

# Nesbit School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Nesbit School
<b>Street</b>	500 Biddulph Way
<b>City, State, Zip</b>	Belmont
<b>Phone Number</b>	6506374860
<b>Principal</b>	Ryan Hansen-Vera
<b>Email Address</b>	rhansen-vera@brssd.org
<b>School Website</b>	<a href="https://nesbit.brssd.org/">https://nesbit.brssd.org/</a>
<b>County-District-School (CDS) Code</b>	41688666043475

## 2021-22 District Contact Information

<b>District Name</b>	Belmont-Redwood Shores School District
<b>Phone Number</b>	(650) 637-4800
<b>Superintendent</b>	Dan Deguara
<b>Email Address</b>	ddeguara@brssd.org
<b>District Website Address</b>	<a href="http://www.brssd.org">http://www.brssd.org</a>

## 2021-22 School Overview

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 School.

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.

In 2020, Nesbit was honored for a second time with a San Mateo County's School Board Kent Award.

Since 2014, Nesbit has been an affiliated school with Columbia University's Teachers College Reading and Writing Project (TCRWP).

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.

## 2021-22 School Overview

Nesbit School's Values  
Nesbit's Core Values are to be 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."

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	86
Grade 2	70
Grade 3	81
Grade 4	86
Grade 5	86
Grade 6	37
Grade 7	40
Grade 8	40
Total Enrollment	616

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	21.9
Black or African American	2.9
Filipino	1.8
Hispanic or Latino	27.3
Native Hawaiian or Pacific Islander	4.1
Two or More Races	11.5
White	28.2
English Learners	16.1
Homeless	0.8
Socioeconomically Disadvantaged	23.2
Students with Disabilities	14.4

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.6
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
<b>Total Teaching Positions</b>	<b>37.6</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	1
Misassignments	0
Vacant Positions	0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0</b>

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
<b>Total Out-of-Field Teachers</b>	<b>0</b>

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

**Year and month in which the data were collected** November, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-8: Lucy Calkins Reader's and Writer's Workshop: Units of Study, 2015	Yes	0
<b>Mathematics</b>	K-5 Houghton Mifflin Harcourt: Math Expressions 6-8: Pearson: Connected Mathematics	Yes	0
<b>Science</b>	Twig Education: Twig Science K-5, 2019 Accelerate Learning: StemScopes Science 6-8, 2019	Yes	0
<b>History-Social Science</b>	TCI: Social Studies Alive! 2018 for K-5 TCI: History Alive! 2018 for 6-8	Yes	0
<b>Foreign Language</b>	Descubre	Yes	0
<b>Health</b>	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

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.

**Year and month of the most recent FIT report** June 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces	X		MUR: Kitchen Door (back/playground side) in need of repair and a replaced stopper. Piano removal. Rooms 1-3 and 7: 1) Splintered and weathered picnic tables at TK/K playground area. Sand/paint and reinforcement needed. 2) Fencing to the Kinder playground area does not lock/latch correctly. Please remove all of the large tires on the TK/K playground.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		
<b>Electrical</b>	X		Building B: 1) One overhead outdoor light is out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	Building B - Rm 8 the drinking fountain is not working and there are water stains and cracks on the ceiling Building D - Boys bathroom 2nd faucet on right does not turn on
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		Building H: leak in the ceiling tiles in the hall outside room 28 that seems to have gotten worse over the summer
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X	1.) Stone seating in middle school quad area is not secure and safe 2.) MS lunch tables weathered, splintered and need sanding/painting 3.) Bike rack in the back / middle school parking lot isn't secured or bolted in place 4) Rm 46 ceiling tiles need repair and holes in vinyl wallpaper 5) Unsafe behind the backstop at the field // fencing is needed

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	371	341	91.91	8.09	61.29
Female	187	170	90.91	9.09	64.71
Male	184	171	92.93	7.07	57.89
American Indian or Alaska Native	0	0	0	0	0
Asian	59	54	91.53	8.47	74.07
Black or African American	13	10	76.92	23.08	--
Filipino	--	--	--	--	--
Hispanic or Latino	114	105	92.11	7.89	45.71
Native Hawaiian or Pacific Islander	16	16	100	0	31.25
Two or More Races	52	45	86.54	13.46	60
White	110	104	94.55	5.45	75.96
English Learners	66	61	92.42	7.58	24.59
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	35	89.74	10.26	40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	48	82.76	17.24	29.17

