

School Accountability Report Card Reported for School Year 2003-2004

Published During 2004-2005

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Nesbit Elementary	District Name	Belmont-Redwood Shores Elementary
Principal	Bill McClurg (Cherie Ho as of 1/3/2005)	Superintendent	John McIntosh
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
E-mail Address	bmccclurg@belmont.k12.ca.us (cho@belmont.k12.ca.us)	E-mail Address	jmcintosh@belmont.k12.ca.us
CDS Code	41-68866-6043475	SARC Contact	Jeannie Bosley jbosley@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
<ul style="list-style-type: none"> • Adopt-a-Class • Book Fair • Candy Cane Lane • Classroom field trips (chaperones) • Classroom Helpers • Classroom supplies • Computer education • Discovery Day • Emergency Preparedness • Escrip • Family Math 		<ul style="list-style-type: none"> • 5th grade graduation party • Fund Run • Hot Lunch Program • Library Volunteers • Monetary gifts • Parent education • Parent Teacher Association • Project Self Esteem • Read Across America • Red Ribbon Week • TV Turnoff Week 	

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	38	Grade 9	0
Grade 1	46	Grade 10	0
Grade 2	49	Grade 11	0
Grade 3	50	Grade 12	0
Grade 4	38	Ungraded Secondary	0
Grade 5	54		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	275

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	24	8.7	Hispanic or Latino	60	21.8
American Indian or Alaska Native	0	0.0	Pacific Islander	8	2.9

Asian	29	10.5	White (Not Hispanic)	133	48.4
Filipino	10	3.6	Multiple or No Response	11	4.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	August 24, 2004	Date Last Discussed with Staff	August 30, 2004
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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
- Annual 5th grade musical
- Presidential Academic Fitness awards

Third graders participated in STOP (Students Teaching Other Peers) learning about resiliency and asset building from Ralston Middle School students.

Students use Conflict Resolution strategies to resolve disagreements.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., 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 total enrollment as reported by CBEDS 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		
	2002	2003	2004	2002	2003	2004
Number of Suspensions	1	1	7	58	61	34
Rate of Suspensions	.31%	.32%	2.55%	2.32%	2.4%	1.38%
Number of Expulsions	0	0	0	0	6	1
Rate of Expulsions	0%	0%	0%	0%	.24%	.04%

School Facilities

Age of Buildings: This school has 23 classrooms, a music room, a library, a multipurpose room, and administrative offices (in 2004-2005). The main buildings were constructed in 1953, and modernized in 1994 and 2004. Two portable classrooms were installed on the campus in 1999.

Cleaning Standards: The District has adopted cleaning standards for each school, and a copy of these is available in the principal's office. The principal works daily with the custodial staff to develop and implement cleaning practices that ensure a clean and safe school campus.

Maintenance and Repair: District maintenance staff, assisted as necessary by outside contractors, keep the school in good repair. Work orders are completed in a timely manner, and tracked on a computerized system of record keeping, which also allows priority to be assigned to emergency repairs.

Complaints and Reports of Conditions Requiring Remedy: Each classroom contains a notice regarding the availability of complaint or report of unsafe condition forms, which can be found in the principal's office. The District uses the Uniform Complaint Process (per Board Policy) in responding to all filed complaints.

Of the 24 classrooms at Nesbit in the 2003-2004 school year, 15 classrooms are used for regular instruction and 2 house County programs for Orthopedically Handicapped children. The other classrooms 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 98 computers for student use, 91 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) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) 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 state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

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

CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	32	31	33	57	58	57	32	35	36
Mathematics	32	41	37	53	59	60	31	35	34
Science			23		0	49	30	27	25
History-Social Science					47	49	28	28	29

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	22		69		14		42
Mathematics	17		75		21		45
Science					8		39
History-Social Science							

CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	32	34	5	10	38	12	37	
Mathematics	41	33	5	13	42	12	41	
Science	39	8			23		22	
History-Social Science								

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Schievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent 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. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	35	35	---	65	65	---	43	43
Mathematics	---	45	52	---	71	73	---	50	51

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	22		56		26		42
Mathematics	22		75		36		64

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	36	34	0	20	38	8	39	
Mathematics	57	47	23	17	59	19	57	

Local Assessment

The District is currently developing a new local assessment system. At this time, the CST and NRT data (see

above) is used for program design and instructional purposes.

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *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	23.5	24.0	23.1	41.3	39.4	43.0	24.8	26.7	22.9
7				50.2	53.2	47.1	29.1	31.3	27.0
9							26.3	25.3	27.2

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 percent 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 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. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). 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 eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base 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: Schools also receive a ranking that compares that school to 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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	100	100	99	Percent Tested	100	99	100
API Base Score	697	717	706	API Growth Score	726	716	694
Growth Target	5	4	5	Actual Growth	29	-1	-12
Statewide Rank	6	6	5				
Similar Schools Rank	1	N/A	1				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African-American				African-American			
API Base Score			602	API Growth Score			
Growth Target			4	Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	616	619	625	API Growth Score		633	585
Growth Target	4	3	4	Actual Growth		14	-40
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	716	740	744	API Growth Score	738	748	745
Growth Target	4	3	4	Actual Growth	22	8	1

