

School Accountability Report Card



South Bay Union School District

Carol Parish, Ed.D, Superintendent

Board of Trustees: Elvia Aguilar • Chris Brown • Nick Inzunza • Althea F. Jones • David Lopez

601 Elm Avenue • Imperial Beach, CA 91932 • Phone: 619.628.1600 • Fax: 619.628.1608 • www.sbusd.k12.ca.us

Summary for School Year 2008-2009

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Nestor Elementary School

1455 Hollister Street • San Diego, CA 92154 • Phone: 619.628.0900 • Fax: 619.628.0980

Lupita Avilez-Herrera, Principal

email: lavilez-herrera@sbusd.k12.ca.us

MISSION STATEMENT - Nestor school's staff is committed to the principle that all, regardless of race, class, or economic status are entitled to an equal chance and to the tools for developing their individual powers of mind and spirit to the utmost. Our goals include teaching our students to develop independent thinking and reasoning skills; reading comprehension and enjoyment; verbal and written communication skills; basic math and science skills; and an interest in and appreciation of the humanities and arts.

OUR SCHOOLWIDE VISION - We are committed to the creation and maintenance of an inclusive and caring climate. Every day, we will model authentic respect, dignity, pride and understanding in our intentions, words and actions to all. We will uphold an environment where individuals and their perspectives, cultures and languages are valued and embraced.

SCHOOL OVERVIEW

SCHOOL DESCRIPTION

Nestor Elementary School is one of 12 schools in the South Bay Union School District. It currently serves approximately 686 students in grades kindergarten through six. Nestor school is located on 10.13 acres of land and has 37,314-sq. ft. of permanent and 19,200-sq. ft. of temporary classrooms.

Nestor Elementary offers a two-way language immersion program. This program, Language Academy, is a two-way immersion program designed to build fluency in both Spanish and English. Native Spanish and English speaking children have the opportunity to develop their listening, speaking, reading and writing skills in both languages. Additionally, Nestor has implemented the use of five Promethean interactive whiteboard systems. These

systems are a world-class tool for learning, which engages all students, allowing them the opportunity to learn and grow as individuals.

OPPORTUNITIES FOR PARENTAL INVOLVEMENT

Nestor Elementary welcomes participation and support from parents and community. For more information please contact the school office.

ENROLLMENT (2008-09 SCHOOL YEAR)

Grade Level	Enrollment
Kindergarten	121
1	144
2	143
3	139
4	159
5	151
6	133
Total Enrollment	990

ENROLLMENT BY GROUP (2008-09 SCHOOL YEAR)

Group	Percent of Students
African-American	5%
Amer. Indian or Alaska Native	.3%
Asian	1%
Filipino	2%
Hispanic or Latino	87%
Pacific Islander	1%
White (Not Hispanic)	4%
Multiple or No Response	0%
Socio-economically Disadvantaged	63%
English Learners	51%
Students with Disabilities	6%

AVERAGE CLASS SIZE

The table below 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	2006-07			2007-08			2008-09					
	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	20.0	6			19.9	7			20.0	6		
1	19.8	8			20.0	7			20.0	7		
2	19.8	8			20.00	7			20.0	7		
3	18.7	7			20.0	7			1.9	7		
4	31.5		3	1	31.0		5		31.2		3	2
5	30.3		3	1	31.3		4		29.2		5	
6	29.5		2	2	30.5		2	2	32.3		2	2
K-3												
3-4												
4-8												

SCHOOL CLIMATE

SCHOOL SAFETY PLAN

South Bay Union School District has developed a Crisis Response Box for each of its school sites. Each box contains a comprehensive Emergency Procedural Guidelines binder specific to each site. The binder includes state required disaster procedures such as, but not limited to, bomb threat, earthquake, fire, medical emergency, missing student, and shootings. Evacuation maps, evacuation sites, key phone numbers, district/site communication plan, are just a few of the elements included within the plan. South Bay reviewed plan with site administration August, 2009. School sites conduct various types of drills on a regular basis throughout the year and record the exercise on the Emergency Drills Record form, which is submitted to the district office each December.

