

Annual Report
2000-2001 School Year

**MAE NESBIT
ELEMENTARY
SCHOOL**

Bill McClurg, *Principal*

**500 Biddulph Road
Belmont, CA 94002-2796
(650) 637-4860**

Staff, Parents and Students
Emphasizing Excellence

Belmont-Redwood Shores Elementary School District
March, 2002

Belmont-Redwood Shores Elementary School District
2960 Hallmark Drive,
Belmont, CA 94002
(650) 637-4800

2000-2001 Governing Board

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PREFACE

The Belmont-Redwood Shores School District Board of Trustees is proud to issue the **Annual Report for Nesbit School**. This report is designed to communicate to parents and the community the progress of our students and a description of the programs, activities, statistical and fiscal information for Nesbit School.

In 1998, the District developed a new Futures Plan that outlined a vision for the future of our schools. This Plan was developed through district-wide town hall meetings involving parents and staff. Our Futures Plan is based on our District's Vision statement.

VISION STATEMENT

Education is more than a direction or a destination; it is a process which recognizes, enhances, and celebrates individual accomplishments.

Belmont-Redwood Shores School District, in the breadth of its curricula and variety of its approaches to facilitate learning, provides an environment which nurtures and stimulates the intelligence, insight, and natural curiosity of all individuals.

Our learning community promotes and advances the intellectual, physical, social, and moral development of students in becoming responsible, contributing citizens. Students learn to work and live together constructively by respecting, honoring, and appreciating the uniqueness in themselves and others.

As we strive to implement our vision to provide a challenging and comprehensive educational program for our students, the foundation of our program is the Belmont-Redwood Shores School District Mission Statement.

MISSION STATEMENT

The mission of the Belmont-Redwood Shores School District is to promote and advance the intellectual, social, physical and moral development of all students to become responsible, contributing citizens by:

- teaching basic academic skills and their application
- setting high academic standards that inspire students to excel and succeed
- providing a challenging, comprehensive and integrated curriculum that enhances critical and creative thinking
- developing adaptability, cooperation, honesty, respect and responsibility
- creating a safe and nurturing environment
- building alliances that foster shared responsibility among home, school and community
- valuing each child as a capable and unique individual

Catherine Bonnar, President
2000-2001 Board of Trustees

Anne Campbell
Superintendent

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INTRODUCTION

California law requires that each school annually assess various school conditions, which have been organized into the following six categories:

- I. School Profile
- II. Instructional Program
- III. School Operations
- IV. School and Student Achievement
- V. Community and Financial Support
- VI. Planning for the Future

This Annual Report communicates the close cooperation between the home and school that is essential to promote the best learning environment for all children. The focus of the report is to provide you with information about our school, our resources, strengths and the areas in which we are continuing to develop.

We encourage you to read this Annual Report and share it with others. We sincerely hope this report makes you feel proud to have a student at this school. If you desire additional information, please feel free to visit or contact the school office.

Sincerely,

Bill McClurg, *Principal*

650/637-4860

bmcclurg@belmont.k12.ca.us

I. SCHOOL PROFILE

Mission and Goals

Nesbit School's mission is to create educational opportunities with high standards in a nurturing, respectful environment and to develop the full potential of each student in our diverse community.

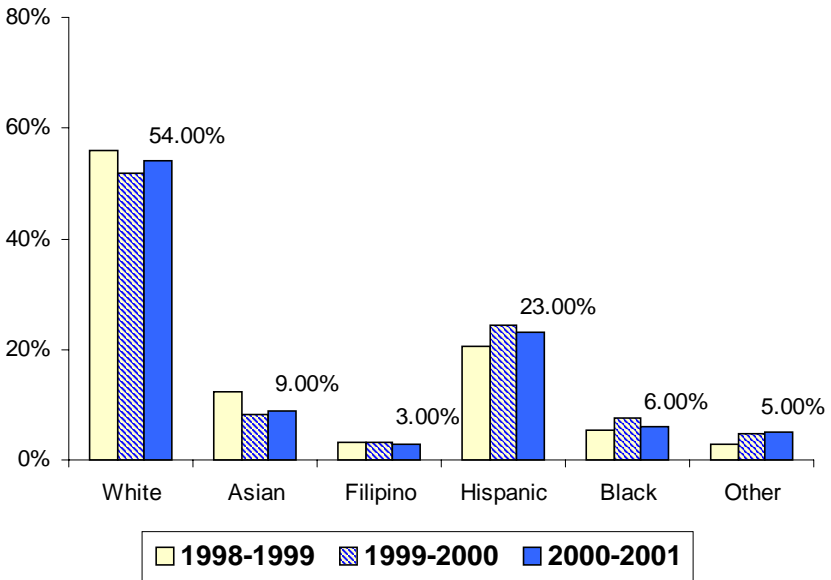
The School Community

Nesbit School, located in the City of Belmont on the peninsula south of San Francisco, is one of five elementary schools in the Belmont-Redwood Shores School District. Students are promoted to the 6th grade at Ralston Middle School, the only middle school in the District.

