

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

Executive Summary School Accountability Report Card, 2007-08

Nesbit Elementary School

Address: 500 Biddulph Way, Belmont, CA 94002-2711

Phone: 650-637-4860

Principal: Cherie Ho

Grade Span: K - 5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Nesbit Elementary is recognized as a California Distinguished School in 2008. It is a neighborhood K-5 school located near Hwy 101 and El Camino Real. The school campus is nestled in a park like setting with large athletic fields for community use.

The diverse student population of 365 is made up of families from Belmont and Redwood Shores. Academic excellence, good character and development of social skills, are all necessary for students to become good citizens in their community. School provides support for reading and English Language Development, and offers after school programs to encourage extensions to learning. Nesbit has a wireless learning lab and library to enhance the development of literacy and provide community learning resources.

Our PTA provides fiscal resources for classroom materials, field trips and assemblies. Our Parent Involvement & Leadership Facilitator provides outreach to our parents to become leaders and supporters of the educational process and our School Climate Facilitator promotes conflict management skills for effective communication. The API score for this year was 811 with 51% of our students scoring proficient or advanced in English Language Arts and 62% proficient or advanced in math. 68% of our fifth graders scored proficient or advanced in science.

Student Enrollment

Group	Enrollment
Number of students	367
African American	3.54 %
American Indian or Alaska Native	%
Asian	16.89 %
Filipino	6.81 %
Hispanic or Latino	17.71 %
Pacific Islander	1.63 %
White (not Hispanic)	45.5 %
Multiple or No Response	7.9 %
Socioeconomically Disadvantaged	18 %
English Learners	21 %
Students with Disabilities	19 %

Teachers

Indicator	Teachers
Teachers with full credential	19
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

Site inspection by the South County Fire Department noted improved clean up and energy conservation by staff in complying with electrical appliance usage and storage of materials. District facilities supervisors inspected the playground and picnic table areas where new asphalt and repair of potholes was done. New striping also defined safe play areas and boundaries for games.

Repairs Needed

A new water heater for the nurse's room was installed and water fountains repaired to clear out rocks. Dead trees were cut and pruned. A small fire in the Kindergarten play area destroyed a wooden shed. A new shed was purchased and installed. Heating unit in music room and multi-purpose room needed repair along with thermostat controls. Copper wiring on the roof was vandalized and needed repair.

Corrective Actions Taken or Planned

The district repaired fencing behind the wooden shed that caught fire. Debris was cleared and new shed installed. Water faucets in boys and girls bathrooms were inspected for battery replacement. The elevator in the multi-purpose room needed a new part and was repaired; it is inspected every Monday for operability. Heating units in all facilities was inspected and repaired as was the copper wiring replaced on the roof between buildings.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	0%
Visual and Performing Arts	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$8,580
District	\$7,572
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	52%
Mathematics	62%
Science	68%
History-Social Science	N/A

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	823
Statewide Rank (from 2007 Base API Report)	8
2008-09 Program Improvement Status (PI Year)	Not in PI

2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Nesbit Elementary	District Name	Belmont-Redwood Shores Elementary
Street	500 Biddulph Way	Phone Number	650-637-4800
City, State, Zip	Belmont, CA 94002-2711	Web Site	www.belmont.k12.ca.us
Phone Number	650-637-4860	Superintendent	Emerita Orta-Camilleri
Principal	Cherie Ho	E-mail Address	EOrta-Camilleri@belmont.k12.ca.us
E-mail Address	cho@belmont.k12.ca.us	CDS Code	41-68866-6043475

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

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 seeks to create a safe, nurturing and respectful learning environment where diversity is valued. To achieve this vision, Nesbit students, parents and staff work collaboratively to help students acquire a solid academic foundation, build strong character, resolve conflicts, develop confidence, set and achieve challenging goals, communicate effectively, and develop a love of learning.

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

- Book Fair
- Candy Cane Lane
- Character Education
- Classroom field trips (chaperones)
- Classroom Helpers
- Classroom supplies
- Computer education
- Discovery Day
- Emergency Preparedness
- Escrip
- Family Math

- 5th grade graduation party
- Halloween Festival
- Hot Lunch Program
- Library Volunteers
- Parent education
- Parent Teacher Association
- Read Across America
- Red Ribbon Week
- School Force
- School Site Council
- Write a Check Campaign

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	144
Grade 1	42
Grade 2	45
Grade 3	45
Grade 4	45
Grade 5	46
Total Enrollment	367

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	3.54 %
American Indian or Alaska Native	%
Asian	16.89 %
Filipino	6.81 %
Hispanic or Latino	17.71 %
Pacific Islander	1.63 %
White (not Hispanic)	45.5 %
Multiple or No Response	7.9 %
Socioeconomically Disadvantaged	18 %
English Learners	21 %
Students with Disabilities	19 %

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06			2006-07			2007-08					
	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	18.9	7			20.0	7			20.0	7.0		
1	19.5	2			19.0	2			20.0	2.0		
2	19.0	2			20.0	2			20.0	2.0		
3	19.0	3			19.0	2			20.0	2.0		

4	25.0		1		28.0		1		29.0		1.0
5	26.0		1		24.0		1		30.0		1.0
6											
K-3											
3-4											
4-8	29.0		1		27.0		1		28.0		1.0
Other											

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

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.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.6	0.8	0.5	4.0	4.3	6.0
Expulsions	0.0	0.0	0.0	0.1	0.0	0.04

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Nesbit School remains in good condition with few repairs needed. The district has a long term maintenance rotation to bring the conditions of all facilities in good repair. Grounds were kept neat and well trimmed throughout the year and grass and flowers are watered and maintained weekly. Dead branches and tree limbs have been pruned along the southern fence.

