

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Patti Purcell

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Bel Aire Elementary School

(As it should appear in the official records)

School Mailing Address 277 Karen Way

(If address is P.O. Box, also include street address.)

City Tiburon State CA Zip Code+4 (9 digits total) 94920-2044

County Marin County State School Code Number* 21654256024616

Telephone 415-388-7100 Fax 415-388-7176

Web site/URL http://belaire.reedschools.org/ E-mail ppurcell@reedschools.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Mr. Steve Herzog

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: sherzog@reedschools.org

Other)

District Name Reed Union School District Tel. 415-381-1112

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Dana Linker Steele

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 11 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	113	95	208
4	95	84	179
5	94	97	191
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	302	276	578

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 7 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 1 % Two or more races
- 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 5%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	25
(4) Total number of students in the school as of October 1	540
(5) Total transferred students in row (3) divided by total students in row (4)	0.046
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 2%
13 Total number ELL
 Number of non-English languages represented: 13
 Specify non-English languages: Arabic, Farsi, French, German, Greek, Hebrew, Japanese, Korean, Mandarin, Portuguese, Russian, Spanish, Thai
8. Students eligible for free/reduced-priced meals: 3%
 Total number students who qualify: 18

Information for Public Schools Only - Data Provided by the State

The state has reported that 11% of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 7 %
42 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>4</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>4</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>12</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2001

15. Please summarize your school mission in 25 words or less: Together we provide our children with extraordinary opportunities to enlighten their minds, inspire their hearts, and strengthen their resolve to positively impact the world.

PART III – SUMMARY

As one of three schools within the 115 year-old Reed Union School District, Bel Aire Elementary School, serves students from Tiburon, Belvedere, and portions of East Corte Madera. Our schools provide a common gathering place for all three communities, reflecting our small-town pride. Bel Aire is not only a place for children aged eight to ten years old, but it is a gathering spot for parents and staff alike. Throughout the year, the community comes together for events such as the Maker Faire, Art Night, Science Fair, and Parent Academies, where curricular changes and best practices are shared. Here at Bel Aire, administrators, teachers, and parents walk the path together.

We currently have 578 students enrolled in third through fifth grade. Approximately 87% are White, and the remaining 13% of students are Latino, Asian, American Indian, Pacific Islander, and African American. Three percent of students receive free and reduced lunch, and two percent of students are supported by ELL services. Seven percent of our students receive Special Education services.

Bel Aire Elementary School is committed to equipping our students with the tools they need for academic, personal, and social achievement. We have established a “vision” of a graduate from our school: creative problem solver, motivated learner, balanced individual, effective communicator, global citizen - all attributes which emulate 21st century skills. We enable every student to reach his/her highest potential by adopting a curriculum that meets or exceeds government standards for education; providing extracurricular programs that develop a child's mental, physical and social skills; and partnering with parents and the community to create an environment geared to the success of our students. Every aspect of our school is focused on promoting student success and removing any gaps in achievement.

One key strategy used to achieve the mission and the vision is the use of technology as a teaching and learning tool. Bel Aire’s philosophy regarding technology is that technological tools should be used effectively where technology can transform instruction, rather than function as a substitute for more traditional tools. Teachers at Bel Aire use instructional technology to expand student engagement and collaboration, provide specific feedback on learning goals, and forge connections to real world contexts. We strive to foster creativity and improve communication, while expanding student’s critical thinking skills by using iPads, laptops, SmartBoards and document cameras in all our classrooms.

Another key strategy at Bel Aire School is to intentionally create student leadership opportunities. At 8:10 a.m., the whole school tunes into our closed circuit TV show, which gives 5th grade students the opportunity to write scripts, broadcast news stories, and act as news anchors in English and Spanish, or even work behind the scenes on camera and sound. During lunchtime, one might find students involved in a variety of enrichments. Students choose to give up recess time to become a leader in their area of interest. For example, a peek inside the Student Council room might find students coordinating events such as the popular year-end talent show. Across the hall in the Digital Magazine Club, students of all grades are actively publishing articles to be posted on the Bel Aire Magazine site. Our trained Peace Keepers can be found on the playground, applying their conflict/resolution skills to help maintain peaceful playground behavior. The Audio Visual crew helps run the sound and lights at school assemblies, the Green Team works to make our school a zero-waste campus (and won recognition from our local Rotary Club). Fifth grade Peer Tutors have been trained in a program called Read Naturally, which helps struggling 3rd/4th grade readers. At Bel Aire, the development of leadership skills has helped our students understand they belong to, and can impact, their broader community.