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	371	342	92.18	7.82	51.75
Female	187	172	91.98	8.02	50.00
Male	184	170	92.39	7.61	53.53
American Indian or Alaska Native	0	0	0	0	0
Asian	59	54	91.53	8.47	85.19
Black or African American	13	9	69.23	30.77	--
Filipino	--	--	--	--	--
Hispanic or Latino	114	106	92.98	7.02	32.08
Native Hawaiian or Pacific Islander	16	16	100.00	0.00	18.75
Two or More Races	52	45	86.54	13.46	48.89
White	110	105	95.45	4.55	62.86
English Learners	66	62	93.94	6.06	32.26
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	35	89.74	10.26	31.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	48	82.76	17.24	20.83

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA

<b>Black or African American</b>	NA	NA	NA	NA	NA
<b>Filipino</b>	NA	NA	NA	NA	NA
<b>Hispanic or Latino</b>	NA	NA	NA	NA	NA
<b>Native Hawaiian or Pacific Islander</b>	NA	NA	NA	NA	NA
<b>Two or More Races</b>	NA	NA	NA	NA	NA
<b>White</b>	NA	NA	NA	NA	NA
<b>English Learners</b>	NA	NA	NA	NA	NA
<b>Foster Youth</b>	NA	NA	NA	NA	NA
<b>Homeless</b>	NA	NA	NA	NA	NA
<b>Military</b>	NA	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	NA	NA	NA	NA	NA
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA
<b>Students with Disabilities</b>	NA	NA	NA	NA	NA

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>NA Student Groups</b>	<b>NA Total Enrollment</b>	<b>NA Number Tested</b>	<b>NA Percent Tested</b>	<b>NA Percent Not Tested</b>	<b>NA Percent At or Above Grade Level</b>
<b>All Students</b>	NA	NA	NA	NA	NA
<b>Female</b>	NA	NA	NA	NA	NA
<b>Male</b>	NA	NA	NA	NA	NA
<b>American Indian or Alaska Native</b>	NA	NA	NA	NA	NA
<b>Asian</b>	NA	NA	NA	NA	NA
<b>Black or African American</b>	NA	NA	NA	NA	NA
<b>Filipino</b>	NA	NA	NA	NA	NA
<b>Hispanic or Latino</b>	NA	NA	NA	NA	NA
<b>Native Hawaiian or Pacific Islander</b>	NA	NA	NA	NA	NA
<b>Two or More Races</b>	NA	NA	NA	NA	NA
<b>White</b>	NA	NA	NA	NA	NA
<b>English Learners</b>	NA	NA	NA	NA	NA
<b>Foster Youth</b>	NA	NA	NA	NA	NA
<b>Homeless</b>	NA	NA	NA	NA	NA
<b>Military</b>	NA	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	NA	NA	NA	NA	NA
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA

<b>Students with Disabilities</b>	NA	NA	NA	NA	NA
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	48.67	N/A	65.74	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	125	113	90.40	9.60	48.67
<b>Female</b>	67	60	89.55		
<b>Male</b>	58	53	91.38		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	19	18	94.74	5.26	83.33
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	41	37	90.24	9.76	21.62
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	47	44	93.62	6.38	61.36
<b>English Learners</b>	14	10	71.43	28.57	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	13	11	84.62	15.38	18.18
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	22	16	72.73	27.27	18.75

## B. Pupil Outcomes

### 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 area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Parents are encouraged to volunteer at Nesbit in a variety of ways because the staff understands that the key to a 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 Monday Newsletter that is distributed to parents, teachers send home newsletters as well as create 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. Nesbit utilizes one schoolwide communication tool, ParentSquare. Currently, 95% of Nesbit's parents are contactable via this communication platform.
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](mailto: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 (SST) process as well as through conferences which are held 3 times per year.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	674	649	3	0.5
Female	327	315	2	0.6
Male	347	334	1	0.3
American Indian or Alaska Native	1	1	0	0.0
Asian	151	139	0	0.0
Black or African American	19	19	0	0.0
Filipino	11	11	0	0.0
Hispanic or Latino	184	183	3	1.6
Native Hawaiian or Pacific Islander	26	26	0	0.0
Two or More Races	78	77	0	0.0
White	187	176	0	0.0
English Learners	130	126	1	0.8
Foster Youth	0	0	0	0.0
Homeless	7	7	0	0.0
Socioeconomically Disadvantaged	159	159	1	0.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	102	100	0	0.0

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.14	0.00	0.63	0.00	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.14	0.34	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

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. Our most recent Safety Plan was reviewed and approved by the School Site Council on October 29, 2020. Staff was trained at the start of the year. Staff also participated in a school safety review on October 16, 2020 and October 23, 2020 in order to remain informed about safety procedures. In addition to having comprehensive procedures in place, when on campus, 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 for all to view.

