



Belle Air Elementary School

**Single Plan for Student Achievement
2010-2011**



Belle Air Elementary School

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Belle Air Elementary School

Vision Statement

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

Mission Statement

**We believe that students will be self-directed, enthusiastic,
respectful, and responsible individuals
who are intelligent innovators
that will become productive members of society.**

Belle Air Elementary School

English Learner Advisory Council Meeting Minutes

May 20, 2010
8:15 a.m.
Cafeteria

Meeting was called to order at 8:15 am. In attendance Claire Beltrami (principal), Sylvia Ramirez, (Parent Liaison), Joseph Estelita, Marina Diaz, Imelda Velazquez, Maria Franco, Maria Chavolla, Maria Vega, Cruz Abarca, Maribel Dominguez, Javier Rivera (parents).

Spanish/English translations were provided by Ms. Ramirez.

Parents were informed by the principal, Ms. Beltrami that the purpose for the meeting was to review the school's Single Plan for Student Achievement (SPSA). Next's year, 2010-2011 allocation has not been awarded, but estimated monies needed to be distributed into the plan's goal for achievement.

- Goal # 1: Increase ELA proficiency
- Goal #2: Increase Math proficiency
- Goal #3: Increase Parent Participation

Ms. Beltrami presented the components of the SPSA. Discussion was held on the items implemented this year by the teachers to meet the needs of our students, especially the English Language Learners. All present were in given post it to place by their choices.

Open Floor Discussion Items: Discussion of the increase in class size for the next school year. Parents were concerned about the number of students going from 20 to 31 in Kindergarten through Third Grade. Parents also were concerned that we were losing our excellent teachers that had worked with their students for the past few years.

Purpose of the ELAC:

1. Participate in the school's needs assessment of students, parents and teachers
2. Advise the principal and school staff on the school's program for English Learners
3. Provide input on the most effective ways to ensure regular school attendance.
4. Advise the school on the annual language census (R-30 Form)
5. Advise the School Site Council (SSC) on the development of the Single Plan for Student Achievement (SPSA)

Meeting was adjourned at 9:10 am

BELLE AIR ELEMENTARY SCHOOL PARENT INVOLVEMENT POLICY

Greater family involvement is supported through the federal Improving America's Schools Act (IASA) and the Elementary and Secondary Education Act (ESEA) Title I law. This law mandates that:

“Each school...shall jointly develop with, and distribute to, parents of participating children a written parent involvement policy, agreed upon by such parents, that shall describe the means for carrying out the requirements.... Such policy shall be updated periodically to meet the changing needs of parents and the school.”

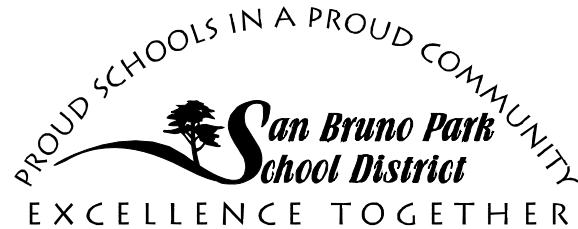
To this end, Belle Air Elementary School as an IASA/ESEA Title I School will:

- Convene an annual meeting at a convenient time to which parents of participating children shall be invited and encouraged to attend. Inform parents of their school's participation under Title I, and explain its requirements and their right to be involved.
- Establish a School Advisory Committee and/or English Language Advisory Committee (ELAC).
- Schedule regular meetings of the Advisory Committees. Keep on file membership lists, bylaws, and minutes of each meeting.
- Discuss the Single Plan for Student Achievement (SPSA) with Advisory Committees.
- Design parent involvement programs with input from parents.
- Provide full opportunities for parents with limited English proficiency or with disabilities, including information in a language and form each parent can understand.
- Provide opportunities for Advisory Committees to give input into the development, modifications, and evaluation of the school's Title I plan.
- Inform each child's parent of their child's individual student achievement results and specific instructional goals.
- Provide each parent with a description and explanation of the curriculum used at the school.
- Jointly develop with parents a school-parent compact that outlines how parents, school staff, and students will share the responsibility for improved student achievement.
- Address the importance of communication between teachers and parents on an ongoing basis.
- Allocate at least 1% of the Title I school site budget for defined parent involvement programs such as family literacy and parenting skills.
- Keep parents informed about school wide and classroom activities with flyers and newsletters.
- Provide assistance to parents and staff in such areas as understanding the State's content standards.
- Evaluate the effectiveness of parent involvement programs and adjust the program based on recommendations.

SAMPLE OF PARENT COMPACT:

450 Third Avenue
San Bruno, CA 94066

650 624-3155
650 875-7596 FAX



Belle Air School

Claire Beltrami
Principal

Our school believes our students should strive for academic excellence. We believe that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

- Believe that I can learn and will learn.
- Do my best on all my assignments.
- Read for at least 20 minutes, five days a week.
- Come to class on time, ready to learn, and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.

Student signature

Date

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education.
- Monitor TV viewing and other activities that might not promote academic and personal growth
- Make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline, dress code, and regulations stated in the Student Handbook.

- Monitor my child's progress in school.
- Make every effort to attend school events, ask for and attend a parent-teacher conference, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in shared decision making with school staff and other families for the benefit of students through the School Site Council, English Language Acquisition Committee, and/or the monthly Parent-Principal meeting.
- Respect the school, staff, students, and families.

Family member signature

Date

As a teacher I will:

- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes and curricula that are interesting, relevant, and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class that promotes academic and personal growth
- Communicate regularly with families about their child's progress in school.
- Provide assistance to families on what they can do to support their child's learning and about services that are available to support high student achievement, e.g. tutoring
- Participate in shared decision making with other school staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Teacher signature

Date

We make a commitment to work together to carry out this agreement.



**San Bruno Park School District – Parent Survey – 2010
Belle Air Elementary Results**

	Total Spanish forms =115 Total English forms = 147 Total forms = 262	44% 56%	Strongly Agree	Agree	Disagree	Strongly Disagree	n/a
1	I feel welcome at my child’s school. -Just because is very happy here -Teachers and office staff is welcoming but yard duties and other employee are rud -Yes because my child’s school a perfect place to be -Siempre desde el primer momento (Always from the first moment) -Es muy amable el personal de la oficina (The office staff is very nice) -es muy buena escuela para mi hijo el aprendido mucho (very good school for my son he has learned alot) -desde el primer momento (from the first moment) -porque estaban en la allen antes (we were previously at allen)		<u>Spanish -63</u> <u>English-78</u> 141 – 54%	<u>Spanish- 50</u> <u>English-63</u> 113 – 43%	<u>Spanish-2</u> <u>English-4</u> 6 – 2%	<u>English-2</u>	
2	My child’s school is a safe environment. -I feel staff does the best they can to keep place safe. -Yes if he doesn’t know a bad side he’ll be fine -not really – my son has been bullied and the principal never did anything -my son has been hit by other kids during recess time many		<u>Spanish-37</u> <u>English- 63</u> 100 – 38%	<u>Spanish-69</u> <u>English- 73</u> 142 – 54%	<u>Spanish-8</u> <u>English-7</u> 15 – 8%	<u>Spanish-1</u> <u>English-1</u> 2	<u>English-3</u>