Bel Aire was recognized as a NBRS award recipient in 2001. As a result of this recognition, staff has been encouraged by the Board of Education and the community to be leaders in learning new tools, implementing new instructional practices, and bringing a rigorous curriculum to our students. In addition, we have formed critical partnerships with companies like Apple, Inc. and Autodesk, that have showcased our classrooms to other educators from around the country. Not only have people come to learn from us, but our teachers have been invited to present internationally on topics ranging from “iPad Apps in the World Language Classroom” to “Innovative Ways Mobile Devices Can Improve Instruction in Our Schools.” Since earning this award, we have been fortunate to receive in-kind and monetary donations from parents, community

members, and business associates to fund exceptional programs for our students in the arts, foreign language, technology, and professional development. In addition, our community has passed bonds to renovate all of our facilities and passed parcel taxes that allow us to offer many opportunities for students and staff.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

READING/ENGLISH LANGUAGE ARTS

Bel Aire offers a comprehensive language arts program that is aligned with the Common Core State Standards. Because of the Common Core's shift towards utilizing complex, content-rich, non-fiction text, much of Bel Aire's language arts instruction is embedded within other content. Students may read about an explorer as part of a social studies unit, or they may learn about bridge stability as part of an engineering project. Writing in each grade level focuses on three types of product: narrative, expository, and persuasive. A student may write a narrative story about a Native American character for social studies, an expository report about systems of the human body for science, or a persuasive paragraph in a math journal explaining why his/her approach to a problem is correct.

All students participate in the Accelerated Reader program, a progress-monitoring software program, which offers reading practice targeted at a specific level to motivate or accelerate student reading skills. If a student is not progressing with grade level expectations, he/she may participate in specialized reading instruction with our full-time credentialed Reading Specialist, in our peer tutoring program called Read Naturally, and/or before and after-school intervention programs. Grade level "seminars" offer students either support or a greater challenge as teachers focus on reading and writing in small groups once a week.

MATHEMATICS

To compete successfully in a global economy, today's students must have a high degree of comprehension in mathematics, and to that end, our students are provided a robust and rigorous program. Bel Aire is in the process of intentionally moving from teaching discrete math standards in a traditional pedagogical approach to one of contextualizing math instruction to promote deeper understanding. We are committed to the eight Mathematical Practices that emphasize developing thoughtful young mathematicians. Students now keep math journals, work on fewer but more complex problems, try to find multiple ways to approach a single problem, and constantly justify their reasoning.

Students who need additional support in math have opportunities for targeted intervention in our Learning Center, in grade level seminars, and in small groups with teacher's aides. For those students who need a challenge, Math League is available. We differentiate instruction through the use of math apps and online intervention programs.

SCIENCE

Science is in the midst of transitioning to the Next Generation Science Standards (NGSS). As prescribed by the state Department of Education, California is in the middle of a lengthy implementation process. Bel Aire teachers have been meeting, planning, attending workshops, and participating in district-wide discussions in preparation for NGSS while continuing to implement our existing standards with fidelity. Teachers have continued to teach science lessons using our FOSS science curriculum which provides hands-on, inquiry-based science instruction in life science, earth science, and physical science. One may find third graders making models of the solar system, while fourth graders build parallel circuits, and fifth graders mix substances to create chemical reactions. Students who crave more STEM experiences can join the lunchtime robotics club, create something for the annual Maker Faire, or present an exhibit at Science Night.

