

Annual Report
1999-2000 School Year

**CENTRAL
ELEMENTARY
SCHOOL**

Cori McKenzie, Principal

**525 Middle Road
Belmont, CA 94002-2191
(650) 637-4820**

*Staff, Parents and Students
Emphasizing Excellence*

Belmont-Redwood Shores Elementary School District
November, 2000

Belmont-Redwood Shores Elementary School District
2960 Hallmark Drive,
Belmont, CA 94002
(650) 637-4800

1999-2000 Governing Board

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PREFACE

The Belmont-Redwood Shores School District Board of Trustees is proud to issue the **Annual Report for Central School**. This report is designed to communicate to parents and the community the progress of our students and a description of the programs, activities, statistical and fiscal information for Central School.

In 1998, the District developed a new Futures Plan that outlined a vision for the future of our schools. This Plan was developed through district-wide town hall meetings involving parents and staff. Our Futures Plan is based on our District's Vision statement.

VISION STATEMENT

Education is more than a direction or a destination; it is a process which recognizes, enhances, and celebrates individual accomplishments.

Belmont-Redwood Shores School District, in the breadth of its curricula and variety of its approaches to facilitate learning, provides an environment which nurtures and stimulates the intelligence, insight, and natural curiosity of all individuals.

Our learning community promotes and advances the intellectual, physical, social, and moral development of students in becoming responsible, contributing citizens. Students learn to work and live together constructively by respecting, honoring, and appreciating the uniqueness in themselves and others.

As we strive to implement our vision to provide a challenging and comprehensive educational program for our students, the foundation of our program is the Belmont-Redwood Shores School District Mission Statement.

MISSION STATEMENT

The mission of the Belmont-Redwood Shores School District is to promote and advance the intellectual, social, physical and moral development of all students to become responsible, contributing citizens by:

- teaching basic academic skills and their application
- setting high academic standards that inspire students to excel and succeed
- providing a challenging, comprehensive and integrated curriculum that enhances critical and creative thinking
- developing adaptability, cooperation, honesty, respect and responsibility
- creating a safe and nurturing environment
- building alliances that foster shared responsibility among home, school and community
- valuing each child as a capable and unique individual

Nancy Gisko, President
1999-2000 Board of Trustees

Anne Campbell
Superintendent

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INTRODUCTION

California law requires that each school annually assess various school conditions, which have been organized into the following six categories:

- I. School Profile
- II. Instructional Program
- III. School Operations
- IV. School and Student Achievement
- V. Community and Financial Support
- VI. Planning for the Future

This Annual Report communicates the close cooperation between the home and school that is essential to promote the best learning environment for all children. The focus of the report is to provide you with information about our school, our resources, strengths and the areas in which we are continuing to develop.

We encourage you to read this Annual Report and share it with others. We sincerely hope this report makes you feel proud to have a student at this school. If you desire additional information, please feel free to visit or contact the school office.

Sincerely,
Cori McKenzie, *Principal*
650/637-4820
czie@belmont.k12.ca.us

I. SCHOOL PROFILE

Mission and Goals

The mission of Central School is to provide our students with a high quality educational environment in which students, staff, and parents emphasize excellence:

“Central School will provide a nurturing, collaborative environment which enables our students to become contributing members in a democratic society.”

This mission was acknowledged as successful by the State of California when, in 1995, they recognized Central School as a “California Distinguished School”.

Staff, parents, and students are a community of learners who share this vision. Our vision is the unifying factor in setting each year’s educational priorities. The principal facilitates the staff and SSC (School Site Council) to collaboratively plan the curriculum to reflect the school’s goals. Throughout the school year actual performance is measured against the vision. Student learning outcomes are the primary factors used to measure progress. These goals are carried out by staff who are committed to substantive progress and continuous improvement.

The School Community

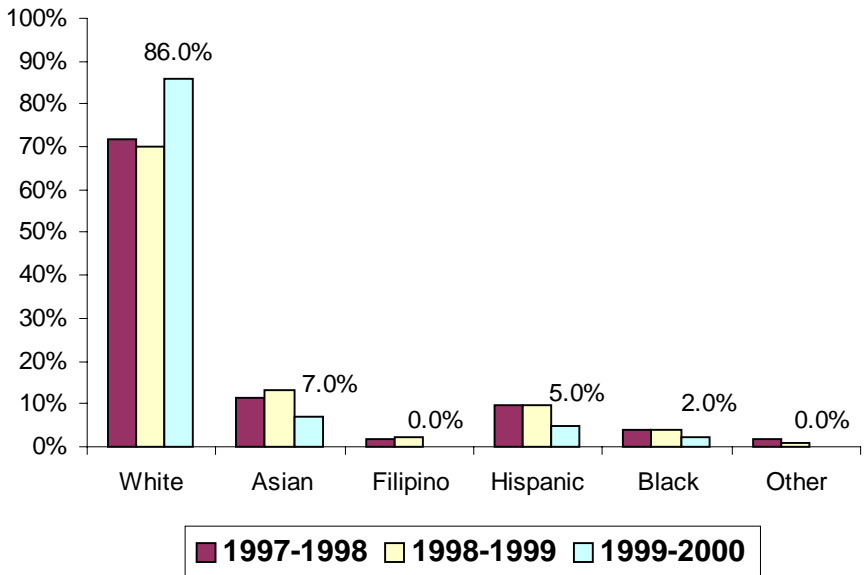
Central School, located in the City of Belmont on the peninsula south of San Francisco, is one of five elementary schools in the Belmont-Redwood Shores School District. Students are promoted to the 6th grade at Ralston Middle School, the only middle school in the District.