<p>times</p> <p>-I think it is a safe place for my knowledge</p> <p>-si es seguro (yes it is safe)</p> <p>-Aunque me gustaria que no estuvieran abiertas todas las puertas en horas de escuela (although I would like it if not all the doors were open during school hours)</p> <p>-si es seguro el ambiente de la escuela (yes the school environment is safe)</p> <p>-Siempre estan en vigilancia (They are always being watched)</p> <p>-muy bien (very good)</p> <p>-el amigo de mi hijo dise ke hi ninos en gagas con cuchillos navajas (my son's friend says that there are kids in gangs with knives and switchblades)</p> <p>-Quien sea se puede entrar (Anybody can come in)</p> <p>-algunos ninos agraden a otros (en grupo tambien) (banos y después de clases) (some kids are being bothered by others (in groups too))(in bathrooms and after school)</p> <p>-cuando boy a la hora de descanso tiene que reportarse uno a la oficina para saber que esta con el nino (when I go on my days off you have to report to the office so they know you are with your child)</p> <p>-me gustaria que hubiera mas seguridad para los nino (I would like more security for the children)</p> <p>-porque no le brindan cuidado suficiente (there is not enough care)</p>					
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3	<p>The overall academic needs of my child are being met.</p> <ul style="list-style-type: none"> -good teachers -My child academic is ok because his math (weak part) improve thanks -some reason academic plan worked w/my child here -por que me reportan todo su desarroyo (because I am given a report of his development) -si es excelente (yes it is excellent) 	<p><u>Spanish-50</u> <u>English-6</u> 56 – 21%</p>	<p><u>Spanish-61</u> <u>English-76</u> 137 – 52%</p>	<p><u>Spanish-3</u> <u>English- 10</u> 13 – 5%</p>	<p><u>Spanish-1</u></p>	
4	<p>The reading program is appropriate for my child’s needs.</p> <ul style="list-style-type: none"> -teachers always follow up with us about our kids needs -Improve he is a excellent reader because he loves reading anything -to be honest yes, because my child love to read -Ha progresado mucho (has progressed a lot) -el ha avansado 2 nibeles arriba del k le corresponde (has advanced 2 levels above where he should be) -si por que me otorga material para trabajar con mi hijo (I am given materiales to work with my son) -si ha hacen practicar (yes they have them practice) -si y esto a ayudado mucho a mi nina me gustaria que lo sigan haciendo (yes, this has helped my daughter alot I would like it to continue) 	<p><u>Spanish-50</u> <u>English-61</u> 111 – 42%</p>	<p><u>Spanish-60</u> <u>English-82</u> 142 – 54%</p>	<p><u>Spanish-4</u> <u>English- 4</u> 8 – 3%</p>		
5	<p>The science instruction meets the needs of my child.</p> <ul style="list-style-type: none"> -My child loves science he said so -My needs more learn about study a science -no tiene clases de ciencias 	<p><u>Spanish-37</u> <u>English- 54</u> 91 – 35%</p>	<p><u>Spanish-69</u> <u>English-73</u> 142 – 54%</p>	<p><u>Spanish-3</u> <u>English-6</u> 9 – 3%</p>		<p><u>Spanish-4</u> <u>English-10</u> 14 – 5%</p>

	(doesn't have science class) -Es satisfactorio interesante para ella (it is satisfactory and interesting for her)					
6	The social studies program meets the needs of my child. -He kind fullfill his knowledge about his social study -she liked the social studies by looking her work	<u>Spanish-39</u> <u>English- 51</u> 90 – 34%	<u>Spanish-65</u> <u>English- 81</u> 146 – 56%	<u>Spanish -4</u> <u>English -6</u> 10 – 4%		<u>Spanish-4</u> <u>English-7</u> 11 – 4%
7	The mathematics curriculum is helping my child develop strong skills in math. -They are moving too fast and don't care who understands, they just move to the next subject. -Very much so like I said above he is really happy about his math -she needs extra help -Her math is a weak part but I guest is more understand now -He visto gran mejoria en su aprendizaje (I have seen an improvement en her learning) -el programa sera bueno, pero mi hijo tiene problemas en matematicas (the program is good but my son has problems in math) -Por que a el no le gusta matematicas (because he doesn't like math) -ofrecen material practico (the materials offered are practical) -siempre se esmeran para que mi hija aproveche lo mejor posible (they always take care that my daughter takes advantage of the best as much as possible)	<u>Spanish-48</u> <u>English- 58</u> 106 – 40%	<u>Spanish-59</u> <u>English- 73</u> 132 – 50%	<u>Spanish-4</u> <u>English-10</u> 14 – 5%	<u>English-1</u>	<u>Spanish-1</u> <u>English-2</u> 3 – 1%
8	Along with academics, PE, art and music are important in my child's education.	<u>Spanish-55</u> <u>English- 77</u>	<u>Spanish -53</u> <u>English- 62</u>	<u>Spanish-2</u> <u>English- 7</u>	<u>English-1</u>	

	<p>-Some rapp music they hear at their music class they say have bad words!</p> <p>-Thank you for help Sam (son) to interest about all of these subject</p> <p>-need more funding & qualified teachers for PE & art!</p> <p>-what is your definition of ART & music?</p> <p>-sports</p> <p>-My child is excited for PE and especially music she loved the most her life</p> <p>-Si porque se le abren otros perspectivas (yes because this gives them other prespectives)</p> <p>-pero en la Belle iar no tienen maestro de musica (but in Belle Air there is no music teacher)</p>	132 – 50%	115 – 44%	9 – 3%		
9	<p>My child’s school provides clear expectations for student behavior.</p> <p>-My son expect myself as a teacher but he is so proud of his teacher</p> <p>-my child teachers are great, Gemma, Ellis, Easly they keep me updated</p> <p>-Excellent behavior this child from home first and school helped</p> <p>-Pues este ano pasaron cosas no se si se debe ala escuela o a que se deba, no con mi hijo pero uno se entera por otros padres (This year things happened that I don’t know if it’s because of the school or not, not with my son but I found out from other parents)</p> <p>-me reportan continuamente el comportamiento de mi hijo (I am constantly told about my son’s behavior)</p> <p>-ellos nos indican lo que debemos de hacer aunque unos</p>	<p><u>Spanish- 47</u> <u>English- 63</u> 110 – 42%</p>	<p><u>Spanish- 63</u> <u>English- 76</u> 139 – 53%</p>	<p><u>Spanish-3</u> <u>English-6</u> 9 – 3%</p>	<p><u>Spanish-1</u> <u>English-1</u> 2</p>	

	padres no hacen caso (they indicate what we are suppose to do but some parents don't listen)					
10	<p>I am kept informed of my child's progress.</p> <p>-I greatly appreciate it! -To my knowledge I am encourage my child to see everything he does is progress -by teachers -school loop -I am trying to be informed my child progress -Me gustaria que si fuera posible hubiera informacion semanal sea buena o mala (I would like information if possible weekly whether it's good or bad) -Si muy oportunamente (yes, it very conveniente) -solo en conferencias (just in the conferences) -si en las calificaciones me informan el comportamiento (yes on the report card they give me information on his behavior) -si, muy oportuno (yes, it is conveniente) -la informacion las dan al lenguaje de uno (information is given to us in our language)</p>	<p><u>Spanish -60</u> <u>English-80</u> 140 – 42%</p>	<p><u>Spanish-51</u> <u>English-63</u> 139 – 53%</p>	<p><u>Spanish-2</u> <u>English-4</u> 6 – 2%</p>		
11	<p>The quality and content of homework is appropriate.</p> <p>-so, so sometimes I need to stop from reading to do his homework, I have to push him -sometimes they need more time in one subject</p>	<p><u>Spanish-53</u> <u>English-67</u> 120 – 46%</p>	<p><u>Spanish-53</u> <u>English- 71</u> 124 – 47%</p>	<p><u>Spanish-2</u> <u>English- 8</u> 10 – 4%</p>		