SOCIAL STUDIES/HISTORY

Bel Aire provides opportunities for students to be active participants in learning about history, instead of relying heavily on textbooks. In third grade students immerse themselves in the local history of Tiburon. Through a partnership with the Belvedere-Tiburon Landmark Society students visit local sites, and members of the Landmark Society share stories with students. Students have applied their learning by creating brochures of the town of Tiburon, directing movies, writing reports, crafting stories, and even publishing a book written from the perspective of a seagull flying over the town. Fourth graders focus on California history, which was home to the Miwok Native Americans, an original land grant, site of a Rancho, and part of a mission. Students are able to delve into the impact that California history has had on a local community

and experience authentic life at an overnight camp at Marshall State Park, the site of the gold discovery that started the 1849 California Gold Rush. Fifth graders focus on United States history. Many fifth grade teachers have had the opportunity to participate in an intensive teacher institute on location in Colonial Williamsburg. This has allowed them to learn interactive teaching techniques and develop instructional materials that bring history to life in the classroom.

2. Other Curriculum Areas:

In an effort to educate the whole child, Bel Aire offers physical education, Spanish, music, technology, fine arts and Dive Deep to every student. Each program provides unique learning opportunities, where students develop a greater awareness of the world and can express themselves through different modalities.

DIVE DEEP WEEK

Rooted in project based learning, all students select a week-long course of study per their interest or passion. Teachers co-lead a course (i.e. NASA Space Colonies, Dogs Helping Humans, Up Cycling, Broadway Musicals, Foods Around the World, Art Exploration, etc). Lessons integrate standards with authentic experiences so students can apply critical thinking and analytical skills while making connections to their own lives and to society. This program is rich with field trips, local guest speakers, and includes a service-learning component.

PHYSICAL EDUCATION

High-quality physical education instruction contributes to good health, develops motor skills, improves self-confidence, and provides opportunities for increased levels of physical fitness that are associated with higher academic achievement. Our school's program promotes team-building, goal-setting, physical coordination, strength training, aerobic activity, yoga, sports, and a lifelong commitment to physical fitness. The use of technology applications, such as Coach's Eye, help students record and evaluate their technique, posture, and movement during the lessons.

FOREIGN LANGUAGE

Research suggests that second language acquisition contributes to our students' ability to hone higher-level critical thinking skills. Bel Aire observed gains in student test scores that coincided with the school's implementation of a school-wide Spanish program. We have two Spanish teachers who teach all students several times per week. Lessons are integrated with technology and social studies content, and tap into the student's multiple intelligences through various TPRS teaching strategies. Proficiency in Spanish is not only measured by the ability to read, write, and speak, but also by displaying an understanding of our worldwide interconnectedness.

TECHNOLOGY/DIGITAL CITIZENSHIP

Technology is a signature practice that differentiates our instructional program from others. Bel Aire offers a one-to-one electronic device program and has been recognized as an Apple Distinguished school. Students can use technology to support and demonstrate their learning, and teachers are encouraged to use technology to engage students and to enrich lessons.

We find that technology enhances learning, increases productivity and organization, as well as equalizes access to content for all students. Student learning experiences become more personalized with online, targeted intervention, individualized pacing and sequencing, and greater access to high-interest materials. Technology allows for better data-management, which yields improved decision-making about instruction. Parent communication has also bettered with our custom-designed Bel Aire application, allowing access to homework assignments from any mobile device.

MUSIC, VISUAL & PERFORMING ARTS

All students receive one music class per week that focuses on the foundations and styles of music that have existed throughout time. Students have the option to participate in lunch-time and before-school band/choir clubs. Students also receive regular visual art instruction with an art teacher who blends curricular studies into student work. In partnership with the PTA, our students may elect to participate in the annual musical production, which embeds music, dance, theatre, visual, and performing arts.

SOCIAL EMOTIONAL PROGRAM

Bel Aire is committed to the social-emotional development of all students and our program is woven into every facet of student life. Our school's expected behaviors are based on the MOSAIC values, which include: (M) mutual respect, (O) open mindedness, (A) positive attitude, (S) self respect, (I) individuality, and (C) community. Everyone is expected to uphold these behaviors, whether on the playground, at the lunch tables, in classrooms, or working in cyberspace.

Bel Aire also strives to model the Scholarly Attributes which teaches students to be: productive, principled, risk takers, inquirers, persistent thinkers, reflective, communicators, and balanced selves. These attributes mirror the Vision of a Graduate, and students are taught to recognize and validate these attributes in one another.