SUSPENSIONS AND EXPULSIONS

This table displays the rate of suspensions and expulsions (total number of incidents divided by total enrollment) for both Nestor and district.

Rates for the most recent three-year period.		Nestor Elem.			District		
		2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	Rate	1.2	5.8	9.4	7.4	4.1	4.4
Expulsions	Rate	0	0	2	0	0	0.1

SCHOOL FACILITIES

SCHOOL FACILITY CONDITIONS AND IMPROVEMENTS

Nestor’s enrollment is at student capacity. Security is bolstered by the presence of a security resident who lives on the property and inspects the property during nights and weekends to prevent vandalism and theft. In addition, surveillance cameras are located throughout the campus.

District Maintenance and Custodial staff take great care in ensuring that all schools are clean, safe, and functional. Lawns are mowed on Saturdays in an effort to minimize any classroom disturbances. Cleaning schedules are developed by the Principal and the Facilities Director to guarantee daily cleaning of campus. Restroom facilities are inspected three times a day by the Head Custodian to ensure they are fully stocked and in full working order. Any needed repairs are addressed in a timely manner. Copies of inspections are available at the school and facilities offices.

The Head Custodian also performs a safety inspection on a monthly basis. The monthly report is submitted to the facilities office. Regular and preventative maintenance is ongoing. The district employs a computerized online work order system for efficiency and better record keeping.

As per Education Code, the district is required to include in this document, a description of any needed maintenance to ensure good repair as specified in statute. "Good Repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a Facilities Inspection Tool (FIT) developed by the State of California Office of Public School Construction (OPSC). The FIT will evaluate the conditions at a school site with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the conditions at each school on a scale of "exemplary," "good," "fair," or "poor." The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.

SCHOOL FACILITIES GOOD REPAIR STATUS

Nestor Elementary was built in 1961. The following 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 Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		✓			
Interior: Interior Surfaces		✓			(CR13) Small holes in wall over counter
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		✓			
Electrical: Electrical		✓			
Restrooms/Fountains: Restrooms, Sinks/Fountains		✓			
Safety: Fire Safety, Hazardous Materials		✓			
Structural: Structural Damage, Roofs		✓			
External: Playgrounds/School Grounds, Windows/Doors/Gates/Fences		✓			(CR7) Door to playground sticks (CR30) Replace door screening

OVERALL SUMMARY OF SCHOOL FACILITY GOOD REPAIR STATUS

At the time of the above inspection on August 20, 2009, the average ranking for Nestor Elementary was 98.77%, giving the school a rating of "Good." The rating is determined by the average of the 15 categories addressed above. Below are the percentages, descriptions, and ratings, as per the Facilities Inspection Tool (FIT).

Percentage	Description	Rating
99%-100%	The school meets most of all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

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 CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

	Nestor Elementary			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	44	47	47	409
Without Full Credential	2	1	0	2

TEACHER MISASSIGNMENTS AND VACANT 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.

	2007-08	2008-09	2009-10
Missassignments of Teachers of English Learners	0	0	0
Total Teacher Missassignments	1	0	0
Vacant Teacher Positions	0	0	0

CORE ACADEMIC CLASSES TAUGHT BY NO CHILD LEFT BEHIND COMPLIANT TEACHERS (2008-09)

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 and district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Nestor Elementary	100.0	0
All Schools in District	99.7	0.3

SUPPORT STAFF

ACADEMIC COUNSELORS AND OTHER SUPPORT STAFF (2008-09)

The table below displays, in units of full-time equivalents (FTE), the number of support staff who are assigned to Nestor Elementary.

Title	FTE
Library Media Teacher (Librarian)	0
Library Media Services Staff (paraprofessional)	1.0
Psychologist	.6
Social Worker	0

Title	FTE
Nurse	.6
Speech/Language/Hearing Specialist	1.3
Resource Specialist (non-teaching)	1.0
Other: Impact Teachers	.5

CURRICULUM AND INSTRUCTIONAL MATERIALS

QUALITY, CURRENCY, AND AVAILABILITY OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS

The South Bay Union School District sets a high priority on providing sufficient textbooks to support each school's instructional program. Adoptions are conducted on a six to eight year cycle by subject, in an effort to ensure textbooks are always current. All adopted textbooks and instructional material programs meet state standards and have been adopted by the State Board of Education and South Bay Union governing board.

