

School Accountability Report Card

School Year 2001-2002

| School Information | | District Information | |
|-------------------------|--|-------------------------|---|
| School Name | Nesbit Elementary | District Name | Belmont-Redwood Shores Elementary |
| Principal | Bill McClurg | Superintendent | Anne Campbell |
| Street | 500 Biddulph Way | Street | 2960 Hallmark Dr. |
| City, State, Zip | Belmont, CA 94002-2711 | City, State, Zip | Belmont, CA 94002-2943 |
| Phone Number | 650-637-4860 | Phone Number | 650-637-4800 |
| FAX Number | 650-637-4867 | FAX Number | 650-637-4811 |
| Web Site | www.belmont.k12.ca.us/main/nesbit/ | Web Site | www.belmont.k12.ca.us |
| Email Address | bmccclurg@belmont.k12.ca.us | Email Address | acamp@belmont.k12.ca.us |
| CDS Code | 41-68866-6043475 | SARC Contact | Marcia Harter < mharter@belmont.k12.ca.us > |

School Description and Mission Statement

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.

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.

Opportunities for Parental Involvement

| | | | |
|----------------------------|-----------------------|------------------------------------|---------------------|
| Contact Person Name | Sherri Sentman | Contact Person Phone Number | 650-637-4860 |
| | | | |

- 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 Turnoff Week

I. Demographic Information

Student Enrollment, by Grade Level

| Grade Level | Enrollment |
|--------------|------------|
| Kindergarten | 59 |
| Grade 1 | 60 |
| Grade 2 | 38 |
| Grade 3 | 62 |
| Grade 4 | 50 |
| Grade 5 | 57 |
| Total | 326 |

Student Enrollment, by Ethnic Group

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

| Racial/Ethnic Category | Number of Students | Percentage of Students | Racial/Ethnic Category | Number of Students | Percentage of Students |
|----------------------------------|--------------------|------------------------|------------------------|--------------------|------------------------|
| African-American | 26 | 8.0 | Hispanic or Latino | 67 | 20.6 |
| American Indian or Alaska Native | 1 | 0.3 | Pacific Islander | 5 | 1.5 |
| Asian-American | 47 | 14.4 | White (Not Hispanic) | 161 | 49.4 |
| Filipino-American | 12 | 3.7 | Other | 7 | 2.1 |

II. School Safety and Climate for Learning

School Safety Plan

| | | | |
|----------------------------|-----------------|--------------------------------|-----------------|
| Date of Last Review/Update | August 21, 2002 | Date Last Discussed with Staff | August 27, 2002 |
|----------------------------|-----------------|--------------------------------|-----------------|

Nesbit School has a Comprehensive School Safety Plan in place, 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. Nesbit's PTA sponsors a drive each year to ensure that each classroom has portable basic emergency supplies.

School Programs and Practices that Promote a Positive 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.

Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

| | School | | | District | | |
|-----------------------------|--------|-------|------|----------|------|-------|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| Suspensions (number) | 8 | 7 | 1 | 71 | 49 | 58 |
| Suspensions (rate) | 2.42% | 2.14% | .31% | 2.86% | 1.95 | 2.32% |
| Expulsions (number) | 0 | 1 | 0 | 0 | 2 | 0 |
| Expulsions (rate) | 0% | .31% | 0% | 0% | .08% | 0% |

School 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.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11 only).

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | School | | | District | | | State | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| 2 | --- | 26 | 29 | --- | 55 | 51 | --- | 32 | 32 |
| 3 | --- | 34 | 26 | --- | 45 | 55 | --- | 30 | 34 |
| 4 | --- | 32 | 48 | --- | 59 | 63 | --- | 33 | 36 |
| 5 | --- | 26 | 30 | --- | 48 | 53 | --- | 28 | 31 |
| 6 | --- | | | --- | 58 | 52 | --- | 31 | 30 |
| 7 | --- | | | --- | 64 | 60 | --- | 32 | 33 |
| 8 | --- | | | --- | 57 | 66 | --- | 32 | 32 |