The Central 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 Central’s distinguished school recognition was reflected from all members of the school community.

Student Profile

The total enrollment is 362 in 1999-2000. It was 392 students in 1998-1999 and 390 in 1997-1998. The number of male and female students is approximately equal. The following chart shows the ethnic make-up of the school:



The percent of students receiving special instruction is noted below:

	1997-1998	1998-1999	1999-2000
• Limited English Proficiency	2%	2%	2%
• Gifted & Talented	3%	3%	4%
• Special Education	7%	7%	12%

Staff Profile

The regular school staff consists of eighteen full-time classroom teachers, one Resource Specialist Program teacher with a para-educator assistant, one school secretary, one library media specialist, four para educators who assist in classrooms, two custodians, and one principal. The support staff includes:

Band/String/Vocal/Music Teacher	2.5 days per week
District Pre-school Speech and Language	3.0 days per week
English Language Learners (ELL) Assistant	2.0 days per week
Family Counselor	1.0 day per week
Gifted and Talented Education (GATE) Teacher	0.5 days per week
Psychologist	2.0 days per week
School Nurse (District Nurse)	(on call)
Science Teacher (4th and 5th Grade)	2.5 days per week
Speech & Language Specialist	2.0 days per week

II. INSTRUCTIONAL PROGRAM

The Learning Environment

Students at Central are positive, enthusiastic learners. The desire and love of learning are hallmarks for the children who attend school here. Parent and community volunteers help us to be assured that no child has an unanswered question or need.

Objectives and activities are planned in grade level meetings by a staff who works well together to assure the success of all students. Our collegiality and the richness gained from shared thought is key to the learning environment.

Technology became an important part of the school due to Net Day and our work with the Challenge 2000 grant. Project based learning through multimedia presentations became learning activities for children. The use of computers in both the lab and classroom enabled students to word process, draw, and seek information.

Classroom teachers work with itinerant teachers to offer children of all ability levels and with a variety of needs programs such as RSP, Speech and Language, ELL, and GATE programs. These programs assure us that all children achieve at their highest levels.

Attendance

Absences are checked daily by phoning parents the first day a child is absent. Unexcused absences are monitored to observe long range trends. Promptness is encouraged in our students. Parents are notified when children have been tardy several times.

For several years our attendance rate has ranged between 95% and 97%. In 1999-2000, the rate was 96.23%; in 1998-1999, the rate was 96.8%.

Instructional Staff

School Site Leadership

The principal oversees various projects at Central, but often these activities are lead by various members of the staff and community. A mentor teacher, this year in art, in-services staff regularly on inspirational activities for students based on her own expertise and additional training she is offered due to her position. Other teachers assume leadership on various site and district committees addressing such things as technology, curriculum, assessment, attendance, ecology and others. The staff often works together in shared decision making, particularly in the area of curriculum. These meetings may be facilitated by any faculty member or someone from the Site Leadership Committee. This committee is composed of a representative from each grade level. School Site Council is another opportunity for staff and community to work together on issues concerning school programs. PTA is an organization of about 20 committee chairs who provide beneficial programs for both students and parents.

Instructional Staff Qualifications

All teachers are credentialed by the State of California. All Central teachers have completed graduate work.

All substitutes used by Central School have passed a qualifying examination administered by the State of California. When a teacher is absent from class, a qualified substitute teacher teaches the class. If a substitute is not available, the class is taught by a credentialed district administrator or a teacher without a regular class assignment. Last year, teachers averaged about 1.7 days of absence per month. This included illness, in-service training, and other leaves.

Student/Teacher Ratio

Classrooms have a maximum class size of 20 in primary and 25 in upper grades. Kindergarten through 3rd grades are staffed at a ratio of 20 to 1. With rare exceptions, classes do not exceed 25 students in grades 4 and 5.

Through SIP funds, instructional assistants were provided for some classrooms. Further assistance is provided by parent volunteers in the classroom. They help with small group and individual instruction in various content areas.

