers were involved in training in a lab-like setting—reviewing, analyzing, and modeling effective teaching practices to support the writing process. The result is that students are writing more and with increased purpose and voice.

Del Mar middle school had a successful year collaborating with cross-functional teams to support the writing process. The year culminated with the entire staff defining what a graduate of RUSD should know and be able to do, and middle school staff started to define components of an electronic student portfolio.

Teachers who are advanced users of technology participated in Technology Leadership staff development in the fall and spring that incorporates Web 2.0 tools and the new ISTE Standards. Participants used the iTouch and iPads as new tools to enhance teaching. As part of this training, the team also developed a technology focus District wiki and NING to incorporate and foster the PLC model. Smart board and Bright Light trainings were also offered this year. Several staff members from all three schools attended on-line learning and brain research classrooms that featured national presenters on understanding the iGeneration and the way they learn.

For the 2008-09 and 2009-10 school year, we dedicated five days for professional development. In 2010-11, there were six days dedicated for professional development.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

| Academic Counselors and School Support Staff | |
|--|------|
| Academic Counselors: FTE and Ratio | |
| Number of Academic Counselors | 0.00 |
| Ratio of Students Per Academic Counselor | ◇ |
| Support Staff | |
| | FTE |
| Social/Behavioral or Career Development Counselors | 0.20 |
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | 1.00 |
| Psychologist | 0.33 |
| Social Worker | 0.00 |
| Nurse | 0.24 |
| Speech/Language/Hearing Specialist | 0.33 |
| Resource Specialist (non-teaching) | 1.00 |



NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Teacher Qualifications

This table 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 UESD | Bel Aire ES | | |
| Teachers | 10-11 | 08-09 | 09-10 | 10-11 |
| With Full Credential | 75 | 28 | 26 | 25 |
| Without Full Credential | 9 | 0 | 3 | 3 |
| Teaching Outside Subject Area of Competence | | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

| Teacher Misassignments and Vacant Teacher Positions | | | |
|---|-------------|-------|-------|
| | Bel Aire ES | | |
| | 09-10 | 10-11 | 11-12 |
| Teacher Misassignments of English Learners | 0 | 3 | 2 |
| Total Teacher Misassignments | 0 | 5 | 2 |
| Vacant Teacher Positions | 0 | 0 | 0 |

No Child Left Behind Compliant Teachers

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. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tg.

| No Child Left Behind Compliant Teachers | | |
|---|--|---------------------------------------|
| | Percent of Classes in Core Academic Subjects | |
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| Bel Aire ES | 100% | 0.0% |
| All Schools in District | 91.1% | 8.9% |
| High-Poverty Schools in District | ◇ | ◇ |
| Low-Poverty Schools in District | 91.1% | 8.9% |

◇ Not applicable.

Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. 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. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

| District Salary Data | | |
|--|-----------|------------------------|
| Category | Reed UESD | Similar Sized District |
| Beginning Teacher Salary | \$47,485 | \$41,183 |
| Mid-Range Teacher Salary | \$74,105 | \$63,647 |
| Highest Teacher Salary | \$88,573 | \$80,955 |
| Average Principal Salary (Elementary School) | \$130,617 | \$102,400 |
| Average Principal Salary (Middle School) | \$135,504 | \$106,158 |
| Superintendent Salary | \$246,534 | \$151,742 |
| Teacher Salaries — Percent of Budget | 43% | 41% |
| Administrative Salaries — Percent of Budget | 7% | 6% |

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

| Financial Data Comparison | | |
|--|--|-------------------------------|
| | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| Bel Aire ES | \$7,125 | \$79,349 |
| Reed UESD | \$9,316 | \$79,834 |
| California | \$5,455 | \$65,524 |
| School and District — Percent Difference | -30.7% | -0.6% |
| School and California — Percent Difference | +23.4% | +17.4% |

“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.”

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

| School Financial Data | |
|--|----------|
| Bel Aire ES | |
| Total Expenditures Per Pupil | \$9,459 |
| Expenditures Per Pupil From Restricted Sources | \$2,333 |
| Expenditures Per Pupil From Unrestricted Sources | \$7,125 |
| Annual Average Teacher Salary | \$79,349 |



Types of Services Funded

Our comprehensive school programs are supported by: the General Fund (State and Federal), local funding from the PTA, and the Foundation for Reed Schools; 85% of funding in RUSD is from local revenues. 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
- 1:1 laptop program in grades 3-8, 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

Bel Aire Elementary School

School Accountability Report Card



PUBLISHED BY: School Innovations & Advocacy | www.sia-us.com | 800.487.9234



Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on 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. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.