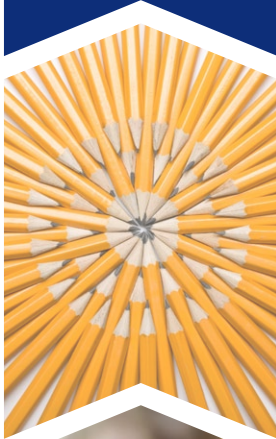
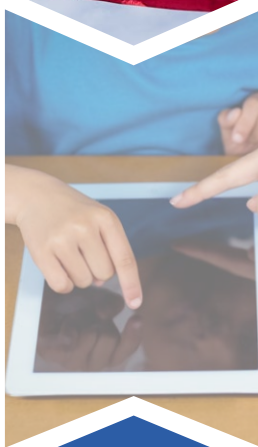


SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Belle Air Elementary School

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450 Third Avenue
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Para español, visita:
www.sbpsd.k12.ca.us

San Bruno Park SD





San Bruno Park School District Goals

- Attract, develop and retain highly qualified staff
- Implement 21st-century learning strategies and methodologies
- Become fiscally solvent
- Develop, expand and implement quality programs and courses to enable academic success for all students

Principal’s Message

Welcome!!! Belle Air Elementary School serves a vibrant, linguistically and culturally diverse community in San Bruno, California, on the north Peninsula.

Belle Air students are smart and enthusiastic learners. In collaboration with our parents and the community, we support, challenge and prepare our students as they progress in their educational journey. It is our expectation that when students leave Belle Air, they are prepared to be successful in middle school, to complete high school A-G university admission requirements and be eligible to go to the college of their choice. In addition, we train our students to be lifelong learners and knowledgeable, respectful and responsible and contributing members of their community.

Preschool program on campus: We have a thriving preschool program on campus that serves more than 12 students for ages 3-5. We incorporate hands-on activities, cultural experiences, kindergarten readiness and play to build a strong foundation for our children’s future.

We have developed partnerships with the greater community including the City of San Bruno, San Francisco International Airport and Recology of San Bruno.

Parent engagement: Our parents are active at our school, and the Parent Teacher Association (PTA) holds many special events and fundraisers throughout the year. The proceeds contribute to the many supplementary programs at Belle Air, including a high-quality physical-education program, music for kindergarten through third grade and a weeklong outdoor education experience for our fifth-grade students each year.

Technology: Access to technology is a priority at Belle Air. Every classroom is equipped with an LCD projector, document camera and student electronic devices to bring the world into the classroom. Our students use ST Math, a mathematical reasoning and problem-solving program by the MIND Research Institute through a grant from Silicon Valley Mathematics Initiative. There is also RazzKids and Rosetta Stone that provide supplemental support. In addition, there is a 1:1 ratio of Chromebooks to students in grades 3-5. Students in primary classrooms have access to iPads to provide individualized learning.

Meeting all student needs: We have an “early intervention” model that includes a reading intervention teacher and two part time paraeducators providing targeted and specialized instruction to select students. We have a resource specialist teacher, part-time speech teacher and counselors to provide services for those students with exceptional needs. There is an after-school program on-site that includes homework help, enrichment activities and structured outdoor games. The San Bruno Park School District works in concert with the school site to serve the health and wellness needs of our students.

You are welcome to visit Belle Air Elementary and see for yourself our smart students, exceptional staff and the abundant learning going on here.

Michael Rothhammer

Principal

School Mission Statement

We believe all students can be successful academically if we take the time to address their diverse learning needs, challenge them and provide timely interventions for students below grade level.

We believe in building a strong bond between the school, home and community to provide a web of support for all students to ensure their academic success.

We believe we must address the whole child by providing an emotionally safe learning environment for each student as well as multiple opportunities for creativity and enrichment. We are implementing a Positive Behavioral Interventions and Supports (PBIS) school climate program.

Finally, we believe in honoring the diverse cultures that make up the mosaic of Belle Air, as well as ensuring students who leave us have the skills and social capital to be career and college ready as well as ultimately successful and contributing members of the larger community.