Professional Development

Staff development activities are determined through a process which begins with the staff identifying needs that are related to the goals identified in the School Improvement Plan. District-wide needs identified through the “Futures” planning process are also incorporated into the plans for staff development. The calendar and topics for staff development conducted on non-student days are identified in the School Improvement Plan each year. Central School’s teachers participate in one day of staff development before the students return to school. Six additional staff development days were conducted during the school year. Two of the non-student days were devoted to parent conferences.

During these staff development days, teachers received training in:

- a. English Language Arts
- b. Mathematics
- c. Grade Level Teaming
- d. Curriculum Planning for the Year
- e. Program Quality Review
- f. Curriculum and Instructional Practices
- g. Family of Schools Standards and Assessment

Individual staff members also participated in additional workshops and training in these areas.

Evaluation of Staff

Formal evaluations are done at least once each year for new probationary staff and every other year for permanent staff.

Formal evaluations include an initial conference with the administrator, observations of the teacher in the classroom, and a final evaluation conference. Progress towards meeting District standards for teaching is monitored by both the teacher and the principal.

Curriculum and Instruction

Instructional Minutes

The total number of instructional minutes offered in the school year for each grade met or exceeded the state requirements for public schools in California.

Instructional Minutes Chart

<u>Grade</u>	<u>Central</u>	<u>District Standard</u>	<u>State Requirements</u>
Kindergarten	37,888	36,000	36,000
Grades 1-3	51,274	51,225	50,400
Grades 4-5	54,599	54,530	54,000

The school held 38 minimum days on Wednesdays. Ten of the minimum days, for parent conferences, were conducted at the end of the Fall and Spring Progress Report periods. The remaining days were devoted to grade level teaming and staff in-service.

Course of Study

- English/Language Arts
- Mathematics
- Science
- History/Social Science
- Visual and Performing Arts
- Physical Education
- Health

Instruction and Support for Special Needs

“Pull-out” programs for students with specialized needs have been scheduled in order to provide an in-depth program for all students.

Support for special needs of students begins with Student Study Teams who, meeting regularly, develop strategies to help students become more successful in school. They coordinate school resources and services which include:

- Referral for Special Education Assessment
- English Language Learners Program
- Gifted and Talented Education (GATE) Program
- Family Counselor services
- State SIP (School Improvement Program) funds
- Special Education programs
- School Psychologist services

Classroom Textbooks and Materials

The District has adopted the following textbooks in accordance with State standards.

- *Mathland* (K-6)
- *MathSteps*, supplementary math text
- Harcourt Brace “*Signatures*” for English/Language Arts
- *Rebecca Sitton Sourcebook* for spelling
- Houghton Mifflin for History/Social Science
- Silver Burdett Music Series
- Full Option Science System (FOSS)
- Skills for School Success (grades 4 and 5)

The State and District provide regular classroom materials to support our program goals. Enrichment and supplemental materials are purchased through SIP funds and with the help of the Parent Teacher Association. Additionally, the PTA gives money directly to teachers to use for classroom enrichment.

Central School has an average of one television set and VCR for every two classrooms. There are two scanners and one video camera for the school. An electronic projection system is available from the District Office and from the middle school. There is a wide variety of software, encyclopedia and reference CD ROMs at the school site, including Adobe PageMaker®, Adobe PhotoDeluxe®, HyperStudio®, Student Writing Center®, Adobe Premiere®, ClarisWorks®, Microsoft Works®, and Microsoft Office® (with Microsoft PowerPoint®).

The school library contains over 8,440 books.

III. SCHOOL OPERATIONS

Facilities

Central School has 19 classrooms: 19 classrooms are used for regular instruction. An additional instructional space is used for the Resource Specialist Program.

There is a computer lab with 21 operational computers as well as a library with 2 student/teacher units and 1 librarian unit. There are teacher computer stations with printers in every room. 19 classrooms have between 2 and 5 computers in them, many of which are connected to the Internet.

Portables have been made available for child care services provided by a private agency. Before and after school care provides supervision for students in K-5 five days per week as well as all day on 7 district in-service days and some holidays.

In September 1998 every teacher in the District received a computer for both instruction and classroom management. Every staff member received mandated technology training. Every staff member was provided a telephone number and voice mailbox.

Safety

We have a plan for attending to civil defense emergencies, i.e., fire, earthquakes, and handling of toxic substances in the classroom. Drills are held on a regular basis for fire and earthquake safety.

IV. SCHOOL AND STUDENT ACHIEVEMENT

Program Effectiveness

Program effectiveness at Central is monitored in several ways. The School Site Council looks at the School Improvement Plan and monitors progress toward the goals set in that plan. The staff examines test data, student work, and observes classrooms by grade level as well as school-wide to look for areas that need improvement efforts. The school staff sets goals for increasing the quality of student learning annually. These goals are presented to the Board of Trustees in the fall. The results are reviewed at the end of the school year.