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
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	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score			611	API Growth Score		632	574
Growth Target			4	Actual Growth			-37

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement	---	---
Year in Program Improvement	---	---
Year Exited Program Improvement	---	---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Identified for Program Improvement	---	0.0

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004

All Students	---	Yes	Yes	---	Yes	Yes
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	n/a	n/a
American Indian or Alaska Native	---	n/a	n/a	---	n/a	n/a
Asian	---	n/a	n/a	---	Yes	Yes
Filipino	---	n/a	n/a	---	n/a	n/a
Hispanic or Latino	---	n/a	n/a	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	n/a	n/a
White (not Hispanic)	---	Yes	Yes	---	Yes	Yes
Socioeconomically Disadvantaged	---	n/a	n/a	---	Yes	n/a
English Learners	---	n/a	n/a	---	n/a	n/a
Students with Disabilities	---	n/a	n/a	---	Yes	Yes

IV. School Completion (Secondary Schools)

No data are available for this section (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 that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2002			2003			2004					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.7	3			19.0	3			19.0	2		
1	20.0	3			16.3	3			16.5	2		
2	18.5	2			19.7	3			19.5	2		
3	19.7	3			20.0	2			19.5	2		
4	23.5		2		28.0		2		26.0		1	
5	27.0		2		23.0		2		25.5		2	
6												
K-3									20.0	1		
3-4									20.0	1		
4-8												

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is 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.

	2002	2003	2004
Total Teachers	18	19	16
Teachers with Full Credential	18	19	16
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0	0
Teachers in Alternative Routes to Certification (district and university internship)	0	0	0
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	0	0	1
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners	---	---	0
Total Teacher Misassignments	---	---	0

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	6.3	8.8
Master's Degree	12.5	17.5
Bachelor's Degree plus 30 or more semester hours	75.0	72.3
Bachelor's Degree	6.3	1.5
Less than Bachelor's Degree	0.0	0.0

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a

position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	---	---	0

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 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	
Library-Media Specialist	.2
Psychologist	.2
Social Worker	
Nurse	on call
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	
Special Day Class Teacher	1.0
Resource/Inclusion Specialist (teaching)	1.0
Band/Strings/Vocal Music Teacher	.2
Gifted and Talented Education Teacher (GATE)	
Reading Teacher	
Science Teacher (4th and 5th grades)	

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
- 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
- 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. Marilyn Schwarz, a community volunteer, was honored for her 3rd grade music program in 2002. 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 2003-2004, K - 3rd grades were staffed at a ratio of 19.1 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 Single Plan for Student Achievement. 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 Single Plan for Student Achievement each year. Nesbit School's teachers participate in two days of staff development before the students return to school. One additional staff development day was 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. English Language Arts
- b. Mathematics
- c. Grade Level Teaming
- d. Curriculum Planning for the Year
- e. Special Education
- f. Curriculum and Instructional Practices
- g. Standards and Assessment

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.:

- EverydayMath (K-5)
- Harcourt Brace "Signatures" and Houghton Mifflin "Reading" for English/Language Arts
- Rebecca Sitton Sourcebook and Houghton Mifflin "Reading" 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) and Houghton Mifflin "Discovery Works" for Science
- Skills for School Success (grades 4 and 5)

The State and District provide funds for 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 over 8,000 books is electronically catalogued. In addition, the library contains a mini-lab consisting of 5 computers, a scanner, and two printers.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient standards-aligned textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science; foreign language and health; and science laboratory equipment for grades 9 to 12, inclusive, as appropriate.

Sufficient standards-aligned textbooks and other instructional materials were available for each pupil in the school.

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	42,280	36,000

1	51,965	50,400
2	51,965	50,400
3	51,965	50,400
4	54,585	54,000
5	54,585	54,000

Total Number of Minimum Days

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. The last day of school in June is also a minimum day. Total minimum days: 47 (10 + 36 + 1)

VIII. Postsecondary Preparation (Secondary Schools)

No data are available for this section (Nesbit is an Elementary school)

IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$31,641	\$35,949
Mid-Range Teacher Salary	\$58,575	\$55,680
Highest Teacher Salary	\$75,656	\$69,175
Average Principal Salary (Elementary)	\$95,995	\$85,767
Average Principal Salary (Middle)	\$100,389	\$88,426
Average Principal Salary (High)		
Superintendent Salary	\$125,600	\$118,606

Percent of Budget for Teacher Salaries	39.3	42.5
Percent of Budget for Administrative Salaries	7.2	5.9

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

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)
\$20,100,257	\$8,104	\$6,542	\$6,822

Types of Services Funded (2003-2004)

These services were funded by the district during the 2003-2004 school year.

<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 • Teacher Quality • Title II • Title III • Title III not LEA • Title VI • Title VI (CSR) • Dist Block Grant • NBCT • ELLP 	<ul style="list-style-type: none"> • Classroom Library • Public School Library • Lottery Prop 20 • Tolerance Ed • School Safety • TUPE • Arts Ed Partnership • EIA • Ed. Tech • GATE • Instructional Materials • IMFRP • Standards Based • Instructional Mat/Staff Buyout • Miller Unruh • Oracle Grant • ACSD Grant • SIP
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