School Vision Statement

All students of Belle Air Elementary School, with the support of the school community, will learn to be reflective, creative thinkers. They will collaborate with others and learn effective communication skills.

School Accountability Report Card

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.



Proud Schools in a Proud Community

District Mission Statement

San Bruno Park School District (SBPSD) educates and empowers all students to thrive academically, socially and emotionally to be contributing members of society.

San Bruno Park School District Belief Statements

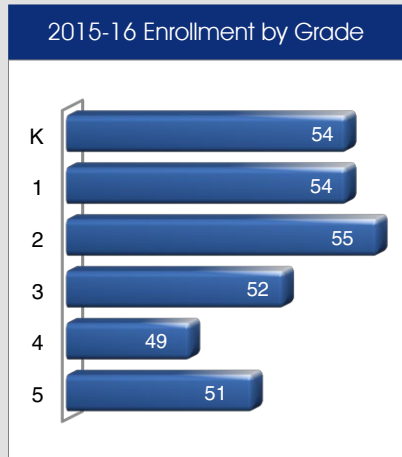
We believe that:

- Public education serves a vital role in our society.
- Honesty and openness at all levels create trusting relationships.
- Every student has capacity and a desire to learn. It’s our task to capture and expand that desire and encourage students to do their best.
- In education, one size does not fit all; we need to address each child’s needs individually.
- The community must be included in the education of their children.
- We must act on our beliefs and serve as role models.
- We must provide a safe and secure education environment.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



Professional Development

The district and school site provide time and resources for collaboration, planning and professional learning for all staff. Teachers receive training directly related to instructional practices by attending after-school professional learning, workshops and conferences. Professional-development days enable staff members to receive training that is rigorous, challenging, and responsive to student learning needs and current best practices.

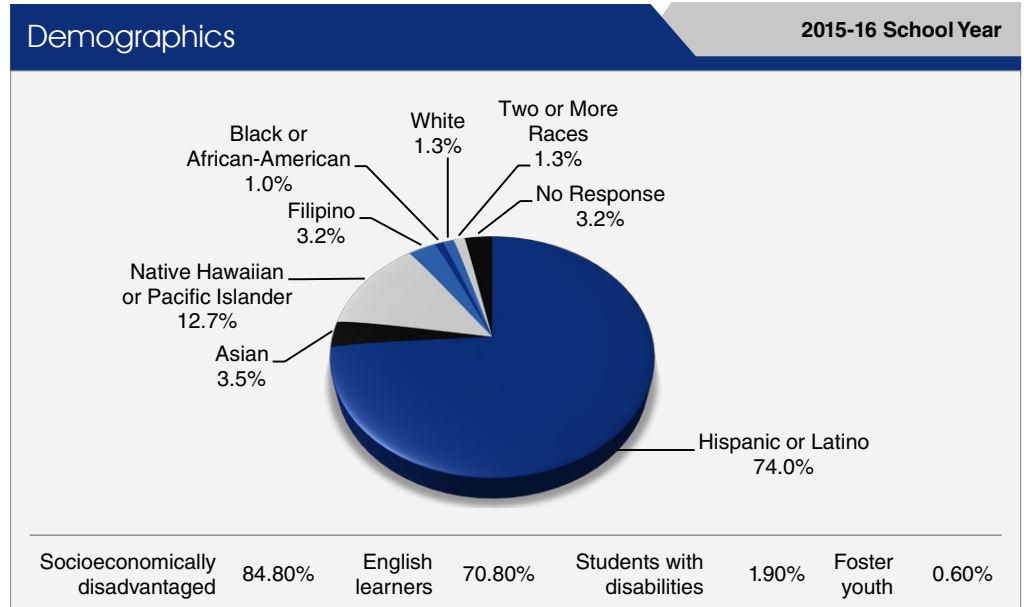
Methods to provide professional learning include professional learning days, early release days, after school and during summer break.

Support of teachers include collegial support through common planning time and cycle of inquiry structure, including teacher-led professional learning, peer observation and coaching.