As part of the Belmont-Redwood Shores Futures Plan, the district is developing performance standards to increase student learning and insure a rigorous academic program.

Central School was identified as a California Distinguished School in 1995. We were recognized for academic achievement and site/community collaboration.

A real strength at Central is the team approach of staff and community. Teachers work collectively to coordinate instruction within grades and to spiral it from grade to grade. Serious study has been given to assessment tools in order to recognize student achievement and to provide for extension and remediation opportunities.

The Central staff remains current. As one of five schools involved in the Family of Schools, a grant with Joint Venture Silicon Valley, Central has embraced the in-depth study of mathematics instruction and assessment. In addition, grant work in Project Based learning through Multi-Media Technology through the Challenge 2000, has enabled us to provide cutting edge experiences for student presentations. A grant received from ACSA/CFIER also trained a leadership team and the staff on interest based problem solving. By the staff remaining current with the best trends in education, students enjoy a rich and exciting curriculum.

Student Achievement

Many approaches are used to examine and report on student achievement to parents.

Standardized Tests

All students in grades 2-5 took a basic battery of tests in Reading, Language, and Math using the Stanford Achievement Test 9. The results of this test can be used to compare our students with a national group of students. See Appendix C. for the latest results shown for each grade level.

Developmental Assessment

Information about a student's stage of development in several functional areas is reported. Developmental assessment is commonly done in the primary grades and is reported to parents during conference sessions scheduled periodically during the year.

Authentic Assessment

Tasks relevant to classroom learning are assigned to students with the results collected in a portfolio. Comparing progress from the first time a student performs the task to a sample done after many practices becomes the measure of achievement. Portfolios may be available in several subject areas in a student's classroom depending on the grade level of the student.

Performance Assessment

This method uses work samples of assignments students receive in the classroom to examine achievement. The work sample is compared to a set of guidelines and a set of performance standards that have been developed by teachers and students. In May, 1994, the District began to use the CTB Writing Assessment System to measure writing performance of fourth grade students. A six point scale was used to measure overall writing performance; a four point scale was used to measure content and vocabulary/grammar. The results for 2000 are shown in Appendix D.

Progress Reports

A narrative description of student progress in specified identified behaviors and skills was provided for grades K-2. This progress report focuses on both Social Responsibility and Intellectual Development. Letter grades for student achievement and effort, as well as narrative statements, were provided at 3rd grade. Grades for achievement and effort and comments on progress were given at grades 4 and 5. The Progress Report was provided to parents twice during the year in a conference format. A third report was sent home at the end of the year.

English Language Learners Program

This program provides services for foreign students who need to learn English.

Student Performance

- 100% of 9 Non-English Proficient (NEP) and Limited English Proficient (LEP) students receiving services in the English Language Learners (ELL) Program during 1999-2000 made adequate growth in English Language acquisition as measured by testing and teacher observation. The goal is 75%.
- 44% of 9 ELL students were redesignated R-FEP (Redesignated Fluent English Proficient).
- 100% of FEP and R-FEP students maintained a C average in their core curriculum classes as measured by report cards and teacher observation. The goal is 75%.

Program Effectiveness

- The District has a 21% redesignation rate for students in the ELL Program over the past three years. The goal is 20%.
- Five new district teachers were hired for the 1999-2000 school year who possessed certification for second language instruction. Nine other district teachers were in the process of gaining this certification. There was a total of forty-one district teachers with certification for second language instruction.

V. COMMUNITY AND FINANCIAL SUPPORT

Community Involvement

Number of volunteer hours: 15,000

Faculty/Community Organizations and Programs:

- Parent Teacher Association (PTA)
- School Site Council (SSC) meetings.
- “Adopt a School”
- “Challenge 2000”
- Family counseling
- America Reads
- Junior Achievement
- CFIER Training

Communications:

- Monthly newsletter: “*Centraletter*”
- Room mothers
- “Notes and Quotes” (weekly principal letter to teachers)
- Tuesday (Information) Envelope (Home)
- School web site: www.belmont.k12.ca.us/main/central/

Parental Involvement:

- Child Safety
- Classroom field trips
- Classroom supplies
- Computer education
- Disaster Prep. Committee
- Discovery Day
- Fall Book Fair
- Family Skate Night
- Family Social Night
- 5th grade graduation party
- Hot Lunch Program
- Library
- Monetary gifts
- Multi Cultural Committee
- Non-A-Thon fund raiser
- Parent education
- Red Ribbon Week
- SCRIP fund raiser
- Winter Craft Fair

Other Local Community Agencies

- Belmont Public Library
- Belmont Rotary
- San Mateo County Arts Council
- Parks & Recreation:
- Peninsula Humane Society
- Belmont Police Dept. (DARE)
- South County Fire Dept.
- “After School” (child care)

After School Classes (Wednesdays)

Financial Information

The Belmont-Redwood Shores School District had an operating budget of just over \$15.2 million in 1999-2000. It was just over \$14.5 million in 1998-1999 and just under \$12.5 million in 1997-98.