	<p>-it would be nice if more homework</p> <p>-My child cries if homework isn't done appropriate, she has to be finish</p> <p>-si son muy adecuadas para su nivel de grado (yes, they are adequate for the grade level)</p>					
12	<p>There is good communication between home and school.</p> <p>-home and teachers</p> <p>-I agree if his environment surrounding is good (home) then school would be easy</p> <p>-teachers communicate good</p> <p>-I guest good communication at home will be showing at school</p> <p>-Si siempre que surge algo nos avisan inmediatamente, estan al pendiente (yes, if something happens we are told immediately)</p> <p>-siempre procuro estar informada (I always try to be informed)</p> <p>-si por parte de las maestras, lamentablemente los padres tenemos diversos horarios y no nos permite participar mucho (yes, by the teachers, unfortunately parents have diverse hours and we can't always participate)</p> <p>-si algo no esta bien inmediatamente comunican conmigo (yes, if something is not right they communicate immediately with me)</p> <p>-si porque son muy amable el personal (yes, the staff is very nice)</p>	<p><u>Spanish-50</u> <u>English- 69</u> 119 – 45%</p>	<p><u>Spanish-57</u> <u>English- 67</u> 124 – 47%</p>	<p><u>Spanish-2</u> <u>English- 7</u> 9 – 3%</p>	<p><u>Spanish-1</u> <u>English-2</u> 3 – 1%</p>	
13	<p>My child can usually do homework independently.</p> <p>-programs or short setions for kids that needs help the most would be really great</p> <p>-my child sometimes but mostly I have to push up to</p>	<p><u>Spanish-49</u> <u>English-67</u> 116 – 44%</p>	<p><u>Spanish-62</u> <u>English-69</u> 131 – 50%</p>	<p><u>Spanish-2</u> <u>English-9</u> 11 – 4%</p>		

	<p>complete what he suppose to be done (homework)</p> <ul style="list-style-type: none"> -always -with my concern and encourage then this child happy to do so willing to complete every bit of all -pone atencion cuando la maestro explica sobre la tarea (he pays attention when the teacher is explaining the homework) - no todo pero que con los materiales que otorga la escuela pronto sea independiente (not with everything but with the materiales the schools gives us he will soon be independent) 					
14	<p>I have used Power School to monitor my child's academic progress and/or attendance.</p> <ul style="list-style-type: none"> -Of course if you (I) careless to academic progress this is not work, yes I do -have not used yet -not lately -Definitely if parent don't push from home kid don't care -no sabia acerca de este programa (I didn't know about this program) -no he utilizado supervisor (I haven't used this supervisor) -esta pregunta no la entiendo (I don't understand this question) 	<p><u>Spanish-23</u> <u>English-34</u> 116 – 44%</p>	<p><u>Spanish-33</u> <u>English-43</u> 131 – 50%</p>	<p><u>Spanish-5</u> <u>English- 21</u> 11 – 4%</p>	<p><u>Spanish-1</u> <u>English- 1</u> 2</p>	<p><u>Spanish-17</u> <u>English-42</u> 59 – 23%</p>

15	<p>I attend activities such as parent-teacher conferences, Back to School Night and Open House.</p> <p>-I don't usually attend. -Not recently due to work hours. -Sometimes I wish I'm not working mother, to complete all the school need -not lately due to work schedules -I'm hoping to be there any chance to have, if I'm having time free - algunas veces (sometimes) -siempre estoy al corriente y me informan a tiempo (I'm always up to date and information is on time) -si me explican el progreso de mi hijo (yes, the progress of my son is explained to me) - algunas veces (sometimes) -siempre (always)</p>	<p><u>Spanish-52</u> <u>English-64</u> 116 – 44%</p>	<p><u>Spanish-51</u> <u>English-70</u> 121 – 46%</p>	<p><u>Spanish-3</u> <u>English-9</u> 12 – 5%</p>	<p><u>Spanish-3</u> 3 – 1%</p>	<p><u>Spanish-2</u> <u>English-4</u> 6 – 2%</p>
16	<p>I work together with the school in making decisions about my child's learning.</p> <p>-When attending P-T conf. -Yes I do, if not push from home, half way kids very lazy sometimes -I'm willing to help out with teachers to help -Estamos en disponibilidad de todo lo que sea posible para su mejoría (we are available to do what is needed for the better) -No lo he hecho (I haven't done it) -si y me proporcionan material para una mejor aprendizaje de me hijo</p>	<p><u>Spanish- 42</u> <u>English- 54</u> 96 – 37%</p>	<p><u>Spanish-60</u> <u>English-73</u> 133 – 51%</p>	<p><u>Spanish -7</u> <u>English -10</u> 17 – 6%</p>		<p><u>Spanish -6</u> <u>English- 10</u> 16 – 6%</p>

	(yes, and I have been provided materials for my son to learn better) -los apoyo mutuamente para el mejoramiento de mi hija (there is support for the improvement of my daughter)					
17	My child is able to check out books and use the school library on a regular basis. -This is great for the kids. -Yes very concern if he missed he is worry what will happen -Maybe so! But my child used a lot of public library on regular basis -siempre cumplen con las reglas (they always follow the rules)	<u>Spanish-55</u> <u>English-61</u> 116 – 44%	<u>Spanish-54</u> <u>English-76</u> 130 – 50%	<u>Spanish -5</u> <u>English- 5</u> 10 – 4%	<u>English- 2</u>	<u>Spanish-1</u> <u>English- 3</u> 4 – 2%
18	The birthday of Cesar Chavez should be honored with a local holiday from school. -I leave it up to the school. -I agree -what about all the other holidays -it may be important to some -neutral -I don't know -no preference -yes thinking is should be, I guest -most school are closed -There are already a lot of days off -En lo personal pienso que si es un dia menos de escuela, 1 dia es mucho que dejan de aprender (personally I think this is one less day of school, one day less to learn) -tienen mucho dias de fiesta (there are already alot of holidays)	<u>Spanish- 39</u> <u>English- 45</u> 84 – 32%	<u>Spanish- 36</u> <u>English- 33</u> 69 – 26%	<u>Spanish- 31</u> <u>English- 46</u> 77 – 29%	<u>Spanish-3</u> <u>English- 6</u> 9 – 3%	<u>Spanish- 6</u> <u>English- 15</u> 21 – 8%

