



Belle Air Elementary School

450 3rd Avenue • San Bruno, CA 94066 • (650) 624-3155 • Grades K-5

Kerry Dees, Principal

kdees@sbpsd.k12.ca.us

<https://www.sbpsd.org/belleair>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



San Bruno Park School District

500 Acacia Ave.

San Bruno, CA 94066

(650) 624-3100

www.sbpsd.org

District Governing Board

Teri L. Chavez

President

Henry Sanchez, MD

Vice President

Kevin J Martinez

Clerk

Jennifer M. Blanco

Representative

Andrew T. Mason

Member at Large

District Administration

Sharon Kamberg, Ed.D.

Superintendent

Valerie Rogers, Ph.D.

**Assistant Superintendent,
Educational Services**

Mariana Solomon

**Associate Superintendent, Business
Services**

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 100 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 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. There is also Imagine Learning, Learning A-Z and Accelerated Reader 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.

Environmental Education: The school has fully implemented a Zero Waste policy, including composting our school garden with leftover food waste from our cafeteria daily.

Meeting all student needs: We have an "early intervention" model that includes a reading intervention teacher and one part-time paraeducator 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. Our school successfully houses 3 SDC classes, where student are mainstreamed throughout the day with our general education students.

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 abundant learning.

Kerry Dees

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 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 and ensuring that the students who leave us have the skills and social capital to be career and college ready and ultimately successful and contributing members of the larger community.

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 the 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 educational environment.

Belle Air School's mission and vision complement the District's Portrait of Graduate by aligning the vision of students becoming Compassionate, Collaborative, Critical Thinkers, Contributors, Creative and Innovative, and Communicators, through a collective, belief that a student's success should be a between balance a growth mindset, a rigorous academic standard and a nurturing climate that supports the socio-emotional needs of all students.



About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	34
Grade 1	35
Grade 2	53
Grade 3	36
Grade 4	40
Grade 5	52
Total Enrollment	264

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	3.4
Filipino	3.8
Hispanic or Latino	65.5
Native Hawaiian or Pacific Islander	12.5
White	3.4
Socioeconomically Disadvantaged	72
English Learners	62.5
Students with Disabilities	9.5
Homeless	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Belle Air Elementary	17-18	18-19	19-20
With Full Credential	11	16	16
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Bruno Park School	17-18	18-19	19-20
With Full Credential	♦	♦	118
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Belle Air Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

The instructional-materials selection process in SBPSD, when there is adequate 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 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

Year and month in which data were collected: 9/20/19

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders, McGraw-Hill 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Eureka, Great Minds 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	California Science, Pearson Scott Foresman 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	My World, Pearson 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

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, computer lab, counseling room, staff room and cafeteria. There two portables; one has been remodeled as a state-of-the-art health center, and the other is a parent center.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/31/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Admin Bldg: HVAC outdated and should be replaced. Roof is due for a new roof. Kitchen: HVAC outdated and should be replaced. MPR: HVAC outdated and should be replaced.
Interior: Interior Surfaces	Fair	Classrooms: Room 23 wall facing lawn area is starting to disintegrate due to overwatering lawn. Water has been turned off.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Due to our location near the SF baylands, we have many native animals on or near our campus.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Admin Bldg: HVAC outdated and should be replaced. Roof is due for a new roof.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Exterior grounds: Various trip hazards due to uneven surfaces. Much of the asphalt surfaces sealing/repaving, including the parking areas. Play structures are rusted and should be replaced.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	16	16	48	49	50	50
Math	21	14	45	41	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	20.0	7.5	5.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	126	126	100.00	15.87
Male	61	61	100.00	9.84
Female	65	65	100.00	21.54
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	88	88	100.00	17.05
Native Hawaiian or Pacific Islander	22	22	100.00	9.09
White	--	--	--	--
Socioeconomically Disadvantaged	101	101	100.00	15.84
English Learners	95	95	100.00	12.63
Students with Disabilities	22	22	100.00	4.55

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	126	126	100.00	14.29
Male	61	61	100.00	18.03
Female	65	65	100.00	10.77
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	88	88	100.00	14.77
Native Hawaiian or Pacific Islander	22	22	100.00	9.09
White	--	--	--	--
Socioeconomically Disadvantaged	101	101	100.00	14.85
English Learners	95	95	100.00	13.68
Students with Disabilities	22	22	100.00	9.09

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

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 "coffee and conversations" 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, school attendance and engagement with the school. In addition, this person supports parent-education school communication 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.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

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, January 22, 2020. The safety team is revising the plan this year, 2020 and 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, earthquake, evacuation, shelter in place and lockdown drills are held throughout the year. Drills are conducted monthly and rotate based on the San Mateo Big 5.

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. Shortly after the school day starts, all gates are locked except for the gates 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/PBIS 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. 2010-2022 the PBIS team is attending the PBIS Tier 1 program offered by the SMCOE.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.3	0.0	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.1	2.1	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	27		18		27		27		17	3		
1	23		18		20	18			27		2	
2	25		18		22		18		26		1	
3	28		18		29	1	9		25		2	
4	29		13		26	5	21		23		2	
5	31		26		30		13		20	1	1	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	3

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. Additionally teachers in grades Tk-3rd are receiving SEAL (Sobrato) training throughout the school year.

Professional learning is scheduled and takes place on professional learning days, early release days, after school and during summer break.

Support for teachers is based on a cycle of inquiry and includes collegial support through common planning time, teacher-led professional learning, peer observation and coaching.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,160	\$49,378
Mid-Range Teacher Salary	\$73,493	\$77,190
Highest Teacher Salary	\$84,893	\$96,607
Average Principal Salary (ES)	\$111,213	\$122,074
Average Principal Salary (MS)	\$115,414	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$188,000	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	36%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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
- SEAL (Sobrato) Coach, teacher training, substitutes and material and supplies.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$4,636	\$593	\$4,043	\$56,400
District	N/A	N/A	\$6,770	\$70,906.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-50.4	-18.0
School Site/ State	-47.7	-27.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.