CST - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | School | | | District | | | State | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| 2 | --- | --- | 45 | --- | --- | 60 | --- | --- | 43 |
| 3 | --- | --- | 32 | --- | --- | 60 | --- | --- | 38 |
| 4 | --- | --- | 40 | --- | --- | 62 | --- | --- | 37 |
| 5 | --- | --- | 19 | --- | --- | 51 | --- | --- | 29 |
| 6 | --- | --- | | --- | --- | 43 | --- | --- | 32 |
| 7 | --- | --- | | --- | --- | 51 | --- | --- | 29 |
| 8 | --- | --- | | --- | --- | 41 | --- | --- | 26 |

CST - Subgroups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | Male | Female | English Learners | Not-English Learners | Socioeconomically Disadvantaged | Not Socioeconomically Disadvantaged | Migrant Education Services |
|-------------|------|--------|------------------|----------------------|---------------------------------|-------------------------------------|----------------------------|
| 2 | 33 | 27 | | 28 | 33 | 28 | |
| 3 | 32 | 22 | | 27 | | 29 | |
| 4 | 47 | 48 | | 50 | 13 | 56 | |
| 5 | 28 | 31 | | 31 | | 33 | |

CST - Subgroups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | Male | Female | English Learners | Not-English Learners | Socioeconomically Disadvantaged | Not Socioeconomically Disadvantaged | Migrant Education Services |
|-------------|------|--------|------------------|----------------------|---------------------------------|-------------------------------------|----------------------------|
| 2 | 50 | 42 | 75 | 41 | 43 | 45 | |
| 3 | 39 | 26 | 0 | 34 | 17 | 34 | |
| 4 | 33 | 44 | 25 | 41 | 10 | 47 | |
| 5 | 29 | 10 | 0 | 20 | 0 | 22 | |

CST - Racial/Ethnic Groups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | African-American | American Indian or Alaska Native | Asian-American | Filipino-American | Hispanic or Latino | Pacific Islander | White (not Hispanic) | Other |
|-------------|------------------|----------------------------------|----------------|-------------------|--------------------|------------------|----------------------|-------|
| 2 | 0 | | 0 | | 20 | | 30 | |
| 3 | 0 | | 25 | | 7 | | 34 | |
| 4 | 33 | | 33 | | 25 | | 59 | |
| 5 | 50 | | 0 | | 23 | | 33 | |

CST - Racial/Ethnic Groups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | African-American | American Indian or Alaska Native | Asian-American | Filipino-American | Hispanic or Latino | Pacific Islander | White (not Hispanic) | Other |
|-------------|------------------|----------------------------------|----------------|-------------------|--------------------|------------------|----------------------|-------|
| 2 | 0 | | 50 | | 33 | | 52 | |
| 3 | 25 | | 50 | | 7 | | 42 | |
| 4 | 25 | | 60 | | 14 | | 32 | |
| 5 | 25 | | 0 | | 0 | | 32 | |

Stanford 9 (SAT 9)

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

SAT 9 - Reading

Percentage of students scoring at or above the 50th percentile

| Grade Level | School | | | District | | | State | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| 2 | 57 | 43 | 50 | 70 | 72 | 75 | 49 | 51 | 53 |
| 3 | 47 | 46 | 42 | 71 | 67 | 74 | 44 | 46 | 47 |
| 4 | 63 | 48 | 59 | 72 | 71 | 78 | 45 | 47 | 49 |
| 5 | 66 | 61 | 45 | 78 | 72 | 73 | 44 | 45 | 46 |
| 6 | | | | 79 | 79 | 77 | 46 | 47 | 48 |
| 7 | | | | 75 | 81 | 76 | 46 | 48 | 48 |
| 8 | | | | 79 | 76 | 79 | 49 | 50 | 49 |

SAT 9 - Mathematics

Percentage of students scoring at or above the 50th percentile

| Grade Level | School | | | District | | | State | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| 2 | 61 | 49 | 56 | 72 | 73 | 70 | 57 | 58 | 62 |
| 3 | 51 | 58 | 56 | 75 | 76 | 76 | 56 | 59 | 62 |
| 4 | 58 | 67 | 70 | 73 | 77 | 82 | 51 | 54 | 58 |
| 5 | 55 | 58 | 58 | 73 | 75 | 79 | 50 | 54 | 57 |
| 6 | | | | 79 | 80 | 71 | 55 | 57 | 60 |
| 7 | | | | 73 | 72 | 75 | 48 | 50 | 52 |
| 8 | | | | 82 | 72 | 70 | 48 | 49 | 50 |