Professional Development Days	
2014-15	3 days
2015-16	3 days
2016-17	3 days

Enrollment by Student Group

The total enrollment at the school was 315 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



School Safety

To safeguard the well-being of students and staff, the faculty and School Site Council have updated the comprehensive School Site Safety Plan, most recently in March 2017. The safety plan covers school disaster preparedness and various safety procedures, such as the visitor policy, emergency materials and evacuation procedures. Safety drills are held on a regular basis; fire and earthquake drills are held monthly. Intruder and lockdown drills are held as appropriate. During the 2014-15 school year, we replaced Section 4.0 Immediate Response Action Response based on the revision promulgated by the San Mateo County Office of Education Coalition for Safe Schools and Communities. Drills are conducted monthly and rotate between fire, earthquake and lockdown drills.

All visitors to Belle Air School must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during recess breaks, at lunch and after school. Supervision is a responsibility shared among noon supervisors, teachers and the administration. Students may also participate in the Student Safety Patrol before and after school. Shortly after the school day starts, all gates are locked except for the gate at the main entrance of the school.

To promote a safe and caring school climate, the Belle Air School community provides students with support and strategies to treat each other with respect and in a caring manner. To that end, all staff members reinforce the Positive Behavioral Interventions and Supports (PBIS) model and discuss and reinforce positive character traits. Students also are taught to use conflict-management skills to help work through problems with their peers. A system of guidelines on appropriate and inappropriate behavior includes yellow and blue slips with respective consequences. Suspension is always a last resort and is only for those infractions enumerated in the Education Code. A Climate Committee consisting of teachers and the principal meet monthly to address schoolwide behavioral matters such as PBIS, the implementation of the character traits and to plan the monthly Super Student Assembly.

Parental Involvement

Parents at Belle Air are involved in their students' education in a variety of ways. Parents volunteer in the classroom and are active members of various school committees, including the PTA, School Site Council (SSC), English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC). The principal holds monthly "cafe" meetings with parents and stakeholders to share information and provide a forum for parents to discuss school-related topics.

There is also a parent liaison who works with parents to encourage their involvement and engagement with the school. In addition, this person conducts parent-education workshops periodically throughout the school year and provides interpretive services for families.

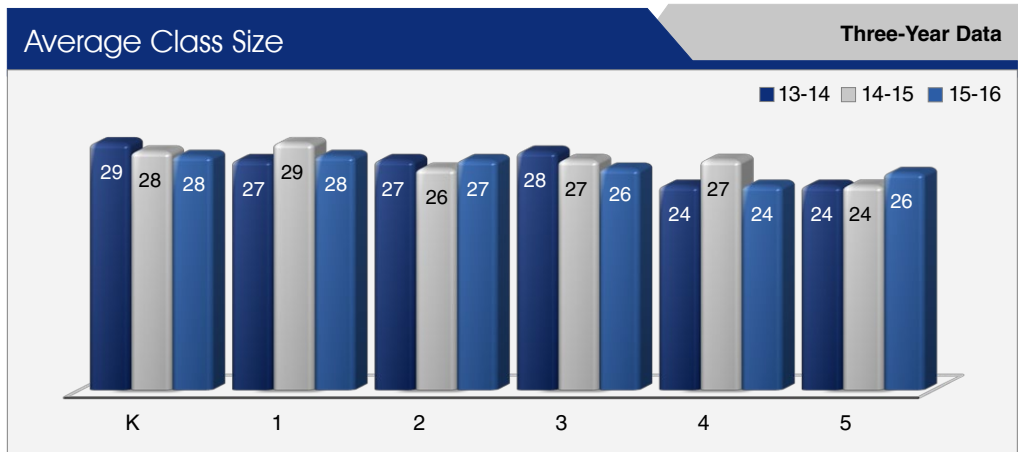
For more information on how to become involved at Belle Air, please contact the school at (650) 624-3155.



"Belle Air Elementary School serves a vibrant, linguistically and culturally diverse community in San Bruno, California, on the north Peninsula."