19	<p>My child has access to a computer with internet access at home.</p> <p><u>107</u> Yes <u>33</u> No English <u>66</u> Yes <u>35</u> No Spanish</p> <p>-no but fixing it -we don't have internet at the moment -computer yes but no internet at home -sometimes on weekend only when always do at Public Library for doing his homework, may gave but very little -sometimes in the library but forbid at home except if having a homework -do homework, school projects and play games -problemas economicos (economic problems) -no tenemos computadora en el hogar (we don't have one at home) -solamente para hacer tareas y supervisada (only to do homework and supervised) -solo usa Internet con supervisión de un adulto -si pero cuando podemos estar con el supervisandolo (only when he can be supervised) -pero siempre con supervisión de un adulto (always with the supervisión of an adult)</p>	241 – 92%				
20	<p>My child is learning to speak English and is making good progress.</p> <p>-Le han ayudado mucho y estamos profundamente agradecidos (He has received alot of help and deeply appreciate it) -siempre recibe mucho apoyo (he receives lots of support) -muy inteligente</p>	<u>Spanish- 24</u> <u>English- 14</u> 38 – 15%	<u>Spanish-16</u> <u>English- 7</u> 23 – 9%		<u>Spanish-1</u>	<u>English- 1</u>

	(very intelligent)					
21	<p>I am aware that the San Bruno Park School District has a District and School English Language Advisory Committee.</p> <p>-Que conjuntamente todos han proporcionado grandes apoyos y esfuerzos para que nuestros hijos aprendan mucho (Together we can be very supportive and put effort so that our children can learn alot)</p> <p>-no lo sabia tenia entendida (I didn't know)</p>	<p><u>Spanish- 15</u> <u>English- 13</u> 28 – 11%</p>	<p><u>Spanish-19</u> <u>English- 8</u> 27 – 10%</p>	<p><u>Spanish-2</u></p>		<p><u>English- 1</u></p>
22	<p>The goals of identified GATE student (grades 4-8) are being met.</p> <p>-Me preocupa que quiten el programa, ya que para mi hijo es muy importante aprender algo nuevo, y nosotros como padres desamos que continue (I am worried that this program will be taken away, it is important for my son to learn something new, and we as parents hope it will continue)</p> <p>-no se que quiere decir esta pregunta (I don't understand this question)</p>	<p><u>Spanish- 3</u> <u>English- 7</u> 10 – 4%</p>	<p><u>Spanish- 7</u> <u>English- 5</u> 12 – 5%</p>	<p><u>Spanish-1</u> <u>English- 2</u> 3 – 1%</p>		<p><u>Spanish-1</u> <u>English- 2</u> 3 – 1%</p>
23	<p>The goals of my Special Education Student are being met.</p>	<p><u>Spanish-4</u> <u>English-3</u> 7 – 3%</p>	<p><u>Spanish-5</u> <u>English-3</u> 8 – 3%</p>	<p><u>Spanish-1</u></p>		<p><u>Spanish-1</u> <u>English-1</u></p>
<p>Comments:</p> <p>- I love the school.</p> <p>-My child is very happy with his teacher!! Mr. Matthew A.</p> <p>-I am very happy with my child learning. I like to thank the teachers and everyone who helping my child. I really appreciate for the hard job they do.</p> <p>-The overall of the school I'm very happy with the learning and knowledge the learn. Very good teacher and school program.</p> <p>-Great School</p>						

-The teacher (Mrs Easley) and principal (Mrs. Baltrami) are perfect faculty.

-All is good

-Esoy muy contenta con la educación que mi hijo recibe en esta escuela y siempre hablo a personas que es una escuela muy buena y la recomiendo para que inscriban a sus hijos en ella, mi hijo está en 1 grado y la sabe leer, en un tercer nivel del que le corresponde y además ya está leyendo en español también casi igual que en inglés y esto muy contenta con ello, mil gracias sigan así ayudando a los niños

(I am very happy with the education that my son receives in this school and I always tell everyone how good this school is and recommend that they enroll their children here, my son is in first grade but he is reading at the third level of what he should be and also he is reading in Spanish almost at the same level as in the English and I am very happy with it, a thousand thank you and continue to help the children)

-muy bien

(very good)

-yo estoy muy agradecida y contenta con el maestro que mi hijo tiene este año escolar gracias al maestro Ellis

(I am very thankful and happy with the teacher my son has this school year, thank you Teacher Ellis)

CDE School Library Survey

(Next page)

ELA Overview

Grade/Year/by Percentage of Proficient & Advance

	'09	'08	'07	'06	'05
2 nd	31	44	31	19	29
3 rd	28	20	19	22	
4 th	36	27	19	52	
5 th	30	22	41	42	
6 th	32	58	47	42	

Math Overview

Grade/Year/by Percentage of Proficient & Advance

	'09	'08	'07	'06	'05	'04
2 nd	49	49	47	53	48	52
3 rd	62	41	51	43	60	
4 th	36	24	18	69		
5 th	45	36	37	49		
6 th	54	72	66	40		

CST Results 2009
 All Students Tested: 287
 ELA

	2 nd	3 rd	4 th	5 th	6 th
Students Tested	67	58	56	51	55
% Adv	8	9	20	6	5
% Pro	23	19	16	24	27
% Pro & ↑	31	28	36	30	32
% Basic	47	41	32	41	36
% Below Basic	17	24	20	22	24
% Far BB	6	7	13	8	7

Math

	2 nd	3 rd	4 th	5 th	6 th
Students Tested	69	58	56	52	55
% Adv	17	25	18	12	29
% Pro	32	37	18	33	25
% Pro & ↑	49	62	36	45	54
% Basic	25	18	29	29	22
% Below Basic	20	20	31	17	16
% Far BB	6	0	4	10	7

English Learner:

ELA: 133

	2 nd	3 rd	4 th	5 th	6 th
Students Tested	48	27	25	15	18
% of Enrollment	71.6	46.6	44.6	29.4	32.7
% Pro & ↑	21	7	55	7	0

Math: 135

	2 nd	3 rd	4 th	5 th	6 th
Students Tested	48	29	24	16	18
% of Enrollment	71.6	48.3	43.6	30.8	32.7
% Pro & ↑	42	48	12	25	33

Fluent-Eng. Proficient & English Only:

ELA: 154

	2 nd	3 rd	4 th	5 th	6 th
Students Tested	19	31	31	36	37
% of Enrollment	28.4	53.4	55.4	70.6	67.3
% Pro & ↑	53	45	58	39	49

Math: 154

	2 nd	3 rd	4 th	5 th	6 th
Students Tested	19	31	31	36	37
% of Enrollment	43.5	51.7	56.4	69.2	67.3
% Pro & ↑	70	74	55	53	65

Economically Disadvantaged:

ELA

	2 nd	3 rd	4 th	5 th	6 th
Students Tested	56	42	43	37	38
% of Enrollment	83.6	72.4	76.8	72.5	69.1
% Pro & ↑	32	19	35	33	34

Math

	2 nd	3 rd	4 th	5 th	6 th
Students Tested	56	42	42	37	38
% of Enrollment	83.6	71.7	76.4	71.2	69.1
% Pro & ↑	49	59	36	55	53

Hispanic or Latino:

ELA

	2 nd	3 rd	4 th	5 th	6 th
Students Tested	51	38	43	36	46
% of Enrollment	76.1	65.5	76.8	70.6	83.6
% Pro & ↑	26	27	31	37	31

Math

	2 nd	3 rd	4 th	5 th	6 th
Students Tested	51	40	42	37	46
% of Enrollment	76.1	66.7	76.4	71.2	83.6
% Pro & ↑	47	61	33	49	52

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	1	2	3	6	13	20	42	19	41	48
1	3	5	17	33	22	42	6	12	4	8	52
2	2	3	19	29	24	37	14	22	6	9	65
3	1	1	15	27	24	45	9	16	6	11	55
4	2	6	5	14	21	60	6	17	1	3	35
5	2	6	8	22	16	45	7	21	2	6	34
6	5	14	12	34	16	46	1	3	1	3	35
Total	16		78		129		63		39		324

Conclusions indicated by the data:

1. Two hundred eleven students or 65% of our students are at the Early Intermediate and Intermediate levels.
2. Ninety-four students or 29% of our students were identified as eligible for re-designation.