Revenue Sources

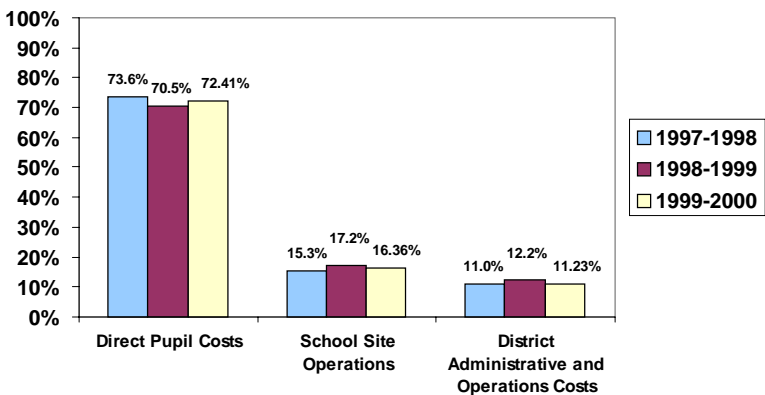
The District is a Basic Aid District, thus our largest source of revenue is from local property taxes.

	1999-2000	1998-1999	1997-1998
• Revenue Limit Sources (property taxes)	\$11,416,821	\$10,402,326	\$8,984,780
• Federal Revenues	\$298,539	\$169,873	\$138,749
• State Revenues	\$3,168,595	\$2,869,294	\$2,401,979
• Local Revenues	\$862,931	\$669,983	\$527,827

Breakdown of Per Pupil Costs

Our per pupil costs were **\$6,179** for 1999-2000, \$5756 for 1998-1999 and \$5,216 for 1997-1998. These costs are illustrated in the chart below as a percentage of the total budget. Three general areas are described in the chart:

- Direct pupil costs include salaries, books, supplies and equipment for the classroom (\$4474 per student);
- School site maintenance and operation costs (\$1011); and
- Prorated district administrative costs include technology, instructional support, and retiree benefits (\$694).

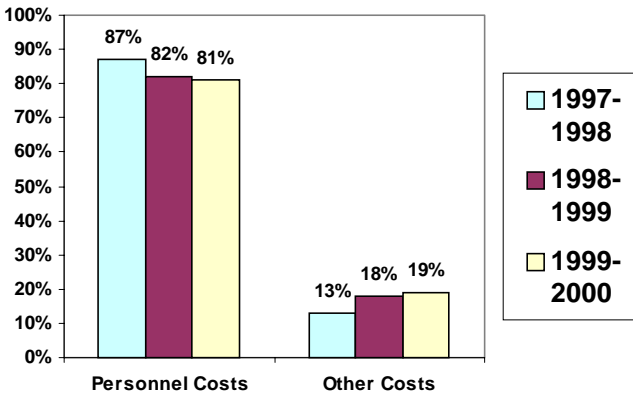


Breakdown of Personnel and Other Costs

The District expenses can be broken down into personnel and other costs:

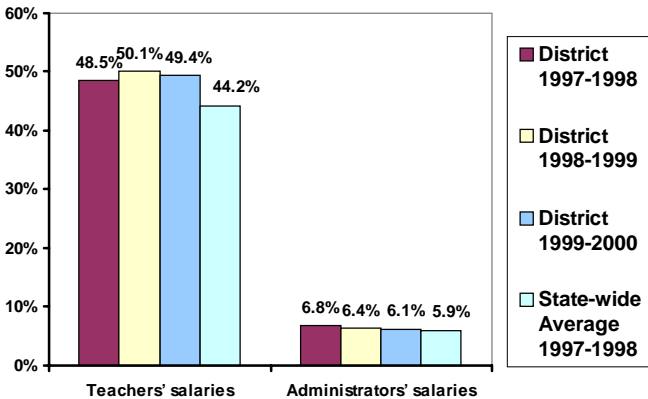
- Personnel costs: teachers, administrators, maintenance workers and custodians, clerical support and classroom assistants.
- Other costs: books, in-service training, instructional and other supplies, equipment, utilities, repairs and transportation.

The District expenses for personnel costs in relation to the total budget are shown in the chart below:



Salary Comparisons

The District salaries for teachers and administrators as a percentage of the total District budget are compared in the chart below to the statewide average percentage for districts of similar size to ours:



Dollar amounts for specific positions in the District are compared to the 1997-1998 and 1998-1999 statewide averages below.