The Nesbit School community consists of families for whom education is a priority. The school is the hub of the community for many of these parents. Families enthusiastically support the Parent Teacher Association, School Site Council and countless volunteer activities and projects. Pride in Nesbit's distinguished school recognition was reflected from all members of the school community.

Student Profile

The total enrollment is 327 in 2000-2001; it was 331 students in 1999-2000 and 372 in 1998-1999. The number of male and female students is approximately equal. The following chart shows the ethnic make-up of the school:



The percent of students receiving special instruction is noted below:

	1998-1999	1999-2000	2000-2001
• Limited English Proficiency	6.70%	5%	6%
• Gifted & Talented	2.2%	3%	3%
• Special Education	12.9%	16%	11%

Staff Profile

The regular school staff consists of fifteen K through 5th grade classroom teachers, one Special Day class teacher, one Resource Specialist Program teacher, one full-time Title I teacher, one school administrative assistant, one library media specialist, seven para educators who assist in classrooms, two custodians, and one principal. The support staff includes:

Band/String/Vocal/Music Teacher	2.5 days per week
English Language Learner (ELL) Assistant	2 half days per week
English Language Learner (ELL) Teacher	0.5 day per week
Gifted and Talented Education (GATE) Teacher	0.3 day per week
Inclusion Teacher	0.5 day per week
Psychologist	1.0 days per week
Reading Teacher	Sept. to January
Science Teacher (4th and 5th Grade)	1.5 days per week
Speech & Language Specialist	2.5 days per week

The table below shows, for the most recent 3-year period, the number of teachers (including District support staff), the number who are fully credentialed and teaching in their authorized subject area, the number with emergency credentials, and the number with waivers. No teacher with a full credential taught outside their subject area.

Year	# Teachers	Full Cred.	Emergency	Waiver
1998-1999	28	27	1	0
1999-2000	30	28	2	0
2000-2001	27	27	0	0

II. INSTRUCTIONAL PROGRAM

The Learning Environment

School procedures and rules are described in the school handbook that is distributed to parents each September and in Nesbit's Expectations of Behavior. Students participate in various activities designed to create motivation and offer recognition such as:

Book-It, Red Ribbon Week, Speech and Spelling contests, field trips, Outdoor Education, D.A.R.E., winter and spring concerts, an annual 5th grade musical, and the Presidential Academic Fitness awards.

Project Self Esteem is a program presented by teams of parent volunteers in grades K through 4, which helps teach students how to make appropriate choices and to treat themselves and others with respect.

Attendance

Absences are checked daily by phoning parents the first day a child is absent. Unexcused absences are monitored to observe long range trends. Promptness is encouraged in our students: parents are notified when children have been tardy several times.

For several years our attendance rate has ranged between 95% and 96%. The rate for 2000-2001 was 95.1%; for 1999-2000, the rate was 95.4%; for 1998-1999, the rate was 95.3%.

Students who accompany parents on trips during the school year continue their school assignments through independent study plans provided by the teacher to minimize the disruption of instruction.

Instructional Staff

School Site Leadership

Nesbit teachers have been recognized by the San Mateo County Kent awards for special achievement. Paul Ternullo, June Irhazy, Sally Burgess, and John DaBaldo have been recognized for their integrated activities in the arts. Gina O’Neal was cited for her exceptional work with inclusion students. Teachers also serve on district wide curriculum committees, as mentor teachers responsible for staff training, and as master teachers for college students.

Instructional Staff Qualifications

All teachers are credentialed by the State of California. All Nesbit teachers have completed graduate work.

All substitutes used by Nesbit School have passed a qualifying examination administered by the State of California. When a teacher is absent from class, a qualified substitute teacher teaches the class. If a substitute is not available, the class is taught by a credentialed district administrator or a teacher without a regular class assignment. Last year, teachers averaged about 1 day of absence per month. This included illness, in-service training, and other leaves.

Student/Teacher Ratio

Classrooms have a maximum class size of 20 students in Kindergarten through 3rd grade. During 2000-2001, K - 3rd grades were staffed at a ratio of 18.5 to 1. With rare exceptions, classes do not exceed 28 students in grades 4 and 5.

Through SIP and Title I funds, instructional assistants were provided for all classrooms. Further assistance is provided by parent volunteers in the classroom. They help with small group and individual instruction in various content areas. Three tutors from the College of Notre Dame also work with small groups of students through the America Reads program.

Professional Development

Staff development activities are determined through a process which begins with the staff identifying needs that are related to the goals identified in the School Improvement Plan. District-wide needs identified through the “Futures” planning process are also incorporated into the plans for staff development. The calendar and topics for staff development conducted on non-student days are identified in the School Improvement Plan each year. Nesbit School’s teachers participate in one day of staff development before the students return to school. Two additional staff development days were conducted during the school year. Students are dismissed early on Wednesdays to provide teachers with opportunities for collaborative planning, grade level articulation, and other training.