## D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	4	
1	23		4	
2	22	1	3	
3	21		4	
4	29		2	
5	23	1	3	
6	20	6	11	



## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		5	
1	24		3	
2	25		4	
3	22		4	
4	30		3	
5	22		3	
6	19	6	16	
Other	6	2		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	20	2	2	
2	23		3	
3	19	3	1	
4	28		3	
5	29		3	
6	14	18		
Other	7	2		

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,450	4,681.97	8,768.23	117,154.09
District	N/A	N/A		\$90,181
Percent Difference - School Site and District	N/A	N/A	0.8	26.0
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	3.8	34.8

## 2020-21 Types of Services Funded

Nesbit offers the following services to students who are not achieving 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

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$60,309	\$51,450
<b>Mid-Range Teacher Salary</b>	\$88,402	\$80,263
<b>Highest Teacher Salary</b>	\$113,872	\$101,012
<b>Average Principal Salary (Elementary)</b>	\$160,000	\$128,082
<b>Average Principal Salary (Middle)</b>	\$171,000	\$132,453
<b>Average Principal Salary (High)</b>	\$0	\$134,792
<b>Superintendent Salary</b>	\$223,000	\$197,968
<b>Percent of Budget for Teacher Salaries</b>	39%	34%
<b>Percent of Budget for Administrative Salaries</b>	7%	6%

## Professional Development

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. 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.

In the 2020-2021 school year, teachers were provided with monthly professional development throughout the year (sometimes site-based, sometime district-wide), in addition to various optional professional development opportunities offered throughout the year during non-teaching time, focused on distance learning. BRSSD hired a second instructional coach for the 2020-2021 school year, thereby providing two full time staff members who offer individualized coaching, small group professional development, and differentiated support on a full time basis to our teaching staff. Our support staff also receive monthly training specific to their job classification.

For 2021-2022, the District reverted back to one STEM instructional coach to provide additional support to the teaching staff.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2

# Belmont-Redwood Shores School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Belmont-Redwood Shores School District
<b>Phone Number</b>	(650) 637-4800
<b>Superintendent</b>	Dan Deguara
<b>Email Address</b>	ddeguara@brssd.org
<b>District Website Address</b>	<a href="http://www.brssd.org">http://www.brssd.org</a>

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2754	2602	94.48	5.52	80.07
<b>Female</b>	1325	1249	94.26	5.74	83.55
<b>Male</b>	1429	1353	94.68	5.32	76.87
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	831	812	97.71	2.29	87.68
<b>Black or African American</b>	40	36	90.00	10.00	50.00
<b>Filipino</b>	55	52	94.55	5.45	73.08
<b>Hispanic or Latino</b>	329	298	90.58	9.42	60.34
<b>Native Hawaiian or Pacific Islander</b>	24	23	95.83	4.17	39.13
<b>Two or More Races</b>	472	441	93.43	6.57	83.22
<b>White</b>	1002	939	93.71	6.29	80.72
<b>English Learners</b>	205	187	91.22	8.78	39.25
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	18	14	77.78	22.22	14.29
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	89	75	84.27	15.73	44.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	261	206	78.93	21.07	38.54

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2754	2592	94.12	5.88	74.51
<b>Female</b>	1325	1247	94.11	5.89	74.36
<b>Male</b>	1429	1345	94.12	5.88	74.65
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	831	811	97.59	2.41	89.77
<b>Black or African American</b>	40	33	82.50	17.50	24.24
<b>Filipino</b>	55	51	92.73	7.27	68.63
<b>Hispanic or Latino</b>	329	293	89.06	10.94	45.36
<b>Native Hawaiian or Pacific Islander</b>	24	23	95.83	4.17	21.74
<b>Two or More Races</b>	472	443	93.86	6.14	75.85
<b>White</b>	1002	937	93.51		73.08
<b>English Learners</b>	205	189	92.20	7.80	45.74
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	18	14	77.78	22.22	0.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	89	75	84.27	15.73	28.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	261	202	77.39	22.61	32.84

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

\*At or above the grade-level standard in the context of the local assessment administered.