

Nesbit School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Nesbit School
Street	500 Biddulph Way
City, State, Zip	Belmont, CA 94002
Phone Number	6506374860
Principal	Robin Pang-Maganaris
Email Address	rpang@brssd.org
Website	http://nesbit.brssd.org/
County-District-School (CDS) Code	41688666043475

Entity	Contact Information
District Name	Belmont-Redwood Shores Elementary School District
Phone Number	(650) 637-4800
Superintendent	Dr. Michael Milliken
Email Address	mmilliken@brssd.org
Website	http://www.brssd.org

School Description and Mission Statement (School Year 2019-20)

A quaint school with a bright future opened its doors in 1953 with only five classrooms and almost 200 students. On January 28, 1954, this school was named after Mrs. Mae Nesbit. Mrs. Nesbit came to Belmont in 1932 as a teaching principal. She then became a supervising principal and in 1942, she was appointed the superintendent of Belmont Elementary School, now Nesbit.

In 1996, Nesbit received its first California Distinguished School Award.

In 2004, Nesbit celebrated its 50th birthday.

In 2008, Nesbit was honored for a second time with a California Distinguished School Award.

In 2014, Nesbit was honored for a third time with a California Distinguished Schools Award.

In 2015, Nesbit was honored with a San Mateo County's School Board Kent Award.

Nesbit has grown tremendously since it first opened its doors. There are now over 650 students in TK - 8th grade and two SDC classes as well as 70 staff members who call Nesbit School their home.

Nesbit School's Mission and Vision

Nesbit School seeks to create a safe, nurturing and respectful learning environment where diversity is valued. To achieve this mission, 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.

Nesbit School's Values

Nesbit's Core Values are Respectful, Responsible, Safe and Inclusive.

Nesbit School's Pledge

"I am Trustworthy and Truthful and an Active Listener too. I will do my Personal Best and use No Put-Downs on you."

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	112
Grade 1	100
Grade 2	90
Grade 3	85
Grade 4	72
Grade 5	78
Grade 6	43
Grade 7	42
Grade 8	48
Total Enrollment	670

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.1
Asian	18.8
Filipino	2.7
Hispanic or Latino	27.3
Native Hawaiian or Pacific Islander	2.2
White	33.6
Two or More Races	10
Socioeconomically Disadvantaged	25.2
English Learners	19.1
Students with Disabilities	14.9
Foster Youth	0.1
Homeless	0.1

A. Conditions of Learning**State Priority: Basic**

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	36	37		37
Without Full Credential	0	0		1
Teaching Outside Subject Area of Competence (with full credential)	0	0		0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

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

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

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

Year and month in which data were collected: November, 2019

All schools in BRSSD use adopted materials in their classrooms. We have board adopted curriculum in academic areas.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-8: Lucy Calkins Reader's and Writer's Workshop: Units of Study, 2015	Yes	0
Mathematics	K-5 Houghton Mifflin Harcourt: Math Expressions 6-8: Pearson: Connected Mathematics	Yes	0
Science	Twig Education: Twig Science K-5, 2019 Accelerate Learning: StemScopes Science 6-8, 2019	Yes	0
History-Social Science	TCI: Social Studies Alive! 2018	Yes	0
Foreign Language	Descubre	Yes	0
Health	Grades K-5: Children's Health Market: Great Body Shop 2011-2012 Plus materials from the American Heart Association and the National Dairy Council	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Nesbit's facilities are in excellent repair. Having undergone an extensive remodel as during the 2013-2014 school year in addition to an addition to the campus with a new two story building during the summer of 2015, Nesbit's campus is in excellent condition. Children are able to experience their education in a physical environment that is comfortable and aesthetically pleasing.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: April 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	73	76	80	82	50	50
Mathematics (grades 3-8 and 11)	62	67	77	79	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	372	356	95.70	4.30	76.06
Male	176	170	96.59	3.41	67.06
Female	196	186	94.90	5.10	84.32
Black or African American	13	13	100.00	0.00	46.15
American Indian or Alaska Native	--	--	--	--	--
Asian	49	48	97.96	2.04	87.50
Filipino	11	11	100.00	0.00	90.91
Hispanic or Latino	117	108	92.31	7.69	65.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	130	124	95.38	4.62	82.11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	32	32	100.00	0.00	81.25
Socioeconomically Disadvantaged	128	117	91.41	8.59	54.31
English Learners	92	81	88.04	11.96	60.49
Students with Disabilities	72	70	97.22	2.78	40.58
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	371	363	97.84	2.16	66.57
Male	176	175	99.43	0.57	60.00
Female	195	188	96.41	3.59	72.73
Black or African American	13	13	100.00	0.00	30.77
American Indian or Alaska Native	--	--	--	--	--
Asian	49	48	97.96	2.04	87.50
Filipino	11	11	100.00	0.00	81.82
Hispanic or Latino	117	115	98.29	1.71	51.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	129	124	96.12	3.88	74.80
Two or More Races	32	32	100.00	0.00	75.00
Socioeconomically Disadvantaged	127	123	96.85	3.15	42.62
English Learners	92	90	97.83	2.17	47.19
Students with Disabilities	71	69	97.18	2.82	27.54
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.9	26.0	45.5