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Grade	Three-Year Data								
	2013-14			2014-15			2015-16		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2			2			2	
1		2			2			2	
2		2			2			2	
3		2			2			2	
4		2			2			2	
5		2			2			2	

Achievements

- In the 2015-16 school year, Belle Air provided reading intervention to students one or more grade levels below. In addition, an instructional assistant provides support to kindergarten and first-grade students who are not at grade level.
- The After School Education and Safety (ASES) grant allows Belle Air School to provide an after-school program every day school is in session. The program offers students in grades 1-6 homework support, enrichment activities and a nutritious snack. After-school enrichment included arts and crafts; cooking; and physical activities, such as folkloric dancing and Zumba. In addition, all fifth-grade students participated in the yearly outdoor education experience that provides a multitude of hands-on science activities.
- A majority of our classroom teachers are trained by the California Reading and Literature Project (CRLP).

Special Programs and Staff

Students are encouraged to participate in the school's supplemental academic and extracurricular activities, which are an integral part of the educational program. These programs promote positive attitudes, encourage achievement and aid in the prevention of behavioral problems. Extracurricular activities and programs in the 2015-16 school year at Belle Air Elementary School include the City of San Bruno-administered after-school program. A combination of school district and PTA funding ensure all students participate in the Rhythm & Moves physical-education program. Instrumental music was offered to fourth- and fifth-grade students after school.

The district psychologist and counselor are devoted to helping all students, special- and general-education students deal with socioemotional problems, assisting them in reaching positive goals and providing additional counseling services to selected general-education students.

There is a Student Health Center located on the Belle Air campus, and it is accessible to our students and families.

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Belle Air ES			
	13-14	14-15	15-16
Suspension rates	0.9%	0.0%	1.8%
Expulsion rates	0.0%	0.0%	0.0%
San Bruno Park SD			
	13-14	14-15	15-16
Suspension rates	1.3%	0.3%	2.8%
Expulsion rates	0.1%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%



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. The 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	
2015-16 School Year	
Grade 5	
Four of six standards	17.3%
Five of six standards	15.4%
Six of six standards	3.8%

Measures for Improvement

- In 2015-16, we continued to improve differentiated learning in all subject areas with additional emphasis on reading/language arts and mathematics. Belle Air continued to hold high expectations for all students. The reading Intervention teacher worked with selected students below grade level. We created an intervention team to design a systematic intervention program for underachieving students and ensure we monitor progress of all students who needed support.
- In addition, Belle Air continued to build a positive school climate PBIS. A school team attended training periodically throughout the school year. Some features include recognizing students who exemplified the monthly character trait of the month.

English Learner Program

The English language development (ELD) program assists students who are English learners. The Academic Language Development program provides specialized instruction in English language. Students are grouped by their language proficiency level based on their California English Language Development Test (CELDT) results. All teachers are Crosscultural Language and Academic Development (CLAD) certificated. ELD instruction is fully integrated into the classroom curriculum. For our beginner students, we have specialized instruction including Rosetta Stone. All teachers participated in Senate Bill 472 training for ELD. This training was provided by the California Reading and Literacy Project and consisted of 40 hours of workshop time. Teachers utilize these research-based strategies to improve academic English for our English learners.

Special Education Program

Students are encouraged to participate in the school's supplemental academic and extracurricular activities, which are an integral part of the educational program. These programs promote positive attitudes, encourage achievement and aid in the prevention of behavioral problems. Extracurricular activities and programs in the 2015-16 school year at Belle Air Elementary School include the City of San Bruno-administered after-school program. A combination of school district and PTA funding ensure all students participate in the Rhythm & Moves physical-education program. Instrumental music was offered to fourth- and fifth-grade students after school.

The district psychologist and counselor are devoted to helping all students, special- and general-education students deal with socioemotional problems, assisting them in reaching positive goals and providing additional counseling services to selected general-education students.

There is a Student Health Center located on the Belle Air campus, and it is accessible to our students and families.