Appendix E: Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements may be used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

- Teachers utilize a number of informal and formal assessment tools to monitor student progress and plan instruction. Such multiple measures include: standards-based report cards, trimester assessments, unit assessments, weekly/monthly student writing, student reading logs, STAR test results, informal teacher observations and assessments, ADEPT, ACUIITY Predictive tests (3rd – 6th grades), and differentiated instruction.
- Progress toward IEP goals and objectives are reported to parents on a trimester basis.
- Assessments are used to identify areas of need for each student and to track and adjust the success of interventions and teacher practice.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

At Belle Air, there is extensive use of data to monitor student progress. Regular assessments are given after the completion of language arts and math units. After inputting the data, spreadsheets are compiled to help identify students in need of extra help or intervention. The color coded system of the spreadsheets makes it easy for teachers to quickly identify the specific needs of each child. Teachers and staff can then use this information to modify lesson plans/instruction to better fit the needs of each student and the class. Modifications may include: small group instruction, frontloading or pre-teaching main ideas/concepts, vocabulary enrichment, and hands-on math instruction.

This year the teaching staff is implementing the Cycle of Inquiry to identify focal students, develop interventions, plan instruction, and monitor their progress through regular assessments.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

All certificated staff and paraprofessionals at Belle Air are NCLB compliant.

4. Principals' Assembly Bill (AB) 430 training on State Board of Education (SBE) adopted instructional materials (EPC)

The principal has completed Assembly Bill (AB) 430.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

Currently we have 21 credentialed teachers working with the regular education population. Each grade level is equipped with teachers who have attained subject matter competence. All teachers participate in professional development offered by the district. Teachers have participated in a Math workshop focused on the Harcourt Brace Math Program adopted by the school district. In spring 2008, the teachers participated in the district planned professional development day based on needs determined through teacher surveys. Recently, the staff attended a district professional development day on the new science curriculum and assessment reporting tool and a site based vocabulary professional development. One paraprofessional supports our Special Education class. BTSA is another program utilized to support new teachers. 4 teachers are participants of the BTSA program where they receive support. Two teachers are currently enrolled in Reading Specialist Certificate program.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Multiple sources of disaggregated student achievement data are used to make decisions about our school's academic focus, professional development, resource allocation, and support services. Teachers have come to consensus about what effective implementation of practices looks like and are collecting and using teacher practice data to measure the quality and effectiveness of their practice. Staff development is aligned to standards, as well as, student performance and professional development needs. Professional development was provided by the publisher; SRA. Instructional CD-ROMS from Open Court, as well as, teacher experts, were used at monthly grade level meetings and at our site professional development. A standards-based report card was developed by teachers for each grade level and refined for use this year. The district trimester review format has been redesigned to include teacher representatives from each school and grade level. Two of our teachers participated. Regular data review sessions are conducted during collaboration time and/or staff meetings at a minimum of once a month. After analyzing data, teachers design intervention strategies to support student needs. Teachers collaborate regularly to discuss and share results, learn from research and each other in order to change their practices to raise student achievement.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing instructional assistance and support for teachers is met in multiple ways. Professional development has most recently centered on a newly adopted science curriculum and Systematic ELD. Highly qualified specialists presented several workshops based on the methodology and implementation of this research-based program. Monthly district wide grade level meetings

led by principals offer a forum for discussion and analysis of assessment data, best practices, and district objectives. Four administrative interns provide assistance to teachers by presenting information learned at seminars or workshops, planning staff development based on instructional needs, and serve as liaisons between the district office and school site staff.

8. Teacher collaboration by grade level (K-8) and department.

At Belle Air, teachers collaborate formally during staff meetings, monthly grade level meetings, and site professional development. They collaborate informally before and after school as well as during recesses and lunches. The teachers discuss grade level testing data as well as best teaching practices and coordinate lesson plans. Also, teachers share information gained or learned from workshops attended throughout the year with the entire Belle Air staff.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

State standards are embedded in the adopted curriculum for language arts and mathematics: *SRA Open Court and Houghton Mifflin*. Trimester report cards are aligned to the standards. The principal conducts observations and walk-through's on a regular basis to ensure that instructional practices are aligned to the adopted programs. District pacing/assessment guides have been created by teachers for language arts and mathematics at each grade level ensuring systematic implementation of each program. Unit assessments, which accompany the adopted programs, are given and analyzed according to the pacing guide. In addition, trimester assessments related to language arts are administered three times per year. All data is used to drive instruction.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)

Belle Air follows the NCLB Program Improvement School Requirements which exceeds the state standards on daily instructional minutes for reading/language arts and mathematics. The reading/language arts minutes are: grade K – 60 minutes, grades 1-3 – 180 minutes, grades 4-6 – 120 minutes, and an additional 30 minutes for students identified for reading intervention. The mathematics minutes are: grade K – 30 minutes, grades 1-6 60 minutes, and an additional 15 minutes for students identified for mathematics intervention.

11. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Pacing guides for both language arts and math are developed at each grade level. Pacing is determined by the teachers, taking into account longer instruction time for difficult topics or subjects new to that grade level. Teachers are required to stay on pace and turn in assessment data by certain dates. Intervention time is built into daily schedules through “workshop” to meet the needs of struggling students, as well as high achieving students, in math and language arts.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Standards-based instructional materials appropriate to all grade levels are available to all student groups in the form of: SRA/Open Court language arts (K-6), Harcourt Brace math (K-6). Both programs have differentiated components to address the needs of English Language Learners, GATE, Special Education and below proficient students. Teachers have identified target

students and common research based strategies for addressing their skill gaps. They then use multiple measures to collect data including student diagnostic data and teacher practice data to determine the effectiveness of their practice with the target students.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Standards Plus for Language Arts and Standards Plus for Mathematics are implemented in grade K through 6.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Along with providing general education instruction, the needs of GATE, ELL, and special needs students are addressed. Target setting identifies underperforming students and goal setting defines the instructional intervention path of learning. ELL students are instructed by CLAD certified teachers at all grade levels. Programs such as Lexia, Read Naturally, and SRI Reading Counts, are implemented as needed. Components and strategies within Open Court are used on a regular basis including workshop, re-teach, pre-teach, concept/question board, and clues, problems and wonderings. Classroom volunteers enhance the time for individual interventions. Our Special Educator, through IEP goals, assists special needs students both formally identified and those needing assistance.