Bel Aire has also adopted a HeartSmarts program, based on the Institute of HeartMath's research into the physiology of learning. HeartSmarts teaches students how to manage stress and perform in their optimal heart zone throughout the day.

Finally, a critical part of social learning is recognizing one's responsibility to give back to the community. Through partnerships with the Humane Society, Ritter House, Redwoods Senior Living Home, the Rotary Club, and with a sister school in Monrovia, Liberia, students have authentic experiences to show they are not just information consumers, but producers for others.

3. Instructional Methods and Interventions:

Bel Aire staff prides itself on progressive instructional methods with current relevance and rigor. Many professional development hours are dedicated to researching best practices, attending conferences, conducting individual research, discussing current trends, and providing peer feedback. The result of this work is that we are able to adequately meet the needs of all students.

Through the use of Data Director, Accelerated Reader, PowerTeacher, PowerSchool, Study Island, IXL, Quia, Edmodo, and Google surveys, staff routinely collects quantitative evidence, which highlights the success and sustainability of our academic programs.

Our teachers work in collaborative teams, employing the Professional Learning Community model. Teachers routinely collect and review student assessment data in teams and share best practices to support student learning. Based on data, our teachers create "seminar" classes during the school day to target specific standards for intervention or extension.

Bel Aire teachers incorporate student leadership skills into instruction which is often integrated and project-based. Teachers work in teams and partnerships to develop 21st century learners who can solve highly complex problems, with fundamental skills in core-competency areas and leadership skills like collaboration, communication, innovation, and design. One might witness a fifth grade class conducting research about Ebola's effect on Liberia, then presenting their findings to other classes using Google Presentations, and finally conducting a school wide fundraising campaign to help sustain our sister school in Monrovia during the Ebola crisis.

At the root of Bel Aire's instructional practice is a deliberate integration of technology. Since the inception of our one-to-one electronic device program, the staff has been engaged in an ongoing discussion about how to most effectively use technology to improve and differentiate instruction. This has led to a comprehensive technology integration plan dedicated to supporting the most effective 21st century teaching and learning practices. For example, third grade students may be found on the playground using their iPad cameras to take pictures of themselves and their shadows. They then trace their shadows using the Notability application and use the Compass application to measure the angles between themselves and their shadows. This is done several times throughout the day to help them understand the movement of the earth through space.

Students with special needs benefit from greater access to the general education curriculum via screen readers, voice recorders, text to text speech, universal zoom functions, color inverters, sticky keys, and support for playback of closed caption content.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

From 2009 through 2013 our state-mandated assessment was the California Standardized Testing and Reporting (STAR) program. In 2014, California transitioned to Smarter Balanced Assessment Consortium (SBAC), the officially adopted Common Core aligned test in English Language Arts and math. We participated in the SBAC field test in 2014, but scores were not made available for parents, schools, or students.

Under the STAR program, Bel Aire ranked at the top of Marin County from 2009-2012. Over the past five years in English language arts, the percentage of students scoring proficient and above has ranged from 77% to 98%, with 3rd grade generally scoring the lowest. In mathematics, the percentage of students scoring proficient or above has ranged from 84% to 96%. It is typical to see the lowest scores in third grade since it is the point of entry for most students.

In 2013, all test scores dropped an average of almost 7% (with the exception of the 4th grade English language arts test). A major contributing factor to this drop was that Bel Aire experienced an unexpected 12% growth in enrollment in 2013. We had an influx of students entering at all three grade levels. Most of our incoming students came from other districts and many with significant gaps in their academic experience and performance.

We believe that several factors contribute to our consistently high scores. In 2006 we implemented a school-wide Spanish program, which we credit with fostering higher-level thinking skills in our students. In 2007, we adopted Data Director, an online data management system, as well as a formal Professional Learning Community (PLC) model. These adoptions have systematized our approach to assessing, analyzing, and sharing data as well as driving decisions based upon student achievement data. In 2007, we implemented a one-to-one laptop program. The efficient use of technology as an instructional tool has further facilitated teachers' ability to differentiate the curriculum to meet individual student needs. Finally, Bel Aire credits its online Accelerated Reader program with improving student reading fluency, comprehension, and overall pages read.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

California State standardized tests are only one of many forms of assessment for our students. We are particularly proud of our 2007 adoption of Data Director and of a formal Professional Learning Community (PLC) program. Both of these implementations have allowed for improved teacher collaboration in analyzing student achievement data, developing common assessments, employing more effective instructional differentiation and student intervention programs.