SAT 9 - Subgroups - Reading

Percentage of students scoring at or above the 50th percentile

| Grade Level | Male | Female | English Learners | Not-English Learners | Socioeconomically Disadvantaged | Not Socioeconomically Disadvantaged | Migrant Education Services |
|-------------|------|--------|------------------|----------------------|---------------------------------|-------------------------------------|----------------------------|
| 2 | | 54 | | 47 | | 50 | |
| 3 | 48 | 38 | | 43 | | 47 | |
| 4 | 53 | 63 | | 63 | | 62 | |
| 5 | 35 | 54 | | 47 | | 49 | |

SAT 9 - Subgroups - Mathematics

Percentage of students scoring at or above the 50th percentile

| Grade Level | Male | Female | English Learners | Not-English Learners | Socioeconomically Disadvantaged | Not Socioeconomically Disadvantaged | Migrant Education Services |
|-------------|------|--------|------------------|----------------------|---------------------------------|-------------------------------------|----------------------------|
| 2 | | 46 | | 50 | | 57 | |
| 3 | 57 | 55 | | 57 | | 57 | |
| 4 | 74 | 67 | | 72 | | 75 | |
| 5 | 60 | 57 | | 59 | | 59 | |

SAT 9 - Racial/Ethnic Groups - Reading

Percentage of students scoring at or above the 50th percentile

| Grade Level | African-American | American Indian or Alaska Native | Asian-American | Filipino-American | Hispanic or Latino | Pacific Islander | White (not Hispanic) | Other |
|-------------|------------------|----------------------------------|----------------|-------------------|--------------------|------------------|----------------------|-------|
| 2 | | | | | | | 57 | |
| 3 | | | | | 23 | | 53 | |
| 4 | | | | | | | 61 | |
| 5 | | | | | 38 | | 54 | |

SAT 9 - Racial/Ethnic Groups - Mathematics

Percentage of students scoring at or above the 50th percentile

| Grade Level | African-American | American Indian or Alaska Native | Asian-American | Filipino-American | Hispanic or Latino | Pacific Islander | White (not Hispanic) | Other |
|-------------|------------------|----------------------------------|----------------|-------------------|--------------------|------------------|----------------------|-------|
| 2 | | | | | | | 62 | |
| 3 | | | | | 31 | | 67 | |
| 4 | | | | | | | 67 | |
| 5 | | | | | 54 | | 54 | |

Local Assessment

Percentage of students meeting or exceeding the district standard:% scoring at or above 50th NPR

| Grade Level | Reading | | | Writing | | | Mathematics | | |
|-------------|---------|------|------|---------|------|------|-------------|------|------|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| K | | | | | | | | | |
| 1 | | | | | | | | | |
| 2 | 57 | 43 | 50 | | | | 61 | 49 | 56 |
| 3 | 47 | 46 | 42 | | | | 52 | 58 | 56 |
| 4 | 65 | 48 | 59 | 69 | 91 | 86 | 59 | 67 | 70 |
| 5 | 66 | 61 | 45 | | | | 52 | 58 | 58 |

California Fitness Test

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

| Grade Level | School | | | District | | | State | | |
|-------------|--------|--------|------|----------|--------|------|-------|--------|------|
| | Total | Female | Male | Total | Female | Male | Total | Female | Male |
| 5 | 29.6 | 40.0 | 16.7 | 29.3 | 29.7 | 29.0 | 22.2 | 23.4 | 21.5 |
| 7 | | | | 47.6 | 55.1 | 39.3 | 25.9 | 27.3 | 25.0 |
| 9 | | | | | | | 22.7 | 21.0 | 24.6 |

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education Web site at <http://api.cde.ca.gov/> or by speaking with the school principal

School Wide API

| API Base Data | | | | API Growth Data | | | |
|----------------------|------|------|------|-------------------|-------------------|-------------------|-------------------|
| | 1999 | 2000 | 2001 | | From 1999 to 2000 | From 2000 to 2001 | From 2001 to 2002 |
| Percentage Tested | 94 | 100 | 100 | Percentage Tested | 100 | 100 | 100 |
| API Base Score | 600 | 712 | 697 | API Growth Score | 712 | 702 | 726 |
| Growth Target | 10 | 4 | 5 | Actual Growth | 112 | -10 | 29 |
| Statewide Rank | 5 | 7 | 6 | | | | |
| Similar Schools Rank | 1 | 1 | 1 | | | | |