Age of Buildings: Nesbit School was built in 1954. There are 21 classrooms, a library, a media center, a resource room, a speech and language room, a music room and a multipurpose room. The school was modernized in 1990 with five portable classrooms installed on campus for pre-school and after school care.

Cleaning Standards: The District has adopted cleaning standards for each school, and a copy of these is available in the school 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 if 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 allows priority for emergency repairs.

Complaints and Reports of Conditions Requiring Remedy: The school office offers and receives notices of complaint procedures that follow district policy. Conditions requiring remedy are reported to the office and responded to through the work order process.

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)		X		Replacement of ceiling tiles
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)		X		Cleared lines for pebbles
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	21	19	20	137
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence	0	0	0	8

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.2	0.8
High-Poverty Schools in District		
Low-Poverty Schools in District	99.2	0.8

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)	0.75	N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin: <i>Reading</i>	0%
Mathematics	McGraw Hill: <i>Everyday Mathematics</i>	0%
Science	Delta Education: <i>Full Option Science System</i> for Kindergarten through 5th grade	0%
History-Social Science	Grades K-5: Pearson Scott Foresman: <i>Scott Foresman History/Social Science for California</i>	0%
Foreign Language	N/A	N/A
Health	Grades K-2: Wright Group: <i>Primarily Health</i> Grade 3: Healthy Promotion: <i>Wave</i> Grade 4-5: Harcourt Brace: <i>Healthy You</i> Plus materials from the American Heart Association and the National Dairy Council	0%
Visual and Performing Arts	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,573	\$993	\$8,580	\$106,681
District	N/A	N/A	\$7,572	\$87,210
Percent Difference – School Site and District	N/A	N/A	113%	122%
State	N/A	N/A	\$4,943	\$61,488
Percent Difference – School Site and State	N/A	N/A	174%	173%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

<ul style="list-style-type: none"> ● Regular Education ● After School Sports ● Class Size Reduction ● Community Day School ● Guidance Counselor ● Homework Centers ● Music ● Outdoor Education 	<ul style="list-style-type: none"> ● Teacher Quality ● Title I ● Title II ● Title III ● Title III not LEA ● Title V ● Title VI ● School Safety Violence Prevention
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- Summer School
- School Force
- Local Grants

Special Programs

- Home to School Transportation
- County Sp Ed
- Psychologists
- Speech
- SP Ed IDEA
- RSP, SDC & NPS
- Teachers
- Classified Staff
- Benefits
- Books & Supplies
- Dist Block Grant
- Drug Free/Title IV
- Equipment
- Food Services
- Health Services

- Services
- National Board Certified Teachers
- BTSA
- Staff Development
- Arts Ed Partnership
- Classroom Library
- Economic Impact Aid (EIA)
- Ed. Technology
- Gifted And Talented Education (GATE)
- Instructional Materials
- Instructional Mat/Staff Buyout
- Instructional Materials for Realignment Program (IMFRP)
- Lottery Prop 20
- Oracle Grant
- Public School Library
- School Safety
- School Improvement Library Program (SLIP)
- Standards Based
- Tobacco Use Preventions Education
- Tolerance Ed
- TUPE Elementary

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,793	\$39,773
Mid-Range Teacher Salary	\$68,110	\$61,167
Highest Teacher Salary	\$87,974	\$78,093
Average Principal Salary (Elementary)	\$117,855	\$97,851
Average Principal Salary (Middle)	\$121,553	\$102,064
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	\$160,000	\$140,582
Percent of Budget for Teacher Salaries	0.4 %	0.4 %
Percent of Budget for Administrative Salaries	0.0 %	0.0 %

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels.

Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	52	52	52	70	73	75	42	43	46
Mathematics	65	64	62	73	73	75	40	40	43
Science	60	49	68	59	68	78	35	38	46
History-Social Science				63	65	59	33	33	36

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native				
Asian	73	83	*	

Filipino	*	*	*	
Hispanic or Latino	28	32	33	
Pacific Islander	*	*	*	
White (not Hispanic)	63	75	90	
Male	47	62	64	
Female	51	61	75	
Economically Disadvantaged	40	37	*	
English Learners	21	30	46	
Students with Disabilities				
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	33.3%
7	*
9	*

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	5	8	8
Similar Schools	1	3	7

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	65	0	-12	817
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	85	-19	-29	853
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	N/A
Percent of Schools Currently in Program Improvement	N/A	N/A

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

2005-2006: 2 days dedicated to staff development
 2006-2007: 2 days dedicated to staff development
 2007-2008: 2 days dedicated to staff 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 Strategic Plan 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.