	State Average		District	
	1997-1998*	1998-1999	1997-1998	1998-1999
Beginning Teacher's				
Salary*	\$29,028	\$30,061	\$34,566	\$35,119
Daily Rate	\$159	\$164	\$187	\$187
Midrange Teacher's				
Salary*	\$44,874	\$47,202	\$50,466	\$51,273
Daily Rate	\$245	\$257	\$276	\$276
Highest Teacher's				
Salary*	\$54,342	\$56,964	\$62,553	\$63,448
Daily Rate	\$297	\$310	\$342	\$341
School Site Principals				
Average Salary*	\$68,757	\$71,690	\$74,537	\$79,017
Average Daily Rate	\$323	\$341	\$362	\$384
District Superintendent's				
Salary*	\$90,654	\$95,045	\$90,000	\$98,000
Daily Rate	\$398	\$421	\$404	\$439

Note:

Teacher salaries in the District are for one specific teacher in the District in each category. The salary figures do not include District years of service and experience step allowances. Principals' salaries are an average over all principals in the District and do include District years of service and experience step increases. Superintendent's salary includes District years of service and experience step increases.

**Revised figures from CDE web site as of 9/20/2000.*

VI. PLANNING FOR THE FUTURE

Summary of Needs

Within the next few years Central sees a need for:

- Increasing technology training for students and staff
- Continuing to develop teachers on staff as subject matter and technology experts.
- Refining integration of subject matter.
- Increasing higher level thinking and problem solving opportunities.
- Refining the process of mainstreaming of special education students wherein these students achieve success in the least restrictive environment - the regular classroom.
- Studying the changing needs of students and how to adapt the curriculum and instruction to meet these challenges.
Differentiated Instruction
- *Six Traits of an Effective Writer* Instruction

Recommendations for Improvement

Central School has planned a number of activities to prepare students for the future:

- Staff will be collecting and studying data about student work to plot a trajectory for future teaching and learning.
- Staff will train to more fully use the technology available to us to improve learning in students.
- Project Based learning will be utilized to bring a cross curricular, multimedia approach to student work.
- After school programs will be developed to address the needs of learners.
- The greater community will be tapped for expertise to share in classrooms.

APPENDIX A. RESOURCES FOR PARENTS

Parent education presentations will continue through staff and Parent Teacher Association activities. The relationship with Family and Community Enrichment Services, Inc. to provide family counseling for Central families will continue. Communication with parents through a handbook, flyers, newsletters and the school web site will be maintained. Parents are encouraged to visit classrooms, attend assemblies, participate in PTA and fill volunteer positions in order to be involved in the Central School Family.

Additional resources available for parents include:

Alateen (& Al-Anon) Mid Peninsula Information 650/592-7935

720 El Camino Real, Belmont, CA 94002

Call for dates and times. Support group for teenage children of alcoholics. Drop-ins welcome.

Catholic Charities 650/295-2160

600 Columbia Drive, San Mateo, CA.

Child Care Coordinating Council 650/696-8787

1838 El Camino Real, Burlingame, CA

Children's Protective Services 650/595-7922

400 Harbor Blvd., Belmont, CA

Family and Community Enrichment Services, Inc. 650/591-9623

210 Industrial Way, Belmont, CA 94402

Serves Belmont area with individual and family counseling services.

Family Stress Service of San Mateo County 650/368-6655

1860 El Camino Real, Burlingame, CA

Offers 24-hour hotline, crisis intervention, drop-in and outreach services for families and individuals within families experiencing violent abuse, communication problems, and difficulties with parent/child relationships.

Grandparents Raising Grandchildren 650/342-5216

Peninsula YMCA, 1710 S. Amphlett Blvd. #216
San Mateo, CA 94403

Family support for grandparents and their grandchildren
(ages 5-13).

Jewish Family and Children's Services 650/591-8991

490 El Camino Real, Belmont, CA

Parental Stress Hotline 650/327-3333

24-hour hotline. Teenagers may also call.

Parents' Educational Resource Center 650/572-9161

1730 Amphlett Blvd., Suite 130 San Mateo, CA.

The Parents' Educational Resource Center (PERC) is a
nonprofit organization that helps parents who have children
with learning disabilities.

Peninsula Resource Center 650/295-2195

520 El Camino Real, San Mateo, CA

Mills-Peninsula Health Services Community Ed. 650/696-5400

1783 El Camino Real, Burlingame, CA

Mental health center has several drop-in groups, including
parent groups for grief and loss counseling and single
parenting.

Poison Control Center 1-800-876-4766; 1-800-972-3323 (TDD)

Suicide Prevention & Crisis Center 650/368-6655

1860 El Camino Real, Burlingame, CA

Teen Helpline/24 hour calls 1-800-877-7675; also 650/327-8336

Toughlove-San Mateo Parents Support Group 650/327-3333

Parent support group practicing the Toughlove Program.
Meets weekly. Contact school for specific details.