During staff development times, teachers received training in:

- a. Newly adopted Social Studies materials
- b. Use of new standards based progress reports
- c. Reading strategies
- d. Differentiated Instruction
- e. Technology

Individual staff members also participated in off-site workshops and training of their choice in order to keep abreast of educational research and increase knowledge and skill in curricular areas.

Evaluation of Staff

Formal evaluations are done at least once each year for new probationary staff and every other year for permanent staff.

Formal evaluations include an initial conference with the administrator, observations of the staff member, and a final evaluation conference. Progress towards meeting District standard is monitored by both the employee and the principal.

Curriculum and Instruction

Instructional Minutes

The total number of instructional minutes offered in the school year for each grade met or exceeded the state requirements for public schools in California.

Instructional Minutes Chart

<u>Grade</u>	<u>Nesbit</u>	<u>District Standard</u>	<u>State Requirements</u>
Kindergarten	42,705	36,000	36,000
Grades 1-3	51,273	51,225	50,400
Grades 4-5	54,598	54,530	54,000

The school scheduled 10 minimum days during the school year to conduct parent conferences at the end of the Fall and Spring trimesters. In addition, each Wednesday during the school year is a minimum day for students. Wednesday afternoons are used for staff development, curriculum planning, and grade level meetings.

Course of Study

- English/Language Arts
- Mathematics
- Science
- History/Social Science
- Visual and Performing Arts
- Music
- Instrumental Music (4th/5th grades)
- Physical Education
- Health

Instruction and Support for Special Needs

Support for special needs of students begins with Student Success Teams comprised of parents, teachers, specialists, and administrators, who meet regularly to develop strategies to help students become more successful in school. They coordinate school resources and services which may include:

- Resource Specialist Program
- English Language Learners Program
- Gifted and Talented Education (GATE) Program
- Group and Family Counseling referrals
- Speech & Language services
- Special Day Class
- Miller-Unruh Reading Specialist
- School Psychologist services
- Title I program

Classroom Textbooks and Materials

The District has adopted the following textbooks in accordance with State standards.

- *Mathland* (K-6)
- *MathSteps*, supplementary math text
- Harcourt Brace “*Signatures*” for English/Language Arts
- *Rebecca Sitton Sourcebook* for spelling
- Harcourt Brace “*Social Studies 2000*” (grades K-2) for History/Social Science
- McGraw Hill “*Adventures in Time and Place*” (grades 3-5) for History/Social Science
- Silver Burdett Music Series
- Full Option Science System (FOSS)
- Skills for School Success (grades 4 and 5)

The State and District provide regular classroom materials to support our program goals. Enrichment and supplemental materials are purchased through SIP funds and with the help of the Parent Teacher Association. Additionally, the PTA gives money directly to teachers to use for classroom enrichment.

Every classroom at Nesbit School is equipped with a television, VCR, and 1 to 6 Internet connected student computers and printers. There are three scanners, five digital cameras, a multimedia presentation projector, and one video camera available on campus for student and teacher use. Each teacher has a computer workstation as well. Eleven classrooms are equipped with an FM amplification system. There is a wide variety of software, encyclopedia and reference CD ROMs at the school site, including KidPix®, HyperStudio®, Student Writing Center®, ClarisWorks®, Microsoft Works®, and Microsoft Office®.

The entire school library collection of 6,760 books is electronically catalogued. In addition, the library contains a mini-lab consisting of 5 computers, a scanner, and two printers.

III. SCHOOL OPERATIONS

Facilities

Nesbit School has 24 classrooms: 15 classrooms are used for regular instruction and 2 house County programs for Orthopedically Handicapped children. The other classroom(s) and 3 smaller rooms are used for Science, Instrumental and Choral Music and small group instruction in Reading, the English Language Learners Program, Speech and Language, a Special Day Class, and the Resource Specialist Program.

Every instructional space in our school, including the library, has Internet access and at least one computer with CD ROM. Most classrooms have multiple computers. We have 85 computers for student use, 68 of them with CD ROM.

Every teacher in the District has a computer for both instruction and classroom management. Every staff member has received technology training. Every staff member is assigned a telephone number and voice mailbox.

Safety

Nesbit School has in place a Comprehensive School Safety Plan which meets all of the requirements of SB 187. The plan is reviewed annually and updated as needed. The plan includes:

- emergency response information
- school maps
- roles of personnel
- emergency preparedness guidelines
- procedures to follow during specified emergencies
- a management plan
- first-aid procedures

Drills are held on a regular basis for fire and earthquake safety. During 2000-2001, Nesbit's PTA sponsored a drive to acquire basic emergency supplies for each classroom.

IV. SCHOOL AND STUDENT ACHIEVEMENT

Program Effectiveness

Program effectiveness is evaluated at regular intervals and is conducted so that all members of Nesbit's community have a voice in the vision, direction, and process of our students' education.

Teachers and other school staff evaluate curriculum and site goals annually to ensure that students are working in a safe, nurturing environment and are able to succeed in social and academic settings. School Site Council reviews programs and objectives in the School Improvement Plan each spring. The principal reports to the Board of Education each year on the achievement of annual goals and objectives.