Grade level teams meet several hours a month to review student achievement data, create and modify common assessments, and to plan instruction including differentiation and intervention. Teams use standards-based formative assessment data in math and English language arts approximately every eight weeks in PLC sessions. The data gathered drives decisions about how to differentiate instruction and plan for specific intervention in the form of targeted instruction, special classes, before and after-school tutoring, enrichment, and specialized projects.

In some cases, teachers will decide to utilize our REACH or the Student Study Team (SST) process. Both processes systematically focus on individual students who need more intense interventions academically, behaviorally, socially, or emotionally. REACH is generally the pre-cursor to a more formalized SST meeting, but both result in garnering additional support for a student's specific needs. Support teams create an intervention plan for the student, which is revisited throughout the year. Referrals to a counselor and to special intervention services may occur at these meetings. Suggested interventions are implemented before any psycho-educational assessments are made for placement in Special Education.

Bel Aire teachers are proactive in contacting home for any type of concern and are available to explain and clarify all assessment data. The district office mails home formal reports of standardized tests at the beginning of each school year. Parents are apprised of general student success and progress via regularly updated teacher websites and newsletters. Teachers send home progress reports in the middle of every trimester, followed by standards-based report cards at the end of every trimester. Student work is sent home on a weekly basis, and test scores are sent home for review on an ongoing basis. In addition to the annual teacher-parent conferences at the end of the first trimester, teachers initiate conferences for students in need of extra support. Singular acts of progress are shared with families through “Caught Being Good” forms that allow teachers to praise students’ academic or social/emotional progress.

Part VI School Support

1. School Climate/Culture

Bel Aire prides itself on developing the whole child. In addition to academics, we also focus on the character, social-emotional, and leadership development of each student. We know that student-driven community connections and experiences also provide concrete ways in which students see an important application of their learning and take great pride in their contributions.

Bel Aire engages students with a myriad of programs (e.g., AV crew, percussion ensemble, school magazine, gardening club, Legos, design thinking, Student Council, etc.) which allow students opportunities to take part in the school community, engage in activities of personal choice, and feel success in areas that transcend academics.

Students are recognized with “Caught Being Goods” for their ability to model MOSAIC values and Scholarly Attributes. Caught Being Goods are sent home to parents and published in the weekly email News Flash. The daily Bel Aire TV Show and digital magazine offer an additional platform from which to highlight student achievements.

Teachers are also valued, supported, encouraged and recognized. Staff members submit annual goals in which they identify areas for personal growth. They are encouraged to participate in advanced training in their identified areas and have taken week-long courses in design thinking, science/STEM workshops at the Academy of Sciences, coding workshops, advanced technology training at ISTE, Apple Inc., Google Summits, and virtual teacher workshops.

All Bel Aire teachers participate in at least two professional learning communities: a grade level team and a content area department of their choice. Within these professional learning communities, teachers share and learn from one another. Using the lesson design format, staff have opportunities to give one another feedback. They are also encouraged to blend teach, buddy teach and team teach to further support one another.

Bel Aire teachers are recognized for their growth and contributions. During weekly student assemblies, teachers are recognized for their contributions toward school activities (e.g., organizing science fairs, conducting spelling and geography bees, etc.). Additionally, community awards are given for special recognition. Each year a “Golden Bell Award” is given to one teacher for outstanding work, a Rotary Award is given for community partnerships, the PTA recognizes a teacher for parent/teacher partnerships, a Chris Carter award is given for demonstrating 21st century skills, and a “Teacher of the Year” is recognized.

Bel Aire leadership works hard to establish a supportive environment because the entire school community understands there is a direct link between a positive school climate and the overall success of the school. When staff and students feel safe, included, and supported, they are more motivated to do well and to realize their full potential.