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to volunteer at Nesbit in a variety of ways because the staff understands that the key to successful school experience is highly dependent upon parent engagement. The following are opportunities for parents to be involved:

1. Extensive communication systems are in place to keep parents informed of Nesbit events -- the principal writes a weekly Wednesday Letter that is distributed to parents, teachers send home newsletters as well as create Shutterfly sites for communication, the website is current and contains extensive content, and social media (Facebook, Instagram, and Twitter) is used extensively to keep parents abreast of what occurs in the classroom.
2. Nesbit's PTA and the district's School Force encourages parents to be actively involved in their children's education via volunteering within both organizations. Additionally, both organizations host events designed to attract families and connect families to Nesbit. Parents can seek information about volunteering by going to the PTA section of Nesbit's website (<https://nesbit.brssd.org/pta>) or by emailing the president (president@nesbitpta.org).
3. Classroom teachers encourage parents to volunteer in the classroom and to be involved in the classroom. In addition to volunteering in the classroom, teachers engage in discussions with parents through the Student Study Team process as well as through conferences which are held 3 times per year.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.0	1.0	0.1	1.7	1.1	0.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Nesbit's safety plan includes comprehensive procedures to handle earthquakes, shelter-in-place, fire, lockdowns, and secure campus emergencies. The Safety Plan is reviewed annually by the School Site Council and staff is trained on emergency protocols. This year's Safety Plan was reviewed and approved by the School Site Council on October 2, 2018. Staff was trained at the start of the year as well as on October 9, 2019. In addition to having comprehensive procedures in place, the school also conducts monthly safety drills to ensure that the plans are implementable with staff. Additionally, every Nesbit staff carries a walkie talkie in order to ensure that communication is facilitated in the event of an emergency.

Nesbit's safety plan is posted on its website for all to view.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	6		24		4		20	2	4	
1	25		4		25		4		23		4	
2	23		3		23		4		22	1	3	
3	25		3		22		3		21		4	
4	27		3		25		3		29		2	
5	30		2		27		3		23	1	3	
6	16	3			23	2	14		20	6	11	
Other**	5	1			5	2						

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

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

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12333	4160	8172	105041
District	N/A	N/A	8172	\$85,285.00
Percent Difference - School Site and District	N/A	N/A	0.0	20.4
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-19.2	28.9

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

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

Types of Services Funded (Fiscal Year 2018-19)

Nesbit offers the following services to students who are not achieving at grade level expectations:

1. English Language Development pull-out program
2. Reading Specialist pull-out program
3. Targeted Intervention Groups during the school day and in the child's classroom
4. After-School Intervention Support
5. Extended kindergarten day for identified children
6. Homework Centers

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57,124	\$49,378
Mid-Range Teacher Salary	\$83,734	\$77,190
Highest Teacher Salary	\$107,859	\$96,607
Average Principal Salary (Elementary)	\$149,000	\$122,074
Average Principal Salary (Middle)	\$153,000	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$204,000	\$189,346
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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

In each of the three most recent years, all schools received 2 days of professional development during the school year. In all three years, the new certificated staff received an additional 2 days of professional development prior to the start of the school year. Principals led monthly staff meetings throughout the year, and teachers meet in grade-level teams on a monthly basis. Additionally, there are three district-wide grade level trainings throughout the school years and an additional 3 district-wide professional developments in the 2018-2019 and 2019-2020 school years. Teachers are also invited to attend workshops and professional learnings led by outside presenters, and teacher leaders and school leadership teams are offered professional development during the school year.