Program Quality Reviews are undertaken every four years and are conducted by a broad spectrum of staff, community, and outside consultants. Results of these evaluations are reported to the public in the Nesbit School Annual Report which is revised and published annually. Evaluative activities and input are used to strengthen successful programs and to change ones that need improvement.

In 1997, Nesbit was designated a California Distinguished School after a California Department of Education team visited our school to review and validate the school's programs and effectiveness.

Student Achievement

Standardized Tests

All students in grades 2-5 took a basic battery of tests using the Stanford Achievement Test 9. The results of this test can be used to compare our students with a national group of students. See Appendix C. for the latest results shown for each grade level.

Developmental Assessment

Information about a student's stage of development in several functional areas is reported. Developmental assessment is commonly done in the primary grades and is reported to parents during conference sessions scheduled periodically during the year.

Authentic Assessment

Tasks relevant to classroom learning are assigned to students with the results collected in a portfolio. Comparing progress from the first time a student performs the task to a sample done after many practices becomes the measure of achievement. Portfolios may be available in several subject areas in a student's classroom depending on the grade level of the student.

Performance Assessment

This method uses work samples of assignments students receive in the classroom to examine achievement. The work sample is compared to a set of guidelines and a set of performance standards that have been developed by teachers and students. In March 2001, 4th grade students took a writing performance assessment as part of the STAR program. 2001 scores will provide base line data. Beginning with 2002, the students will received proficiency level designations on the writing sample. Because three years of data is not yet available, the results from the previous assessment system used (CTB) is shown in Appendix D. A six point scale was used to measure overall writing performance; a four point scale was used to measure content and vocabulary/grammar.

Progress Reports

A narrative description of student progress in specified behaviors and skills was provided in kindergarten. This progress report focuses on both social responsibility and intellectual development. Standards based progress reports were used in grades one through five to indicate student's progress in meeting grade level standards in math, language arts, history/social science, and science. Grades for achievement and effort and comments or progress were also included grades one through five. The progress report was provided to parents twice during the year in a conference format. A third report was sent home at the end of the year.

Physical Fitness Tests

Following are the results of the 5th grade fitness tests (given in the spring of 2001) showing the percent of students within or exceeding the healthy zone:

	Total
Aerobic Capacity (Mile Run)	92%
Body Composition (Height/Weight)	76%
Muscle Strength (Abdominal Curl-up)	43%
Muscle Strength (Trunk Lift)	98%
Endurance (Pull-up)	64%
Flexibility (Shoulder Stretch)	67%

Academic Performance Index (API)

Academic Performance Index (API) Reports		1999-2000 Growth Report	2000-2001 Growth Report
	Percent Tested / Number Tested	100/172	100/175
	API (Growth)	712	702
	API (Base)	600	712
	Growth Target	10	4
	Growth	112	-10
Met Growth Target?	School-wide	Yes	No
	Comparable Improvement (CI)	Yes	No
	Both School-wide and CI	Yes	No
	A wards Eligible	Yes	No
		1999 Base	2000 Base
	Percent Tested / Number Tested	94/188	100/172
	API (scale of 200-1000)	600	712
	Statewide Rank	5	7
	Similar Schools Rank	1	1
	Growth Target	10	4
	API Target	610	716
	"*A": At or above State target of 800		

English Language Learners Program

This program provides services for students who are still learning English.

Student Performance

- 84% of 19 Non-English Proficient (NEP) and Limited English Proficient (LEP) students receiving services in the English Language Learners (ELL) Program during 2000-2001 made adequate growth in English Language acquisition as measured by testing and teacher observation including 4 who were exited from the program because they no longer required services. The goal is 75%.
- 80% of 55 Fluent English Proficient (FEP) and Redesignated Fluent English Proficient (R-FEP) students were determined to be within the average range for language arts skills for their grade level as measured by teacher observation. The goal is 75%.
- 95% of 19 FEP and R-FEP students in grades 4-5 maintained a C average in their core curriculum classes as measured by report cards and teacher observation. The goal is 75%.
- 80% of 5 NEP, LEP, FEP, and R-FEP students receiving Special Education services made acceptable progress in attaining their IEP goals.

Program Effectiveness

- The District has a 21% redesignation rate for students in the ELL Program over the past three years. The goal is 20%.
- Five new district teachers were hired for the 2000-2001 school year who possessed certification for second language instruction. Four other district teachers were in the process of gaining this certification. There was a total of 54 district teachers with certification for second language instruction.