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2016-17 School Year
	Belle Air ES	San Bruno Park SD
Program Improvement status	In PI	In PI
First year of Program Improvement	2007-2008	2011-2012
Year in Program Improvement	Year 5	Year 3
Number of schools currently in Program Improvement	3	
Percentage of schools currently in Program Improvement	100.00%	



CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
Subject	Belle Air ES			San Bruno Park SD			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	36%	34%	10%	62%	61%	54%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	52	52	100.00%	9.62%	
Male	19	19	100.00%	5.26%	
Female	33	33	100.00%	12.12%	
Black or African-American	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	❖	❖	❖	❖	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	41	41	100.00%	12.20%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	❖	❖	❖	❖	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	49	49	100.00%	10.20%	
English learners	35	35	100.00%	5.71%	
Students with disabilities	❖	❖	❖	❖	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Belle Air ES		San Bruno Park SD		California	
	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	20%	14%	44%	46%	44%	48%
Mathematics	21%	13%	40%	41%	33%	36%

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

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-5.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	49	48	98.00%	18.80%
Male	29	29	100.00%	10.30%
Female	20	19	95.00%	31.60%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	35	35	100.00%	14.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	45	45	100.00%	17.80%
English learners	34	34	100.00%	14.70%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	49	49	100.00%	27.70%
Male	29	29	100.00%	29.60%
Female	20	20	100.00%	25.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	35	35	100.00%	23.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	45	45	100.00%	25.60%
English learners	34	34	100.00%	24.20%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	50	48	96.00%	14.60%
Male	28	28	100.00%	10.70%
Female	22	20	90.90%	20.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	33	31	93.90%	12.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	38	36	94.70%	5.60%
English learners	33	31	93.90%	6.50%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	50	50	100.00%	12.00%
Male	28	28	100.00%	14.30%
Female	22	22	100.00%	9.10%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	33	33	100.00%	9.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	38	38	100.00%	5.30%
English learners	33	33	100.00%	6.10%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	52	52	100.00%	7.70%
Male	19	19	100.00%	0.00%
Female	33	33	100.00%	12.10%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	41	41	100.00%	7.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	49	49	100.00%	8.20%
English learners	35	35	100.00%	2.90%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	52	52	100.00%	0.00%
Male	19	19	100.00%	0.00%
Female	33	33	100.00%	0.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	41	41	100.00%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	49	49	100.00%	0.00%
English learners	35	35	100.00%	0.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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



Textbooks and Instructional Materials

The instructional-materials selection process in SBPSD, when there is adequacy of funding, involves teachers and community members. There is an advisory committee of teachers, known as the Curriculum Council, with representatives from each school. The Curriculum Council narrows the field of state-adopted materials, when such a list exists. Then teachers in the district are solicited to do a "comparison pilot," meaning that they have to use the two finalists in an actual instructional setting. They then submit a recommendation to the Curriculum Council. Administration then forwards the recommendation to a public review period and "discussion" by the school board. Because the school board only meets once a month, there is a 30-day public review period. Provided there are no exceptions, the recommendation is brought back for action at the following meeting.

The most recent public hearing to adopt a resolution at the sufficiency of instructional materials was held on October 12, 2016. The most recently adopted textbooks were from the state-approved list.

The textbook content fits within the State Board of Education-adopted curriculum frameworks. The district is in the final year of a four-year transition plan to align textbooks with Common Core State Standards.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
English language arts	Wonders, McGraw-Hill	2016
English learners	Wonders, McGraw-Hill	2016
Mathematics	Eureka, Great Minds	2015
Science	California Science, Pearson Scott Foresman	2007
History/social science	California Vistas, Macmillan/McGraw-Hill	2006

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject		2016-17 School Year
Belle Air ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	◇	
Foreign language	◇	
Health	◇	

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-serve 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.

◇ Not applicable.

Quality of Textbooks

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

Quality of Textbooks	
2015-16 School Year	
Criteria	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
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2016-17 School Year	
Data collection date	10/12/2016

Types of Services Funded

Title I federal funds paid for:

- Reading intervention teacher
- Supplemental Reading program
- Supplemental Educational Services for students one or more grade levels below their present grade

A physical-education program is funded through the Belle Air PTA.

Finally, a state After School Education and Safety (ASES) grant funded the after-school program.

San Bruno Education Foundation is funding for 2015-16 instructional assistant (IA) to provide additional support for students in the classroom.