API Subgroups - Racial/Ethnic Groups

| API Base Data | | | | API Growth Data | | | |
|---|------|------|------|---|-------------------|-------------------|-------------------|
| | 1999 | 2000 | 2001 | | From 1999 to 2000 | From 2000 to 2001 | From 2001 to 2002 |
| African-American | | | | African-American | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| American Indian or Alaska Native | | | | American Indian or Alaska Native | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| Asian-American | | | | Asian-American | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| Filipino-American | | | | Filipino-American | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| Hispanic or Latino | | | | Hispanic or Latino | | | |
| API Base Score | 466 | 614 | 616 | API Growth Score | 614 | 616 | |
| Growth Target | 8 | 3 | 4 | Actual Growth | 148 | 2 | |
| Pacific Islander | | | | Pacific Islander | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| White (Not Hispanic) | | | | White (Not Hispanic) | | | |
| API Base Score | 625 | 720 | 716 | API Growth Score | 720 | 719 | 738 |
| Growth Target | 8 | 3 | 4 | Actual Growth | 95 | -1 | 22 |

API Subgroups - Socioeconomically Disadvantaged

| API Base Data | | | | API Growth Data | | | |
|---------------|--|--|--|-----------------|--|--|--|
|---------------|--|--|--|-----------------|--|--|--|

| | 1999 | 2000 | 2001 | | From 1999 to 2000 | From 2000 to 2001 | From 2001 to 2002 |
|-----------------------|------|------|------|-------------------------|-------------------------|-------------------------|-------------------------|
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |

API-Based Awards and Intervention Programs

California program data are based on API growth data from the previous academic year.

***The II/USP Program was not funded for the year 2002.

| California Programs | | | | Federal Programs | | | |
|--|------|------|------|---|------|------|------|
| | 2000 | 2001 | 2002 | | 2000 | 2001 | 2002 |
| Eligible for Governor's Performance Award | YES | NO | YES | Recognition for Achievement (Title 1) | | | |
| Eligible for II/USP | NO | NO | *** | Identified for Program Improvement (Title 1) | | | |
| Applied for II/USP \$ | NO | NO | *** | Exited Title 1 Program Improvement | | | |
| Received II/USP \$ | NO | NO | *** | | | | |

IV. School Completion (Secondary Schools)

This section is not applicable: Nesbit is an Elementary School.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students, by grade level, as reported by CBEDS.

| Grade | 2000 | | | | 2001 | | | | 2002 | | | |
|------------|-------|------|-------|-----|-------|------|-------|-----|-------|------|-------|-----|
| | Avg. | 1-20 | 21-32 | 33+ | Avg. | 1-20 | 21-32 | 33+ | Avg. | 1-20 | 21-32 | 33+ |
| K | 16.50 | 2 | | | 18.67 | 3 | | | 19.67 | 3 | | |
| 1 | 16.67 | 3 | | | 18.50 | 2 | | | 20.00 | 3 | | |
| 2 | 16.00 | 3 | | | 20.00 | 3 | | | 18.50 | 2 | | |
| 3 | 16.33 | 3 | | | 18.67 | 3 | | | 19.67 | 3 | | |
| 4 | 27.50 | | 2 | | 27.50 | | 2 | | 23.50 | | 2 | |
| 5 | 23.50 | | 2 | | 27.00 | | 2 | | 27.00 | | 2 | |
| 6 | | | | | | | | | | | | |
| K-3 | 17.50 | 2 | | | | | | | | | | |
| 3-4 | | | | | | | | | | | | |
| 4-8 | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|-------|--|--|--|--|--|--|--|--|--|--|--|--|
| Other | | | | | | | | | | | | |
|-------|--|--|--|--|--|--|--|--|--|--|--|--|

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students, by subject area, as reported by CBEDS.

Section not applicable for an elementary school.