V. COMMUNITY AND FINANCIAL SUPPORT

Community Involvement

Number of volunteer hours: 14,000

Faculty/Community Organizations and Programs:

- Parent Teacher Association (PTA)
- School Site Council (SSC)
- “Adopt-a-Class”
- Family counseling referrals
- “DARE”
- Video ESL
- Girl Scouts

Communications:

- Monthly newsletter: “Nesbit Scoop”
- Room parents
- Fliers
- Email announcements list from the PTA
- School web site: www.belmont.k12.ca.us/main/nesbit/

Parental Involvement:

- Adopt-a-Class
- Book Fair
- Candy Cane Lane
- Classroom field trips (chaperones)
- Classroom Helpers
- Classroom supplies
- Computer education
- Discovery Day
- Emergency Preparedness
- Family Math
- 5th grade graduation party
- Fund Run
- Hot Lunch Program
- Library Volunteers
- Monetary gifts
- Parent education
- Project Self Esteem
- Read Across America
- Red Ribbon Week
- SCRIP fund raiser/eScrip
- TV Turn-off Week

Other Local Community Agencies

- Belmont Public Library
 - Belmont Rotary
 - Peninsula Humane Society
 - Family & Community Enrichment Services
 - Sequoia Adult School
 - Hiller Aviation Museum
 - Soroptomists
 - Peninsula Auxiliary for Children
 - Dr. Albert O. J. Landucci, D.D.S.
 - Belmont Police Department
 - South County Fire Dept.
 - “Club Puma” (child care)
 - Kollage Community Art School
-

Financial Information

The Belmont-Redwood Shores School District had an operating budget of just over \$17.6 million in 2000-2001. It was just over \$15.2 million in 1999-2001 and \$14.5 million in 1998-1999.

Revenue Sources

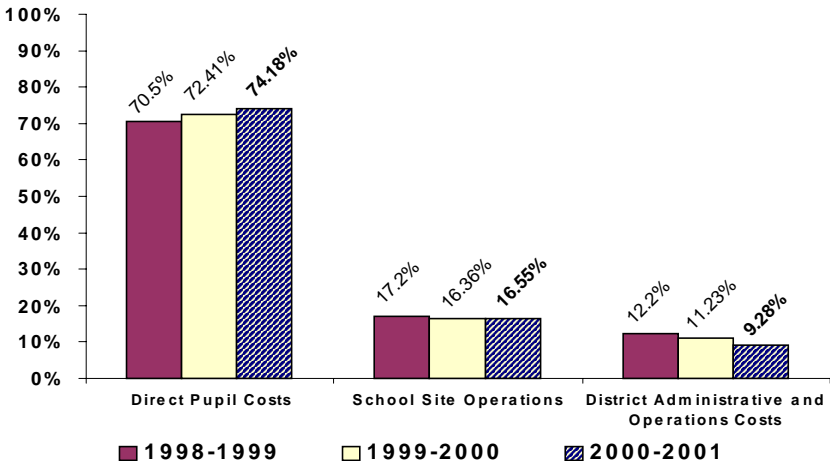
The District is a Basic Aid District, thus our largest source of revenue is from local property taxes.

	2000-2001	1999-2000	1998-1999
• Revenue Limit Sources (property taxes)	\$12,517,357	\$11,416,821	\$10,402,326
• Federal Revenues	\$446,418	\$298,539	\$169,873
• State Revenues	\$3,761,841	\$3,168,595	\$2,869,294
• Local Revenues	\$809,503	\$862,931	\$669,983
• Interfund Transfers	\$68,112	---	---

Breakdown of Per Pupil Costs

Our per pupil costs were **\$6513** for 2000-2001, \$6179 for 1999-2000 and \$5756 for 1998-1999. These costs are illustrated in the chart below as a percentage of the total budget. Three general areas are described in the chart:

- Direct pupil costs include salaries, books, supplies and equipment for the classroom (\$4831 per student);
- School site maintenance and operation costs (\$1078); and
- Prorated district administrative costs include technology, instructional support, and retiree benefits (\$604).

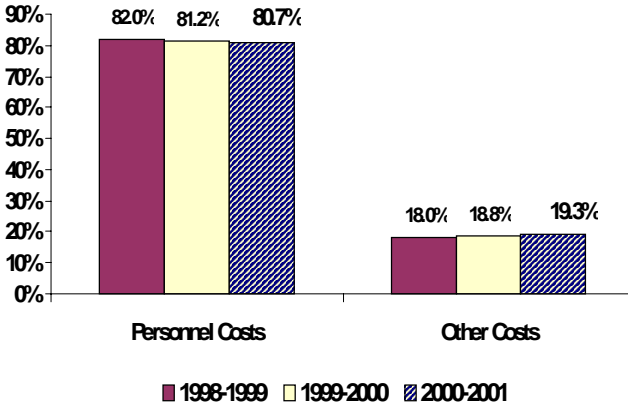


Breakdown of Personnel and Other Costs

The District expenses can be broken down into personnel and other costs:

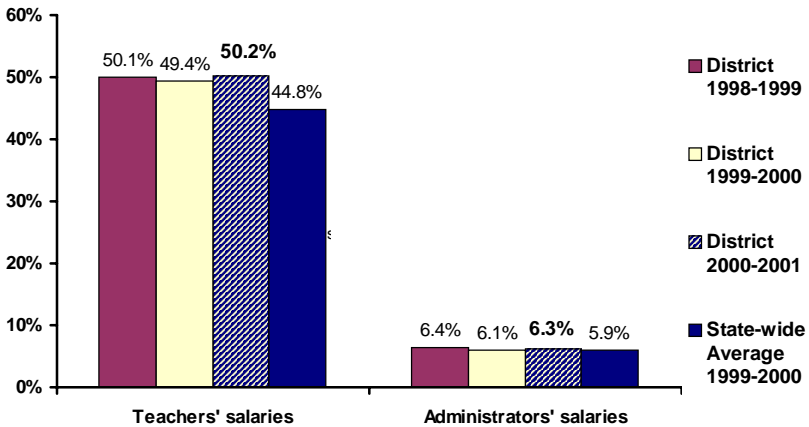
- Personnel costs: teachers, administrators, maintenance workers and custodians, clerical support and classroom assistants.
- Other costs: books, in-service training, instructional and other supplies, equipment, utilities, repairs and transportation.

The District expenses for personnel costs in relation to the total budget are shown in the chart below:



Salary Comparisons

The District salaries for teachers and administrators as a percentage of the total District budget are compared in the chart below to the statewide average percentage for districts of similar size to ours:



Dollar amounts for specific positions in the District are compared to the 1998-1999 and 1999-2000 statewide averages below.

	State Average		District	
	1998-1999	1999-2000	1998-1999	1999-2000
Beginning Teacher's				
Salary*	\$30,061	\$31,647	\$35,119	\$35,119
Daily Rate	\$164	\$172	\$187	\$187
Midrange Teacher's				
Salary*	\$47,202	\$48,813	\$51,273	\$51,273
Daily Rate	\$257	\$265	\$276	\$276
Highest Teacher's				
Salary*	\$56,964	\$59,082	\$63,448	\$62,148
Daily Rate	\$310	\$321	\$341	\$341
School Site Principals				
Average Salary*	\$71,690	\$74,659	\$79,017	\$77,286
Average Daily Rate	\$341	\$355	\$384	\$375
District Superintendent's				
Salary*	\$95,045	\$100,031	\$98,000	\$99,000
Daily Rate	\$421	\$445	\$439	\$444

**Note:*

Teacher salaries in the District are for one specific teacher in the District in each category. The salary figures do not include District years of service, extra for advanced degrees, and experience step allowances. Principals' salaries are an average over all principals in the District and do include District years of service, extra for advanced degrees, and experience step increases. Superintendent's salary includes District years of service, extra for advanced degrees, and experience step increases.

VI. PLANNING FOR THE FUTURE

Summary of Needs

Within the next few years Nesbit sees a need for:

- Ongoing professional development and growth of faculty and staff.
- Continue examination of student work to determine specific areas for improvement in reading, writing, and mathematics.
- Address early literacy by providing support for primary students who are having difficulty learning to read.
- Provide interventions for upper grade students who are experiencing academic difficulties in the core curriculum, particularly in reading, language arts, and mathematics.
- Maintain the implementation of our Conflict Resolution Program.
- Continue improvement of facilities and grounds as recommended by the Site Design Review Committee.
- Develop skill in resolving issues that arise at an organizational level.
- Continue efforts to ensure that our Disaster Preparedness Plans are in place and comprehensive.

Recommendations for Improvement

- Provide opportunities and resources for staff members to become curriculum and technology experts, mentors, and leaders at our school.
- Dedicate time to review student achievement in reading, language arts, and mathematics to provide direction for school wide improvement.
- Expand existing academic support services for students through alternative interventions, additional staff training, and supplemental funding sources.
- Train new staff members, including yard duty personnel, in Conflict Resolution to help students resolve problems.
- Work with architects and district business office to plan construction/renovation projects as recommended by Design Review Committee.
- Offer interest based problem solving training through CFIER (California Foundation for Improvement of Employee/Employer Relations) to a joint group of parents, teachers, classified staff, and administrators.
- Review plan with Disaster Preparedness Plan Committee and revise as needed. Equip classrooms with emergency supplies through PTA's efforts and conduct regular emergency drills.

APPENDIX A. RESOURCES FOR PARENTS

Parent education presentations will continue through staff and Parent Teacher Association activities. The relationship with Family and Community Enrichment Services, Inc. to provide family counseling for Nesbit families will continue. Communication with parents through a handbook, flyers, newsletters and the school web site will be maintained. Parents are encouraged to visit classrooms, attend assemblies, participate in PTA and fill volunteer positions in order to be involved in the Nesbit School Family.

Additional resources available for parents include:

Alateen (& Al-Anon) Mid Peninsula Information 650/592-7935

720 El Camino Real, Belmont, CA 94002

Call for dates and times. Support group for teenage children of alcoholics. Drop-ins welcome.

Catholic Charities 650/295-2160

36 37th Ave., San Mateo, CA.

Child Care Coordinating Council 650/696-8787

700 S. Claremont, San Mateo, CA

Children's Protective Services 650/595-7922

400 Harbor Blvd., Belmont, CA

Family and Community Enrichment Services, Inc. 650/591-9623

610 Elm Street, San Carlos, CA

Serves Belmont area with individual and family counseling services.