School Facilities

Belle Air Elementary School was originally built in 1951 and provides a safe, clean environment for students, staff and volunteers. The school was reconstructed in the summer of 2000. The campus has a quad configuration and is fully gated for safety and convenience of access. In the quad area there is a central playground area with two play structures, one for primary and one for upper-grade students. In the front of the school, there is a preschool playground with a climbing structure. Belle Air Elementary School is composed of 18 preschool to fifth-grade classrooms, a library-media center, one computer lab, a counseling room, a staff room, and a cafeteria. There two portables one has been remodeled as a state-of-the art health center, and the other is a parent center.

Library: An instructional media aide assists students with acquiring library skills such as finding books of high interest and research materials for reports or presentations. Students have weekly access to the library and are able to obtain books needed to support and supplement their academic learning. Twice a year, the media aide organizes a book fair.

Technology: Classrooms are equipped with LCD projectors, document cameras, student computers and internet access. For second- through fifth-grade students there is a 1:1 ratio of electronic device students, and for kindergarten and first grade students there is a 2:1 ratio of electronic devices to students.

The school buildings and grounds are cleaned on a daily basis. There is a full-time custodian during the school day, and a part-time custodian who cleans rooms in the afternoon and evening. There are schedules that specify their responsibilities.

The maintenance crew does the gardening of the grounds and any repairs the custodians are not authorized to do.

School Facility Items Inspected

The tables show 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 and 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.

School Facility Good Repair Status				2016-17 School Year
Items Inspected	Repair Status	Items Inspected	Repair Status	
Systems	Good	Restrooms/fountains	Fair	
Interior	Good	Safety	Good	
Cleanliness	Good	Structural	Good	
Electrical	Good	External	Fair	
Overall summary of facility conditions				Good
Date of the most recent school site inspection				10/26/2016
Date of the most recent completion of the inspection form				10/26/2016

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs			2016-17 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action	
Interior	Replace sagging tile in Room 11 and missing ceiling tiles in principal's office.	Repaired December 2016	
Restrooms/fountains	One urinal leaking.	Repaired December 2016	
External	Room 12 exterior door rusty/peeling.	Repaired and painted December 2016	

Homework

Homework is a fundamental part of the learning process that helps students to develop basic academic and study skills as well as promote student responsibility and self-discipline. Each teacher follows the guidelines provided in the district homework policy. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child. The after-school program provides 70 minutes after school daily for homework.



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	San Bruno Park SD	Belle Air ES		
Teachers	16-17	14-15	15-16	16-17
With a full credential	116	12	10	14
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0



Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Belle Air ES		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	1	0

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Belle Air ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	100.00%	0.00%

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 Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Average number of students per academic counselor	✦
Support Staff	
	FTE
Social/behavioral counselor	0.0
Career development counselor	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.4
Psychologist	0.4
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.9
Resource specialist (nonteaching)	0.0
Other	FTE
Reading intervention teacher	0.8
Intervention instructional assistant	0.4



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	
2014-15 Fiscal Year	
Total expenditures per pupil	\$7,661
Expenditures per pupil from restricted sources	\$3,428
Expenditures per pupil from unrestricted sources	\$4,233
Annual average teacher salary	\$56,664

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data

The financial data displayed in this SARC is from the 2014-15 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 detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

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	2014-15 Fiscal Year	
	San Bruno Park SD	Similar Sized District
Beginning teacher salary	\$39,338	\$44,507
Midrange teacher salary	\$68,597	\$68,910
Highest teacher salary	\$79,200	\$88,330
Average elementary school principal salary	\$103,346	\$111,481
Average middle school principal salary	\$107,511	\$115,435
Superintendent salary	\$135,634	\$169,821
Teacher salaries: percentage of budget	32%	39%
Administrative salaries: percentage of budget	5%	6%

Financial Data Comparison

This 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	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Belle Air ES	\$4,233	\$56,664
San Bruno Park SD	\$6,607	\$61,508
California	\$5,677	\$71,610
School and district: percentage difference	-35.9%	-7.9%
School and California: percentage difference	-25.4%	-20.9%



School Accountability Report Card

PUBLISHED BY:



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 and comparisons of the school to the district, the county and the state, 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. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.