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

| Grade Level | Percentage of Pupils Participating | | |
|-------------|------------------------------------|------|------|
| | 2000 | 2001 | 2002 |
| K | 100% | 100% | 100% |
| 1 | 100% | 100% | 100% |
| 2 | 100% | 100% | 100% |
| 3 | 100% | 100% | 100% |

VI. Teacher and Staff Information

Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

| | 2000 | 2001 | 2002 |
|---|------|------|------|
| Total Number of Teachers | 20 | 20 | 18 |
| Full Credential (full credential and teaching in subject area) | 18 | 20 | 18 |
| Teaching Outside Subject Area (full credential but teaching outside subject area) | | | |
| Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits) | 2 | | |
| Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit) | | | |

Teacher Evaluations

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.

Substitute Teachers

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.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

| Title | FTE |
|--|---------|
| Psychologist | .2 |
| Nurse | On call |
| Speech/Language/Hearing Specialist | .4 |
| Special Day Class Teacher | 1.0 |
| Resource/Inclusion Specialist (teaching) | 1.0 |
| Band/Strings/Vocal Music Teacher | .4 |
| Gifted and Talented Education Teacher (GATE) | .1 |
| Reading Teacher | .5 |
| Science Teacher (4th and 5th Grades) | .5 |
| Title I Teacher | 1.0 |

VII. Curriculum and Instruction

School Instruction and Leadership

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

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.

Quality and Currency of Textbooks and Other Instructional 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.

Instructional Minutes

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

| Grade Level | Instructional Minutes | |
|-------------|-----------------------|-------------------|
| | Offered | State Requirement |
| K | 42,930 | 36,000 |
| 1 | 51,273 | 50,400 |
| 2 | 51,273 | 50,400 |
| 3 | 51,273 | 50,400 |
| 4 | 54,598 | 54,000 |
| 5 | 54,598 | 54,000 |

Total Number of Minimum Days

The school scheduled 11 minimum days during the school year: to conduct parent conferences at the end of the Fall and Spring trimesters, last day of school. 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. Total minimum days: 47 (11 + 36)

VIII. Postsecondary Preparation (Secondary Schools)

This section is not applicable: Nesbit is an Elementary School.

X. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2000-2001)

Statewide data categories used for comparison are determined by type (Elementary, High, and Unified) and enrollment, as defined in [Management Bulletin 02-04](#). The statewide average for principals is aggregated by district. There is no statewide average calculated for Common Administration Districts.

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | 36903 | 34611 |
| Mid-Range Teacher Salary | 53878 | 53100 |
| Highest Teacher Salary | 67636 | 65312 |
| Average Principal Salary (Elementary) | 79390 | 80909 |
| Average Principal Salary (Middle) | 87335 | |
| Average Principal Salary (High) | n/a | |
| Superintendent Salary | 103846 | 109512 |
| Percentage of Budget for Teacher Salaries | 50.2 | 43.49 |
| Percentage of Budget for Administrative Salaries | 6.26 | 5.90 |

Additional Compensation for Administrators

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.

Expenditures (Fiscal Year 2000-2001)

| District | District | State Average For Districts In Same Category | State Average All Districts |
|----------|----------|--|-----------------------------|
| | | | |

| Total Dollars | Dollars per Student (ADA) | Dollars per Student (ADA) | Dollars per Student (ADA) |
|---------------|---------------------------|---------------------------|---------------------------|
| 15063844 | 6266 | 6092 | 6360 |

Types of Services Funded

| | | |
|--|---|--|
| <ul style="list-style-type: none"> ● Reg. Ed ● CSR ● Guidance ● Music ● Summer School ● Community day school ● Gov's Perf awards ● API donations ● ODE <p>Special Education</p> <ul style="list-style-type: none"> ● Psychologists ● County Sp Ed ● Speech ● SP Ed IDEA ● RSP, SDC & NPS ● Transportation | <ul style="list-style-type: none"> ● Teachers ● Classified Staff ● Benefits ● Books & Supplies ● Services ● Equipment ● Health Services ● Food Services ● Title I ● Drug ● Title II ● Title VI ● Title VI (CSR) ● Dist Block Grant ● NBCT ● ELLP ● Classroom Library | <ul style="list-style-type: none"> ● Public School Library ● Lottery Prop 20 ● Tolerance Ed ● School Safety ● TUPE ● Arts Ed Partnership ● EIA ● Ed. Tech ● GATE ● Instructional Materials ● Standards Based ● Instructional Mat/Staff Buyout ● Miller Unruh ● Oracle Grant ● ACSD Grant ● SIP |
|--|---|--|