15. Research-based educational practices to raise student achievement at this school (NCLB)

The research-based Open Court Reading/Language Arts program was adopted by the San Bruno Park School District four years ago. Belle Air teachers follow the program completely. In addition to the assessments given through Open Court, we are also using assessments through CORE, which are research-based as well. Students are assessed each trimester and after every reading unit.

Involvement

16. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Parent volunteers, PTA funds, school single plan funds, retired teachers, homework club, district counselor, special educators, paraprofessionals, and software programs, will continue to provide interventions for our below proficient students.

17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932)

N/A

Funding

18. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Categorical funds were used to support Reading Intervention Teacher and Parent Liaison positions. Our Reading Intervention Teacher provides a high-quality small group instruction to low performing students that is an integral part of teaching and learning. Silent sustained reading and nightly reading logs emphasize the importance of reading every day. The Parent Liaison assists school staff with improving family involvement to support students' learning and school programs, by aiding families with understanding school-home relationship and setting home conditions that support children as students at each age and grade level. Include families as participants in school decisions, governance, and advocacy through PTA, school councils, committees, and other parent organizations. Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.

19. Fiscal support (EPC)

See budget.

The Single Plan for Student Achievement

BELLE AIR SCHOOL

41-69013-6044614

CDS Code

Date of this revision: May 2010

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Claire Beltrami
Position: Principal
Address: 450 3rd Ave, San Bruno, CA 94066
Telephone Number: (650) 624-3155
E-mail Address: cbeltrami@sbpsd.k12.ca.us

San Bruno Park School District

The District Governing Board approved this revision of the School Plan on June 23, 2010.

**SPSA 2010-2011
May 2010**

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 1 By June 2011, the percentage of students scoring proficient and above on the English Language Arts portion of the California Standards Test will increase for all significant subgroups as follows(numbers will be revised in Fall 2009 with current results):				
Student groups and grade levels to participate in this goal:		Anticipated annual performance growth for each group:		
<ul style="list-style-type: none"> • School Wide Grades 2-6 • Hispanic/Latino • English Learners • Socioeconomic Disadvantaged 		<ul style="list-style-type: none"> • School Wide from: • Hispanic/Latino from: • English Learners from: • Socioeconomic Disadvantaged from: 		
Means of evaluating progress toward this goal:		Group data to be collected to measure academic gains:		
<ul style="list-style-type: none"> • California Standards Test Results • Open Court Unit Assessments • Trimester Language Arts Assessments 		<ul style="list-style-type: none"> • California Standards Test Results • Open Court Unit Assessments • Trimester Language Arts Assessments 		
Actions to be Taken to Reach This Goal¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date² Completion Date	Proposed Expenditures³	Estimated Cost	Funding Source
1. Literacy Coach Consultant	August 2010 - June 2011	Consultant Contract	\$43,550	Title 1
2. Reading Intervention Teacher (0.5 FTE)	August 2010- June 2011	Teacher Salary	\$45,700	Title 1

3. Delivery/implementation of current ELA curriculum (program coherence, pacing guides, coaching, collaboration, planning)	On-going	Principal, Literacy Coach, Teachers, and Leadership Team	No additional cost	
4. School Wide Strategies: <ul style="list-style-type: none"> Independent reading (reading a independent level daily for 30-45 minutes) Intervention groups (classroom small group time) Strategies will be the focus of professional development days and will align with the SB472 RESULTS 2009-10 teacher training		Principal, Literacy Coach, Teachers, and Leadership Team		
5. Academic Language Development (ALD) Coordinator	August 2010-June 2011	Teacher Stipend	\$3,000	Title 1
6. Increased teacher leadership through Leadership Team	On-going	Cost of teacher release time		Title 1
7. On-going communications with on-site preschool staff (Principal's Daily Messages)	August 2010-June 2011	Principal	None	
8. Embed technology in content areas (begin by using LCD projectors and implementing Reading Counts)	August 2010-June 2011	Technology Coordinator, Literacy Coach	None	
9. Professional development calendar: collaboration dates/topics, pd days, coaching cycles, lesson study cycles, due dates and deadlines	On-going	Leadership Team	None	
10. School Goals posted in prominent places (staffroom, library, classrooms, website, parent communications, main office, etc.) and reviewed with students, parents, and staff at all meetings	August 2010	Posters	\$100	Title 1

11. Data meetings: <ul style="list-style-type: none"> September 2010: CST data analysis by strand/grade level/teacher Throughout the year: grades K-2 TBD, grades 3-6 ACUITY RESULTS Protocol 		Principal, ALD Coordinator, Literacy Coach, Teachers, and Leadership Team		
12. Daily Schedule posted: include teaching points and quickly reviewed at beginning of each day	August 2010-June 2011	Teachers	None	
13. Step Up to Writing	August 2010-June 2011	Teacher Professional Development	None	
14. Implementation of ELD program ELD a minimum of 4 days per week Rosetta Stone Software (newcomers and beginning level English Learners)	August 2010 – June 2011	All Staff	None	
15. English Language Arts Intervention (grades 5-6)	August 2010-June 2011	Reading Intervention Teacher	See Above	Title 1
16. Literacy Coach sets individual goals with each classroom teacher	August 2010-June 2011	Principal, Literacy Coach and Teachers	See Above	Title 1
17. Peer Observations (begin with volunteers)	August 2010-June 2011	Principal, Literacy Coach and Teachers		Pending Appropriate Funding
18. Release /collaboration time for: planning lessons and assessments, data reviews, instructional best practices and strategies, walkthroughs	August 2010-June 2011	Substitutes for Teacher release days, Additional hourly pay		Pending Appropriate Funding
19. On-going discussions/reflection about basic classroom structures and routines that promote maximum student growth	August 2010-June 2011	All Staff		

20. Teachers set 2-4 reasonable and measurable ELA goals with students in bottom ½ of class and their parents during December conferences with follow through with progress achieved at March conferences	August 2010- June 2011	All Staff	None	
21. Reading block for students- reading at individual level for 30-45 minutes daily (Reading Counts)	August 2010- June 2011	All Staff	None	
22. 4 to 8 week sessions of after school academies; focus on intervention and test prep	August 2010- June 2011	Teachers Hourly Pay		Pending Appropriate Funding
23. Professional Learning Communities (grade level and cross grade level) follow up from SB472 ELPD	August 2010- June 2011	All Staff	None	
24. After School Program (ASES Grant) Teacher Liaison	August 2010- June 2011	Teacher Stipend		Pending Appropriate Funding
25. Supplemental Education Services (SES) Teacher Liaison	August 2010- June 2011	Teacher Stipend		Pending Appropriate Funding
26. Develop Library Plan to enable students to learn library skills and check out books on a regular basis	August 2010- June 2011	All Staff	None	
27. Jump Start Summer Session	August 2011 (Session)	Provided by District		Pending Appropriate Funding