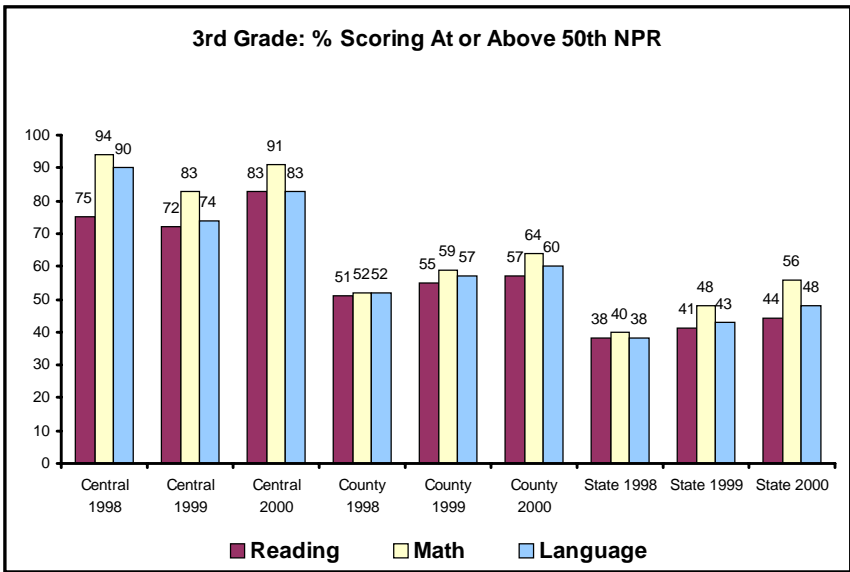
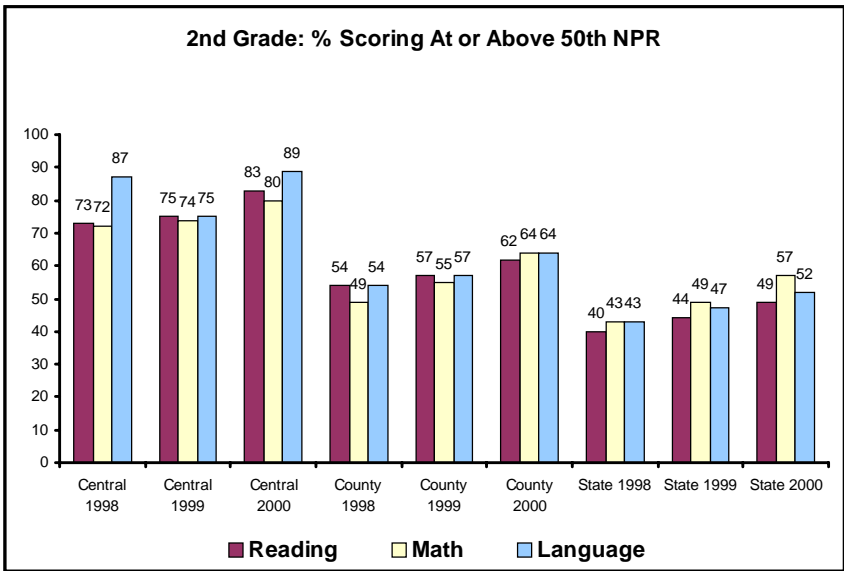
APPENDIX B. EDUCATION ABBREVIATIONS

ADA	Average Daily Attendance
API	Academic Performance Index
BFA	Belmont Faculty Association
CBEDS	California Basic Education Data System
CBEST	California Basic Education Skills Test
CLAS	California Learning Assessment System
CSBA	California School Boards Association
CSEA	California School Employees Association
CTA	California Teachers Association
ELL	English Language Learners
FTE	Full-Time Equivalent
GATE	Gifted and Talented Education
IEP	Individualized Education Program
LEP	Limited English Proficient
PAR	Peer Assistance & Review
PTA	Parent Teacher Association
PQR	Program Quality Review
PL94-142	Public Law 94-142 Education for All Handicapped Children Act
RSP	Resource Specialist Program
SARC	School Accountability Report Card
SIP	School Improvement Program
SDC	Special Day Class
SDE	State Department of Education
SSC	School Site Council
STAR	Standardized Testing and Reporting