The availability of sufficient state-adopted and standards-aligned textbooks for each pupil, including English learners, for use in class and to take home are consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education in all core curriculum areas.

The following information is current as of January 2010.

Subject	Textbook or Instructional Material	Adoption Year	% of Pupils lacking their own textbook and/or instructional materials
Reading	Grades K-6: Houghton Mifflin – <u>Legacy of Literacy/Lectura</u> (English and Spanish)	Adopted for Implementation 2003-04	0%
English Language Development (ELD) Program	Grades K-6: <u>Carousel of Ideas</u>	Adopted for Implementation 2007-08	0%
Mathematics	Grades K-6: Harcourt School Publishers – <u>California HSP Math, 2009</u> (English and Spanish)	Adopted for Implementation 2009-10	0%
Science	Grades K-6: MacMillan/McGraw-Hill <u>California Science</u> (English and Spanish)	Adopted for Implementation 2007-08	0%
History-Social Science	Grades K-5: Scott Foresman <u>History-Social Science for California</u> (English and Spanish) Grade 6: Houghton Mifflin <u>History/Social Science</u> (English and Spanish)	Adopted for Implementation 2007-08	0%
Visual and Performing Arts			0%

SCHOOL FINANCES

EXPENDITURES PER PUPIL AND SCHOOL SITE TEACHER SALARIES (FISCAL YEAR 2007-08)

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 salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures per Pupil	Expenditures per Pupil (Restricted)	Expenditures per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,103	\$3,831	\$6,151	\$65,601
District	N/A	N/A	\$6,592	\$68,959
Percent Difference – School and District	N/A	N/A	(6.69%)	(1.87%)
State	N/A	N/A	\$5,512	\$67,082
Percent Difference – School and State	N/A	N/A	11.59%	1.39%

TYPES OF SERVICES FUNDED (2007-08)

GATE (Gifted and Talented Education)

Title I, Part A (Targeted Assisted/Educationally Disadvantaged students)

Title II, Part A (Teacher Quality)

Title II, Part D (Technology)

Title III, Part A (English Language Learners)

Title IV (Safe and Drug Free Schools)

SLIP (School and Library Improvement)

EIA (English Learners & Disadvantaged Students)

TUPE (Tobacco Use Prevention Education)

HPSGP (High Priority Schools Grant Program)

TEACHER & ADMINISTRATIVE SALARIES (FISCAL YEAR 2007-08)

The table below 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 can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average
Beginning Teacher Salary	\$39,325	\$41,866
Mid-Range Teacher Salary	\$65,323	\$68,220
Highest Teacher Salary	\$82,425	\$86,536
Average Elementary Principal Salary	\$113,808	\$107,858
Superintendent Salary	\$170,379	\$178,938
Percent of Budget for Teacher Salary	45.50%	42.10%
Percent of Budget for Administrative Salaries	4.70%	5.50%

STUDENT PERFORMANCE

CALIFORNIA STANDARDS TEST

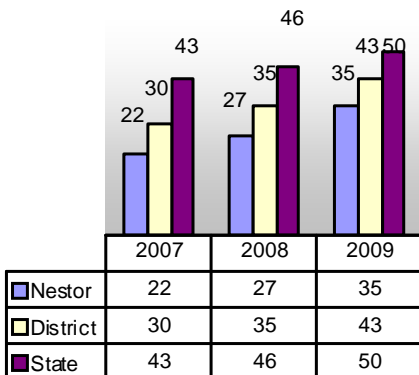
The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. In K-6 school districts, the CSTs include English-language arts (ELA) and mathematics in grades second through sixth, and science in grade five. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding CST results can be

found at the California Department of Education website at <http://star.cde.ca.gov> or by speaking with the school principal.