<p>SCHOOL GOAL # 2 By June 2011, the percentage of students scoring proficient and above on the Mathematics portion of the California Standards Test will increase for all significant subgroups as follows(numbers will be revised in Fall 2009 with current results):</p>					
<p>Student groups and grade levels to participate in this goal:</p> <ul style="list-style-type: none"> • School Wide Grades 2-6 • Hispanic/Latino • English Learners • Socioeconomic Disadvantaged 		<p>Anticipated annual performance growth for each group:</p> <ul style="list-style-type: none"> • School Wide from: • Hispanic/Latino from: • English Learners from: • Socioeconomic Disadvantaged from: 			
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • California Standards Test Results • Harcourt Brace Assessments • Houghton Mifflin Assessments • Trimester Mathematics Assessments 		<p>Group data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • Houghton Mifflin Assessments • Harcourt Brace Assessments • Student work samples • Observations • Trimester Mathematics Assessments 			
<p>Actions to be Taken to Reach This Goal⁴ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>		<p>Start Date⁵ Completion Date</p>	<p>Proposed Expenditures⁶</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>1. Silicon Valley Math Initiative (grades 2, 3, and 4)</p>		<p>August 2010- June 2011</p>	<p>90 minutes per week of computer time</p>	<p>None</p>	<p>Grant</p>
<p>2. Increased teacher leadership through Leadership Team</p>		<p>August 2010- June 2011</p>	<p>Teacher release time</p>	<p>See Goal 1</p>	<p>Title 1</p>
<p>3. Increase use of manipulatives</p>		<p>August 2010- June 2011</p>	<p>Math Core Curriculum Manipulatives</p>	<p>None</p>	
<p>4. Embed technology in content areas (begin by using LCD projectors and implementing Reading Counts)</p>		<p>August 2010- June 2011</p>	<p>All Staff</p>	<p>None</p>	

28. Data meetings: <ul style="list-style-type: none"> September 2010: CST data analysis by strand/grade level/teacher Throughout the year: grades K-2 TBD, grades 3-6 ACUITY RESULTS Protocol 	August 2010- June 2011	All Staff	None	
5. On-going discussions/reflection about basic mathematics classroom structures and routines that promote maximum student growth	August 2010- June 2011	All Staff	None	
6. School Goals posted in prominent places (staffroom, library, classrooms, website, parent communications, main office, etc.) and reviewed with students, parents, and staff at all meetings	August 2010		None	
7. Teachers set 2-4 reasonable and measurable Math goals with students in bottom ½ of class and their parents during December conferences with follow through with progress achieved at March conferences	August 2010- June 2011	All Staff	None	
8. Mathematics Professional Development	August 2010- June 2011	All Staff		Pending Appropriate Funding
9. Increase site collaboration opportunities (grade level and cross grade level) for planning and looking at student work	August 2010- June 2011	All Staff		Pending Appropriate Funding
10. After School Program (ASES Grant) Teacher Liaison	August 2010- June 2011	Teacher Stipend		Pending Appropriate Funding
11. Supplemental Education Services (SES) Teacher Liaison	August 2010- June 2011	Teacher Stipend		Pending Appropriate Funding
12. Jump Start Summer Session	August 2011 (Session)	District Funded		Pending Appropriate Funding

SCHOOL GOAL # 3				
By June 2011, the percentage of parents (pre K – 6) participating in school events will increase by 20% as measured by sign-in sheets at school events.				
Student groups and grade levels to participate in this goal:		Anticipated annual performance growth for each group:		
All Families		20% increase family participation in all school events		
Means of evaluating progress toward this goal:		Group data to be collected to measure academic gains:		
<ul style="list-style-type: none"> Increased Attendance in all school events 		<ul style="list-style-type: none"> Sign in Sheets from all parent meetings, conferences, and school events Annual Parent Survey 		
Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures ⁹	Estimated Cost	Funding Source
1. Parent Liaison	August 2010- June 2011	2 hours a day, 5 days a week	\$ 9,500.00	Title 1
2. Back to School Parent Orientation	September 2009		None	
3. Parent Orientation for incoming Kindergarten Students Hosted by K Teachers	June 2010	Teachers Hourly Pay		Pending Appropriate Funding
4. One Parent Education Night per Grade Level	August 2010- June 2011	Teachers Hourly Pay		Pending Appropriate Funding
5. Review Annual Parent Survey and Plan Next Steps	April 2010		None	
6. Ensure all home communications are translated to family home language	On-going		None	
7. Superintendent Meeting with Parents of Incoming Kindergarten Students	August 2010		None	
8. Language Arts and Mathematics Curriculum Meeting for Kindergarten Parents	October 2010 February 2011	Teachers Hourly Pay		Pending Appropriate Funding
9. Invite Parents Monthly Student Awards Assemblies	August 2010- June 2011	Cost of Awards	\$1,000	Pending Appropriate Funding

<p>10. Monthly Parent Mornings With Principal</p> <ul style="list-style-type: none"> • Project Inspire • Power School Training • Facilitate discussion with parents about ways to excels students to succeed in school and how to promote these activities for all families. • On-going budget updates to insure categorical funds are used strategically in order to support school goals 	<p>August 2010- June 2011</p>		<p>None</p>	
<p>11. On-going communications with on-site preschool staff and parents</p>	<p>August 2010- June 2011</p>		<p>None</p>	

Programs Included in this Plan

State Programs	Allocation
<input type="checkbox"/> <i>California School Age Families Education</i> <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input checked="" type="checkbox"/> <i>School and Library Improvement Program Block Grant</i> <u>Purpose:</u> Improve library and other school programs.	\$
<input type="checkbox"/> <i>School Safety and Violence Prevention Act</i> <u>Purpose:</u> Increase school safety.	\$

<input type="checkbox"/>	<i>Tobacco-Use Prevention Education</i> <i>Purpose: Eliminate tobacco use among students.</i>	\$
<input type="checkbox"/>	List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	\$
Total amount of state categorical funds allocated to this school		\$

Federal Programs under No Child Left Behind (NCLB)		Allocation
<input type="checkbox"/>	Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/>	<i>Title I, Part D: Delinquent</i> <u>Purpose:</u> Supplement instruction for delinquent youth	\$
X	<i>Title I, Part A: Schoolwide Program</i> <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$81,474.00
<input type="checkbox"/>	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/>	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/>	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$

<input type="checkbox"/>	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/>	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
<input type="checkbox"/>	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/>	Other Federal Funds (list and describe ¹⁰)	\$
Total amount of federal categorical funds allocated to this school		\$ 81,474.00
Total amount of state and federal categorical funds allocated to this school		\$

Monitoring the plan's effectiveness

The School Site Council and the Leadership Team will monitor the plan at least quarterly. Teaching staff will analyze and plan according to the CST data released in late August. Grade Level Teams will examine student data every six to eight weeks to monitor student progress throughout the school year.

Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹¹

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Claire Beltrami	X				
Steven Dhillon				x	
Joseph Estelita				x	
Gregory Dodd				x	
Rohini Kumar				x	
Regina Quintana				x	
Janet Zarco				x	
Linda Ballentine		x			
Claudia Grisell		x			
George Ellis		x			
Danielle Kehr		x			
Ellen Merrit			x		
Numbers of members of each category	1	4	1	6	0

¹¹ At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Belle Air School Site Council Elections

WHAT IS THE SCHOOL SITE COUNCIL:

The Belle Air School Site Council (SSC) is looking for new parent members. Several of our current parent members have been serving on the council for two years. We really appreciate all their hard work on the council, but unfortunately their two year term has expired. By law, each parent is allowed to serve only a two year term. The primary task of the SSC is to oversee Belle Air's School/Library Improvement Plan (SLIP), Economic Aid, and Title 1 in regards to the Single Plan for Student Achievement. The plan reflects the district and school goals, district curriculum, state standards, and state frameworks. The 2009-10 goals are to improve the in the area of reading and mathematics, and increase parent involvement.