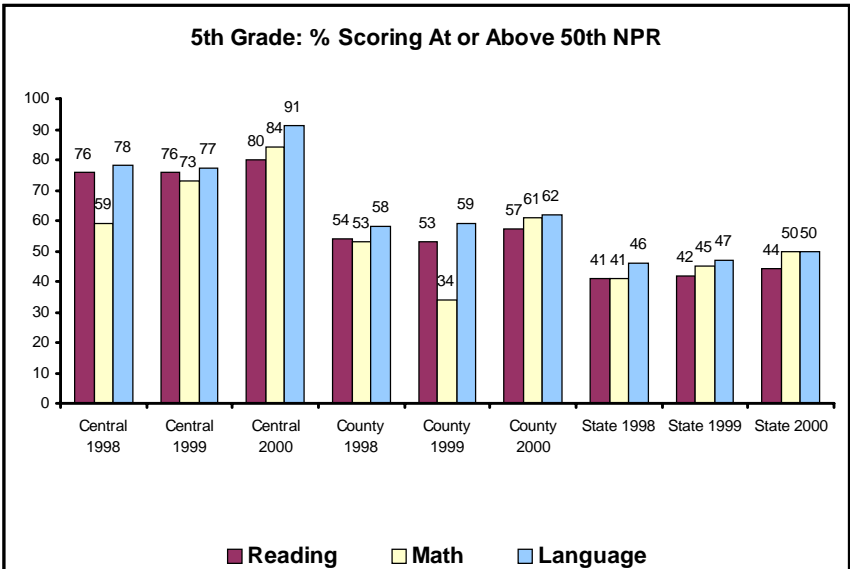
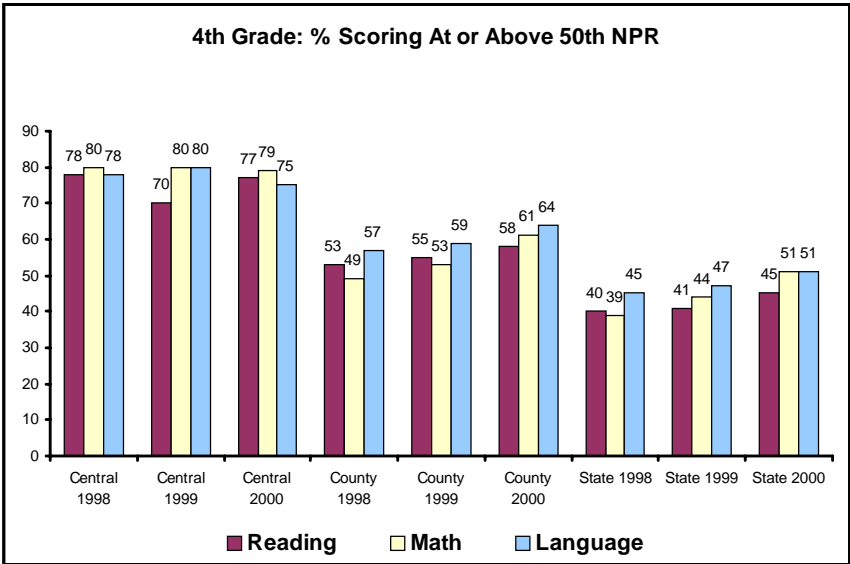
APPENDIX C. STAR REPORT SUMMARY CHARTS

Comparison by Area (School, County, State)

The number of students tested affects changes in test results. **Year-to-year variation is greater for small numbers of students than for large numbers of students**, so small changes at the state level are more likely to be "real" than are the same changes for schools or small districts.



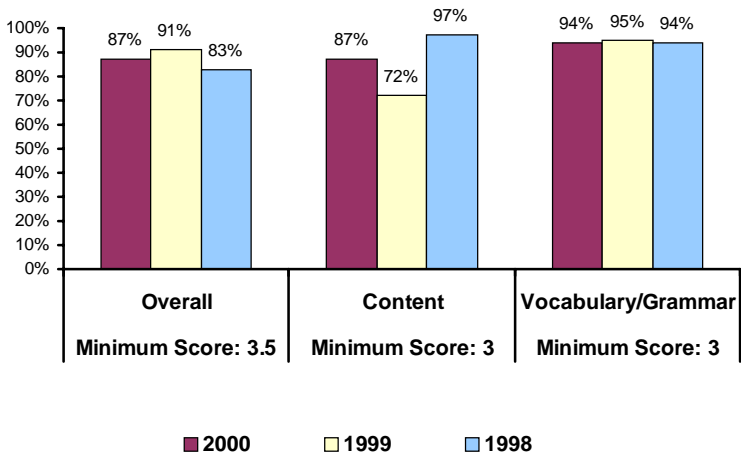
Comparison by Area (School, County, State)



APPENDIX D. CTB WRITING ASSESSMENT RESULTS

Results for different school years are based on scores of different student groups (classes). Results include scores of students enrolled in District for less than one year. These trends cannot be used to conclude the presence or absence of student growth from one year to the next. Students scoring below the minimum level are encouraged to attend summer school and/or are provided with an education plan to help them achieve the minimum level of proficiency.

% of 4th Graders Scoring At or Above Minimum Standard



CTB Writing Assessment: Overall