Family Stress Service of San Mateo County 650/368-6655

1860 El Camino Real, Burlingame, CA

Offers 24-hour hotline, crisis intervention, drop-in and outreach services for families and individuals within families experiencing violent abuse, communication problems, and difficulties with parent/child relationships.

Jewish Family and Children's Services 650/591-8991
490 El Camino Real, Belmont, CA

Parental Stress Hotline 650/327-3333
24-hour hotline. Teenagers may also call.

Parents' Educational Resource Center 650/572-9161
1730 Amphlett Blvd., Suite 130 San Mateo, CA.
The Parents' Educational Resource Center (PERC) is a nonprofit organization that helps parents who have children with learning disabilities.

Mills-Peninsula Health Services Community Ed. 650/696-5400
1783 El Camino Real, Burlingame, CA
Mental health center has several drop-in groups, including parent groups for grief and loss counseling and single parenting.

Poison Control Center 1-800-876-4766; 1-800-972-3323 (TDD)

Suicide Prevention & Crisis Center 650/368-6655
1860 El Camino Real, Burlingame, CA

Teen Helpline/24 hour calls 1-800-877-7675 ; also 650/327-8336

Toughlove-San Mateo Parents Support Group 650/327-3333
Parent support group practicing the Toughlove Program.
Meets weekly. Contact school for specific details.

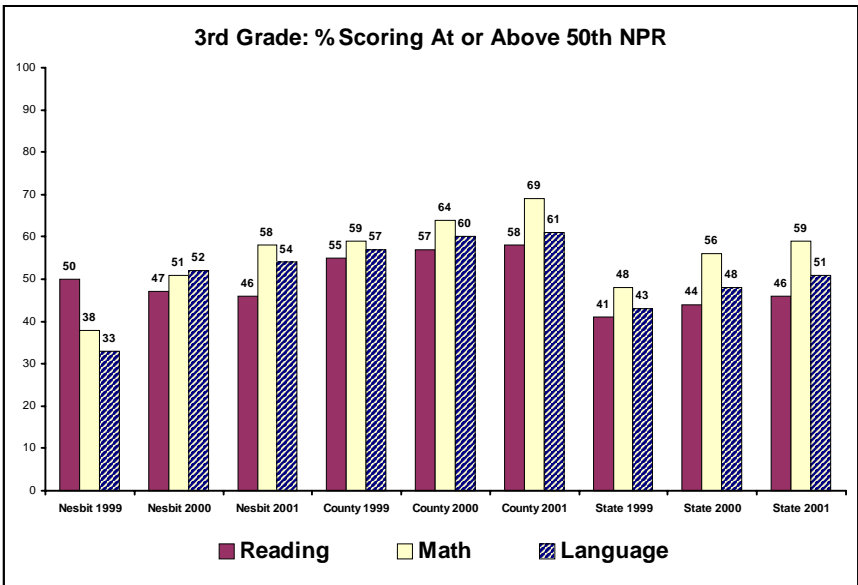
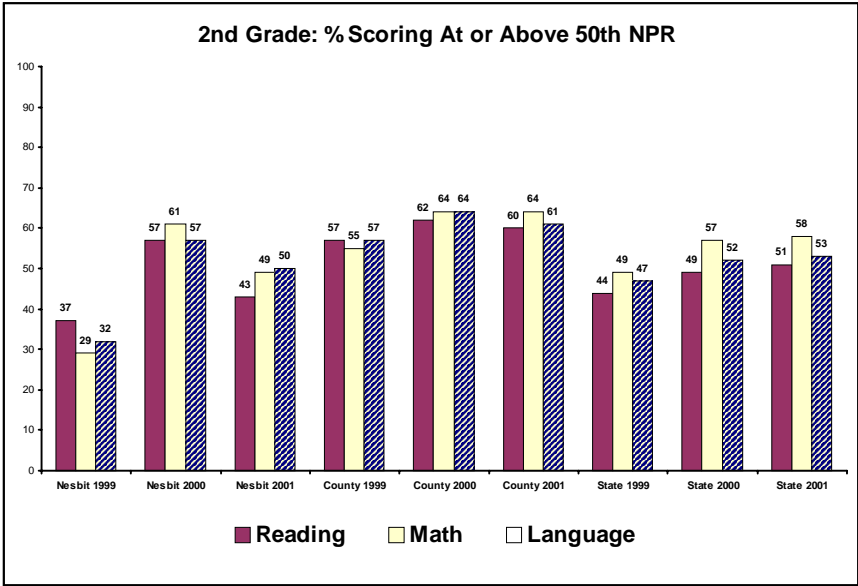
APPENDIX B. EDUCATION ABBREVIATIONS