MEMBERSHIP

The members of the council should represent all of the segments of the Belle Air school community. It is composed of the principal, three teachers, other school personnel, and six parents and/or community members for a total of twelve members. Parent and community members should be representatives of the various interest groups of the school community.

PURPOSE

The purpose of the School Site Council is to ensure that the school is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and ensuring that students have access to and success in that program.

WHAT IS INVOLVED

Study sessions will be provided to inform parents in curricular areas, testing results, standards, frameworks and other areas as needed. School Site Council meetings are held Mondays at 6:00 – 6:30 p.m., as needed, with a minimum of one each trimester.

Election Process:

There are six parent positions on the Council. Three parents will serve a two year term and three parents will serve a one year term. In the future, each member serves a two year term with alternating years of elections. This gives continuity to our committee. A nomination form is printed on the reverse side.

September 17th: If you are interested in running for one of these positions please submit your name to Ms. Beltrami by Friday, September 17th.

September 20th: Two ballots, one for each parent, listing the candidates will be sent home with the oldest child on Monday, September 20th.

September 24th: Ballots need to be returned to their child's teacher by Friday, September 24th. Selected council members will be announced in the next newsletter.

October 2010: School Site Council meeting will be held to discuss and approve the 2010-2011 Single Plan for Student Achievement.

Appendix F: Outline of Sample Bylaws

The following outline is provided as a sample to assist the school site council in developing its own bylaws. No claim of completeness is made, nor is the sample a recommendation by the California Department of Education.

Article I Duties of the School Site Council

The school site council of Belle Air School, hereinafter referred to as the school site council, shall carry out the following duties:

- Obtain recommendations for, and review of the proposed *Single Plan for Student Achievement* from all school advisory committees.
- Develop and approve the plan and related expenditures in accordance with all state and federal laws and regulations.
- Recommend the plan and expenditures to the governing board for approval.
- Provide ongoing review of the implementation of the plan with the principal, teachers and other school staff members.
- Make modifications to the plan whenever the need arises.
- Submit the modified plan for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures.
- Annually, (and at each semester, trimester, etc), evaluate the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the school site council by the district governing board and by state law.

Article II Members

Section A: Composition

The school site council shall be composed of 12 members, selected by their peers, as follows:

- 3 Classroom teachers
- 1 Other school staff members
- 4 Parents or community members
- The school principal shall be an ex officio member of the school site council.

School site council members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

Section B: Term of Office

School site council members shall be elected for 2 year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. At the first regular meeting of the school site council, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the school site council. Absentee ballots shall not be permitted.

Section D: Termination of Membership

The school site council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the school site council chairperson.

Section E: Transfer of Membership

Membership on the school site council may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the school site council occurring during the term of a duly elected member shall be filled by peer group election for the remainder of the term.

(Examples: regular elections; appointment of the school site council for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat)

Article III Officers

Section A: Officers

The officers of the school site council shall be a chairperson, vice-chairperson, secretary, and other officers the school site council may deem desirable.

The chairperson shall:

- Preside at all meetings of the school site council.
- Sign all letters, reports and other communications of the school site council.
- Perform all duties incident to the office of the chairperson.
- Have other such duties as are prescribed by the school site council.

The vice-chairperson shall:

- Represent the chairperson in assigned duties.
- Substitute for the chairperson in his or her absence.

The secretary shall:

- Keep minutes of all regular and special meetings of the school site council.
- Transmit true and correct copies of the minutes of such meetings to members of the school site council and to the following other persons: ***Linda Ballentine***.
- Provide all notices in accordance with these bylaws.
- Be custodian of the records of the school site council.
- Keep a register of the names, addresses and telephone numbers of each member of the school site council, the chairpersons of school advisory committees, and others with whom the school site council has regular dealings, as furnished by those persons.
- Perform other such duties as are assigned by the chairperson or the school site council.

Section B: Election and Terms of Office

The officers shall be elected annually, at the first meeting of the school site council and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the school site council, for the remaining portion of the term of office.

Article V Meetings of the School Site Council

Section A: Meetings

The school site council shall meet at least once each trimester during the school year. Special meetings of the school site council may be called by the chairperson or by a majority vote of the school site council.

Section B: Place of Meetings

The school site council shall hold its regular meetings at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the school site council.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the following venues: the principal's newsletter and letters sent home to members.

All required notices shall be delivered to school site council and committee members no less than 72 hours, and no more than 3 days in advance of the meeting, personally or by mail (or by e-mail).

Section D: Quorum

The act of a majority of the members present shall be the act of the school site council, provided a quorum is in attendance, and no decision may otherwise be attributed to the school site council. A majority of the members of the school site council shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the school site council shall be conducted in accordance with the rules of order established by *Education Code* Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the school site council.

Section F: Meetings Open to the Public

All meetings of the school site council, and of committees established by the school site council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Article VII Amendments

An amendment of these bylaws may be made at any regular meeting of the school site council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to school site council members at least 3 days prior to the meeting at which the amendment is to be considered for adoption.

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
(Check those that apply):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other ***(list)***

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: June 7, 2010

Attested:

Claire Beltrami		
Typed name of school principal	Signature of school principal	Date
Rohini Kumar		
Typed name of SSC chairperson	Signature of SSC chairperson	Date
Linda Ballentine		
Typed name of Secretary	Signature of Secretary	Date

BELLE AIR SCHOOL
SCHOOL SITE COUNCIL
MINUTES

JUNE 7, 2010
6:00 P.M.
SCHOOL LIBRARY

1. Meeting called to order at 6:10. Claire Beltrami, George Ellis, Ellen Merritt, Linda Ballentine, Rohini Kumar, Joe Estellita, Janet Zarco, and Regina Quintana in attendance.
2. Minutes of the May 28, 2010 meeting were read and approved.
3. Draft goals of Single Plan for Student Achievement (SPSA) discussed with parents and document reviewed. Goals will be updated with current CST Test result data in August. Activities will be funded once budget is allocated to site. Motion was made by Joe Estellita to approve the SPSA, seconded by Ellen Merritt and it was unanimously approved by the council.
4. Discussed the plan for increased class size in Kindergarten through Third Grade for the next school year and how the classrooms will be strategically changed to have grade levels located together.
5. Next meeting date set for October date and time to be determined after fall elections in the school library.
6. Meeting adjourned at 7:10 p.m.

Statement Regarding Highly Qualified Teachers

All teachers at Belle Air School meet Highly Qualified Teacher requirements. The school relies on the district to provide such teachers. San Bruno Park School District hires only Highly Qualified Teachers.

To attract and retain Highly Qualified Teachers, Belle Air School, a high needs school, and/or San Bruno Park School District, provides the following:

- ✓ BTSA support to all new teachers
- ✓ Coaching support in English language arts
- ✓ Lesson study opportunities
- ✓ Grade level collaboration time
- ✓ Focused, quality staff development
- ✓ Strong teacher leadership: The school values strong teacher leadership through a leadership team in which all grade levels are represented.