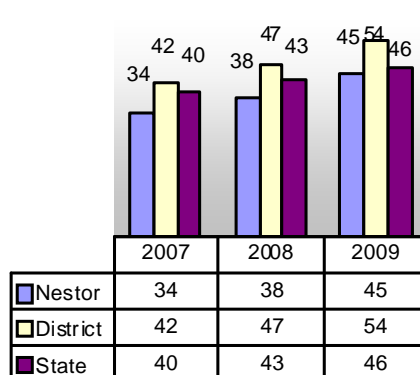
CST RESULTS FOR ALL STUDENTS – THREE-YEAR COMPARISON

The following graphs illustrate the percentage of students achieving at the proficient or advanced levels in English language arts, mathematics, and fifth grade science.

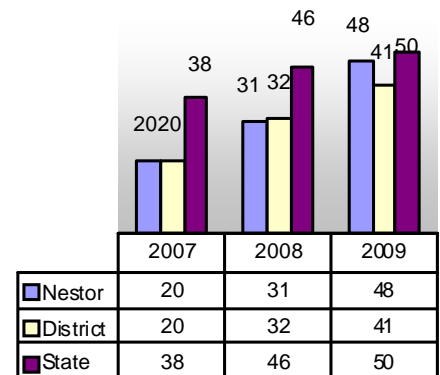
ENGLISH LANGUAGE ARTS



MATHEMATICS



GRADE 5 SCIENCE



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.

GROUPS	Percent of Students Scoring Proficient or Advanced		
	ENGLISH LANGUAGE ARTS	MATHEMATICS	GRADE 5 SCIENCE
African-American	22	28	36
Hispanic or Latino	35	44	48
White (not Hispanic)	70	74	
Economically Disadvantaged	29	37	42
English Learners	16	32	28
Students w/Disabilities	29	26	

CALIFORNIA PHYSICAL FITNESS TEST

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Fifth grade students at Nestor Elementary tested in February 2009. The percent of students meeting fitness standards was 11.1%. Detailed information regarding this test may be found at <http://www.cde.ca.gov/ta/tg/pf/>.

ACCOUNTABILITY

ACADEMIC PERFORMANCE INDEX

The **Academic Performance Index (API)** is an annual measure of academic performance and progress of schools in California. API scores range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found 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 similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

ACADEMIC PERFORMANCE INDEX			
	2006	2007	2008
Statewide API Rank	2	1	2
Similar Schools API Rank	1	1	1

API CHANGES BY STUDENT GROUP – THREE-YEAR COMPARISON

The table below displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score.

ACADEMIC PERFORMANCE INDEX				
GROUP	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Nestor Students	-8	28	26	728
Hispanic or Latino	-11	29	32	725
Socioeconomically Disadvantaged	2	29	23	693
English Learners	-1	35	31	687

ADEQUATE YEARLY PROGRESS

The federal No Child Left Behind Act (NCLB) 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 CDE website <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP OVERALL AND BY CRITERIA

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.

ADEQUATE YEARLY PROGRESS 2008-09		
AYP Criteria	Nestor	District
Overall	Yes	No
Participation Rate – ENGLISH LANGUAGE ARTS	Yes	Yes
Participation Rate – MATHEMATICS	Yes	Yes
Percent Proficient – ENGLISH LANGUAGE ARTS	Yes	No
Percent Proficient – MATHEMATICS	Yes	Yes
API (as additional indicator for AYP)	Yes	Yes

FEDERAL INTERVENTION PROGRAMS

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. 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 CDE website at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal. The following table reports the Program Improvement status for Nestor Elementary.

INDICATOR	Nestor	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2005-2006	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in PI		8
Percent of Schools Currently in PI		66.7

INSTRUCTIONAL PLANNING & SCHEDULING

PROFESSIONAL DEVELOPMENT

The South Bay Union School District academic calendar includes four full days and thirty-eight minimum days (early release Wednesdays) that are dedicated to staff development. The four full days are placed at the start of the academic school year, while the minimum days occur throughout the year. In addition, teachers at all school sites receive a minimum of five days of release time to meet with grade level teams. Professional Learning Communities (PLCs) are at the heart of all staff development, ensuring a deeper implementation of effective instructional strategies, driven by student achievement data.