ADA	Average Daily Attendance
API	Academic Performance Index
BFA	Belmont Faculty Association
CBEDS	California Basic Education Data System
CBEST	California Basic Education Skills Test
CLAS	California Learning Assessment System
CSBA	California School Boards Association
CSEA	California School Employees Association
CTA	California Teachers Association
ELL	English Language Learners
FTE	Full-Time Equivalent
GATE	Gifted and Talented Education
IEP	Individualized Education Program
LEP	Limited English Proficient
PAR	Peer Assistance & Review
PTA	Parent Teacher Association
PQR	Program Quality Review
PL94-142	Public Law 94-142 Education for All Handicapped Children Act
RSP	Resource Specialist Program
SARC	School Accountability Report Card
SIP	School Improvement Program
SDC	Special Day Class
SDE	State Department of Education
SSC	School Site Council
STAR	Standardized Testing and Reporting

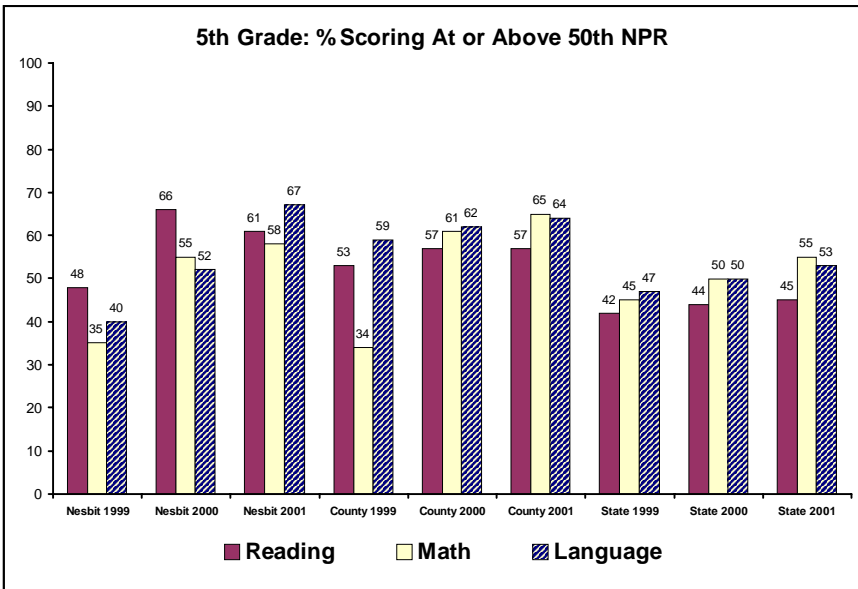
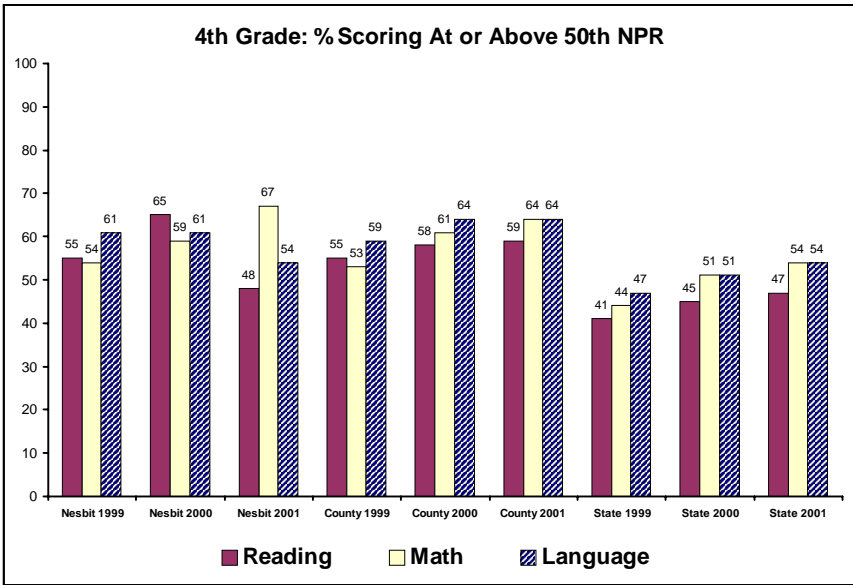
APPENDIX C. STAR REPORT SUMMARY CHARTS

Comparison by Area (School, County, State)

The number of students tested affects changes in test results. **Year-to-year variation is greater for small numbers of students than for large numbers of students**, so small changes at the state level are more likely to be "real" than are the same changes for schools or small districts.

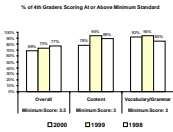


Comparison by Area (School, County, State)



APPENDIX D. CTB WRITING ASSESSMENT RESULTS

In March 2001, 4th grade students took a writing performance assessment as part of the STAR program. 2001 scores will provide base line data. Because data for 3 years is unavailable under this new program, the previous CTB results are shown here. Note that results for different school years are based on scores of different student groups (classes) and include scores of students enrolled in this District for less than one year. These trends cannot be used to conclude the presence or absence of student growth from one year to the next. Students scoring below the minimum level are encouraged to attend summer school and/or are provided with an education plan to help them achieve the minimum level of proficiency.



CTB Writing Assessment: Overall