2. Engaging Families and Community

We believe that student learning is enhanced by the real-world experiences that result from connecting learners with their community and engaging families in the process. When students prepare work for an authentic audience, they rise to greater expectations and perform at a higher level. Students of all skill-levels and varied interests have meaningful opportunities to contribute and succeed. Furthermore, this approach intentionally narrows gaps in student achievement.

Below are a few projects and partnerships that vary in scope, scale, and location.

BELVEDERE-TIBURON LANDMARK SOCIETY: In 2007, our school established a partnership with the

organization augmenting the third grade social-studies curriculum in meaningful ways.

GET READY: A partnership with the local Police Department's "Get Ready" disaster survival program. Under teacher leadership, a fifth grade class contributed to the production of a disaster preparedness manual.

RITTER CENTER: Our Student Council actively supports this local homeless shelter, and students assume full leadership of coordinating efforts, delineating roles, and making decisions.

COURT FOR KIDS: In 2010, fifth grade students learned about complicated family court procedures and developed bilingual materials to share with other children. The short student films are now located on both the Sacramento and Marin County Superior Court websites.

LIBERIA PROJECT: Since 2006, Bel Aire has worked with the Tiburon-Belvedere Rotary Club to support the Elizabeth Sele Mulbah Institute, a pre K-9 school in Monrovia, Liberia. Our students have helped to raise funds to provide a village-sized solar cooker, organized a walk-a-thon to pay for the construction of a well at the school, partnered with a local non-profit called the Global Book Exchange to collect and deliver over 1,000 books to start a school library, and paid for homeschooling materials during the recent Ebola outbreak and closure of the Liberian school.

OUTDOOR CLASSROOM: Over the course of two years, students forged several community partnerships to design and build an outdoor classroom space. Students drew concept designs and worked directly with a local landscape architecture firm to draw final plans.

MOSAIC FOUNDATION: Students and staff form partnerships with other schools in Marin County to promote diversity and multicultural initiatives.

APPLE COMPUTERS: Teachers have visited Apple's campus to learn new ways to increase student involvement by utilizing technology across the curriculum.

PARENT ACADEMIES: These are bi-monthly events in which parents are invited to the school campus to gain a deeper understanding of content area instructional practices. Parents are given the opportunity to participate in a mock lesson and then tour classrooms to see the lesson in progress.

We assess the impact of all of our community partnership by tracking student participation rates, conducting parent interviews, recording student reflections, and documenting comments offered in parent informational meetings.

3. Professional Development

Our approach to professional development is systematic, targeting learning opportunities in order to support teachers, address the needs of the school, and improve student achievement. We do this by asking each staff member to review school priorities, set a grade-level goal, a department goal, and an individual professional goal. Leadership meets with staff members to develop a plan to support achievement of goals throughout the year. We also survey the staff, students and parents about strengths, challenges, and next steps for the year to come. This information helps us target professional development opportunities that align with academic standards and will bolster student achievement.

Bel Aire is deliberate in the delivery of on-going and cohesive staff support, rather than fragmented snippets of training. A professional development calendar is created that includes time for teachers to collaborate, share best practices, and to continually reevaluate the impact of their training and their instructional approaches.

In 2014, Bel Aire organized an iInspire program, which addressed gaps in staff technology skill and comfort levels. Staff was paid to prepare and deliver workshops in areas of their expertise for their

colleagues. Participating staff was encouraged to develop student-lessons based on their learnings. Outside practitioners were hired to provide specific training in areas of expertise (i.e. Common Core math practices, coding, and 3-D printing). The iInspire workshops took place a week before school started, and continued throughout the year.

Technology trainings, like iInspire, are prime examples of how professional development directly impacts students and parents. As our teachers learned innovative ways to integrate technology into their instructional program, students were exposed to tools that helped them express their understanding in new ways. In addition, our staff began to offer Parent Academies so parents could support technology use at home.

Bel Aire's professional development plan draws from local and international experts. In partnership with neighboring districts and the Marin County Office of Education (MCOE), the staff has participated in training with practitioners like Phil Daro (Common Core Mathematics), Marzano (CCSS standards and progressions) and DuFour (Professional Learning Communities). After each workshop, teachers apply what they learn in their classrooms and are encouraged to video the lesson so that it can be shared for everyone's benefit.

Our Bel Aire leadership is also dedicated to continuing professional development in a variety of ways. Administrators network with other local school leaders and receive support from trained coaches. Because we are committed to progressive instructional practices, leadership attends conferences for innovators, designers, and burgeoning entrepreneurs (e.g., San Francisco's SUM conference in 2014) in lieu of traditional K-12 conferences.

4. School Leadership

Much of Bel Aire's success can be attributed to a model of shared leadership. Although the school has thrived under the formal leadership of a single principal, the school's policies, programs, and resources have been the product of many individuals, teams, and committees. Due to shifts in district leadership and growing enrollment, 2014/15 marked the first year the principal received formalized support in the form of district Assistant Principals who were assigned to both the district primary school and Bel Aire.

The superintendent works closely with the district's Board of Directors to review progress and make recommendations. The result is a Local Control Accountability Plan (LCAP) which articulates annual priorities for each of the three district schools. These priorities are reported to school site leadership teams and form the foundation for Bel Aire's School Site Plans. The School Site Plan then informs curriculum and instruction, shapes intervention and enrichment programs, and prioritizes spending. Bel Aire's School Site Council (SSC) oversees the plan and is composed of parents and staff, including the principal, certificated teachers, members from the school board, and classified staff.

At the site level, each grade level team is led by a Grade Level Coordinator (GLC) who serves as a guarantor that the school's plan is implemented within the calendar and structures necessary for success. GLCs meet biweekly as part of a larger school leadership team to establish, review, and improve school programs. The leadership team also assesses the efficacy of professional development and monitors any achievement gaps.

Bel Aire also has formalized departments and subcommittees. Departments shift each year to reflect and support the school site plan but generally represent core academic areas plus social-emotional development and digital literacy. Each department is led by a teacher who runs meetings, consults with school leadership, and guides the department work. In less formalized roles, all teachers are encouraged to lead in any area about which they are especially passionate. This can take the form of leading a student enrichment club (e.g., Student Council, Green Team, Bel Aire Digital Magazine), participating in a staff social committee, or starting a before or after school student group (e.g., math club, dance team, reading support).

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>California Standards Test</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	84	92	92	92	88
Advanced	60	70	71	72	65
Number of students tested	183	165	136	142	127
Percent of total students tested	98	99	96	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	84	92	93	92	88
Advanced	63	70	73	72	65
Number of students tested	153	142	111	115	98
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: In question #8 of Part II (Demographic Info), there was a note that said the state "reported that 11% of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Eligible for free and reduced lunch, Students with Disabilities, English Learners, and migrant students". While this appears to be a significant subgroup (i.e., representing greater than 10% of our students), it is a combination of several subgroups for which we do not have data. Accordingly, we have not reported data for this "super group".

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>California Standards Test</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	89	95	94	90	92
Advanced	70	77	80	74	82
Number of students tested	170	142	152	129	124
Percent of total students tested	98	97	99	98	97
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	88	96	93	92	92
Advanced	70	78	80	76	82
Number of students tested	147	119	122	98	105
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>California Standards Test</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	90	96	92	93	90
Advanced	65	66	73	69	70
Number of students tested	161	154	134	134	137
Percent of total students tested	98	98	97	98	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	91	96	95	95	91
Advanced	67	67	75	70	70
Number of students tested	139	123	101	114	116
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>California Standards Test</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	77	90	87	86	78
Advanced	48	45	58	58	47
Number of students tested	183	164	136	142	127
Percent of total students tested	98	98	96	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	78	91	90	84	80
Advanced	51	47	59	58	48
Number of students tested	153	141	111	115	98
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>California Standards Test</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	95	93	96	95	94
Advanced	81	82	87	78	78
Number of students tested	171	142	151	129	123
Percent of total students tested	99	97	99	98	96
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	94	95	98	96	96
Advanced	81	83	87	81	79
Number of students tested	148	119	121	98	104
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>California Standards Test</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	90	98	92	93	91
Advanced	68	86	76	76	74
Number of students tested	160	154	134	134	137
Percent of total students tested	98	98	97	98	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	89	100	96	96	93
Advanced	69	87	76	77	73
Number of students tested	138	123	101	114	116
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: