

Annual Report
1999-2000 School Year

CIPRIANI
ELEMENTARY
SCHOOL

Maureen Kremers, *Principal*

2525 Buena Vista Avenue
Belmont, CA 94002-1499
(650) 637-4840

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

Nancy Gisko, *President*
Catherine Bonnar, *Vice-President*
Karen Clancy
Colleen You
Sharon Thompson

District Office

Anne Campbell	<i>Superintendent</i>
Kay Pacheco	<i>Associate Superintendent for Curriculum, Personnel, and Student Services</i>
Jeff Keuscher	<i>Director Business Services and Operations</i>
John Eaves	<i>Supervisor of Maintenance and Operations</i>

1999-2000 School Site Council

Principal Maureen Kremers

Staff Meg Knight (*Secretary*)
Barbara Musser
Ann Snelling
Lisa Zachry

Parents Nancy Sato (*Chair*)
Lynn Hawley (*Vice-Chair*)
Cheryl Schoenstein
David Dong
Ron Reynard

PREFACE

The Belmont-Redwood Shores School District Board of Trustees is proud to issue the **Annual Report for Cipriani 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 Cipriani 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

TABLE OF CONTENTS

PREFACE	3
VISION STATEMENT	3
MISSION STATEMENT	4
INTRODUCTION	7
I. SCHOOL PROFILE	8
Mission and Goals	8
The School Community	8
Student Profile	9
Staff Profile	10
II. INSTRUCTIONAL PROGRAM	11
The Learning Environment	11
Attendance	11
Instructional Staff	12
School Site Leadership	12
Instructional Staff Qualifications	12
Student/Teacher Ratio	13
Professional Development	13
Evaluation of Staff	14
Curriculum and Instruction	14
Instructional Minutes	14
Course of Study	15
Instruction and Support for Special Needs	15
Classroom Textbooks and Materials	16
III. SCHOOL OPERATIONS	17
Facilities	17
Safety	17
IV. SCHOOL AND STUDENT ACHIEVEMENT	18
Program Effectiveness	18
Student Achievement	19

Standardized Tests	19
Developmental Assessment	19
Authentic Assessment	19
Performance Assessment	19
Progress Reports	20
English Language Learners Program	21
Student Performance	21
Program Effectiveness	21
V. COMMUNITY AND FINANCIAL SUPPORT	22
Community Involvement	22
Financial Information	23
Revenue Sources	23
Breakdown of Per Pupil Costs	23
Breakdown of Personnel and Other Costs	24
Salary Comparisons	24
VI. PLANNING FOR THE FUTURE	26
Summary of Needs	26
Recommendations for Improvement	26
APPENDIX A. RESOURCES FOR PARENTS	27
APPENDIX B. EDUCATION ABBREVIATIONS	29
APPENDIX C. STAR REPORT SUMMARY CHARTS	30
APPENDIX D. CTB WRITING ASSESSMENT RESULTS ..	32

INTRODUCTION

Welcome to Cipriani School. This report is designed to communicate to parents and the community the progress of our students and a description of the programs and activities as well as the statistical and fiscal information for Cipriani. Information about the school has 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 hope that it conveys the excitement and pride that is felt among our students and staff. If you desire additional information, please feel free to visit or contact the school office.

Sincerely,
Maureen Kremers, *Principal*
650/637-4840
mkremers@belmont.k12.ca.us

I. SCHOOL PROFILE

Mission and Goals

Cipriani School seeks to create a safe learning environment where students, parents, and staff interact to solve problems, seek answers, and support each other in pursuit of the knowledge and insight that leads to high academic achievement and success for all students. We want Cipriani students to:

- acquire a strong academic foundation;
- solve problems and make decisions;
- develop confidence;
- work with persistence and determination;
- communicate effectively;
- value and learn from differences.

Because we know that unique and significant contributions of individual members adds richness to the results, we believe in sharing the decisions, the responsibility, and the commitment to our vision of educational excellence among all members of our school community.

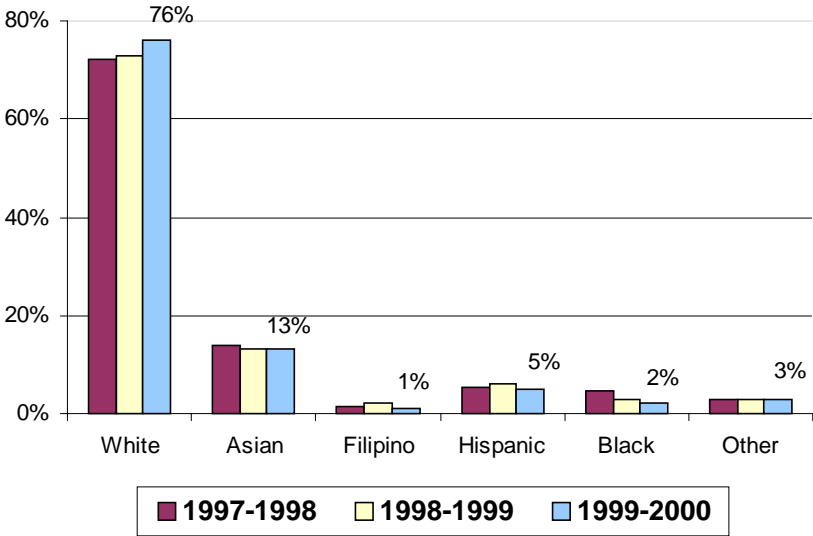
The School Community

Cipriani 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 middle school that serves our District.

The Cipriani 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.

Student Profile

The total enrollment for 1999-2000 is 284 . There were 302 students in 1998-1999 and 263 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	5%	3%	3%
• Gifted & Talented	3%	6%	4%
• Special Education	5%	5%	5%

Staff Profile

The instructional staff at Cipriani School consists of exceptionally talented and well-qualified teachers. All have met the state requirements for a teaching credential, and several have additional credentials or certificates. The balance between experienced and new teachers creates a rich environment for sharing best practices and innovations.

The regular school staff consists of fourteen full-time classroom teachers, one school secretary, one library media specialist, two custodians, and one principal. The support staff includes:

Band/String/Vocal/Music Teachers (2)	1.5 days per week
English Language Learners (ELL) Assistant	2.0 days per week
English Language Learners (ELL) Teacher	1.0 day per week
Family Counselor	1.0 day per week
Gifted and Talented Education (GATE) Teacher	0.5 days per week
PE Teacher (4th and 5th Grade)	3.0 days per week
Psychologist	1.0 days per week
Reading Teacher	Daily for 90 days (.5 school year)
Resource Specialist	2.0 days per week
School Nurse (District Nurse)	(on call)
Speech & Language Specialist	2.0 days per week

II. INSTRUCTIONAL PROGRAM

The Learning Environment

The Cipriani staff believes that a quality learning environment requires developing and maintaining positive relationships with students, attending to student safety needs, and implementing an effective discipline policy.

Teachers and the administration work toward knowing each student as an individual, and model a caring, respectful attitude to others.

Teachers build a classroom environment where students can take risks and explore freely. The staff regularly monitors the campus during recess and before and after school to insure safe practices. Through the joint efforts of parents, students, and staff, an effective discipline policy establishes a setting where students can make responsible choices. When students make decisions and learn from the outcomes of their decisions, they create a self-discipline which will serve them well throughout their education and beyond into adulthood.

Attendance

At Cipriani we believe that regular attendance and punctuality contribute to our students' learning. We check absences by telephoning parents the first day a child is absent. We monitor unexcused absences and tardiness, and contact parents if these become a pattern.

For several years our attendance rate has ranged between 95% and 98%. The rate for 1999-2000 was 97%. In 1998-1999 it was 96%; for 1997-1998, the rate was 95.6%.

Instructional Staff

School Site Leadership

Leadership at Cipriani is shared among several groups of school community participants. The staff selects a leadership team from among the teachers to serve on the School Site Council and function as liaison between the Site Council and the staff. The School Site Council combines parents, teachers, other school staff members, and principal to set goals and monitor progress toward those goals.

The staff, with the principal as facilitator, leader, and coordinator, makes the teaching decisions that lead the school toward its vision.

Individual staff members provide leadership and expertise in a variety of areas. Cipriani has a mentor teacher who functions as a consultant for new teachers as well as an expert in her selected area of mentorship. Additional staff members share their knowledge and experience with colleagues. The resulting leadership that is shared among school participants provides a rich environment for new ideas, best practices, and school effectiveness.

Instructional Staff Qualifications

Teachers at Cipriani have California State teaching credentials. Some teachers also have credentials from other states and additional graduate degrees, credentials, or certificates in a variety of areas. Substitutes used by Cipriani 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 day of absence per month. This included illness, in-service training, and other leaves.

Student/Teacher Ratio

Primary (K - 3) classrooms have a maximum class size of 20 students. 4th through 5th grades are staffed at a ratio of 26 to 1. With rare exceptions, classes do not exceed 28 students in grades 4 and 5. To offset larger class size in grades 4 and 5, the School Site Council provided an art teacher to work with each 4th and 5th grade class once a week. Parent volunteers, senior citizens, and other community members may also assist students within or outside the classroom.

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. Cipriani School’s teachers participate in one day of staff development before the students return to school. Three additional staff development days were conducted during the school year and two non-student days were devoted to parent conferences. Each teacher also received 3 two-hour sessions of technology training after school.

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. Integrating technology into daily lesson plans
- f. Curriculum and Instructional Practices
- g. Visual and Performing Arts

Individual staff members also participated in additional off-site workshops and training according to needs outlined in the School Improvement Plan.

Evaluation of Staff

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

A core curriculum of study including basic skills provides a sound educational foundation for each student.

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>Cipriani</u>	<u>District Standard</u>	<u>State Requirements</u>
Kindergarten	37,800	36,000	36,000
Grades 1-3	51,263	51,225	50,400
Grades 4-5	54,895	54,530	54,000

The school has a minimum day each Wednesday.

Course of Study

The curriculum - what we teach - is rigorous and incorporates District and State guidelines into all academic subjects. The curriculum areas taught include:

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

Instruction and Support for Special Needs

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
- Family Counselor services
- Speech and Language services
- Resource Specialist services
- School Psychologist services

“Pull-out” programs for students with specialized needs have been carefully scheduled in order to provide longer blocks of time in the core classroom to ensure that students have access to the full curriculum regardless of their special needs.

The Gifted and Talented Education program (GATE) serves fourth and fifth grade students who have been referred by the teacher or parent and screened through the GATE testing program. Once students have qualified and enter the program, they meet with the GATE teacher to plan an individualized in-classroom program for one semester. The second semester Gate students worked with the GATE teacher on a pull-out basis one morning a week.

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.

The Parent Teacher Association provides funds to teachers for additional classroom needs. They also fund field trips and assemblies to enrich the curriculum for the students. Additionally, the PTA gives money directly to teachers to use for classroom enrichment.

Cipriani School has an average of one television set and VCR for every two classrooms. The school has three (3) scanners, three (3) digital cameras and one video camera. An electronic projection system is available from the District Office and from the middle school.

All classrooms have Internet access. Primary grades (K-3) have 2-4 computers per classroom. Upper grades (4-5) have 6-8 computers per classroom.

The school library contains over 5474 books.

III. SCHOOL OPERATIONS

Facilities

Cipriani School has 15 classrooms: 14 classrooms are used for regular instruction. One is used for small group instruction including Resource Specialist Program, English Language Development (ELL), Speech and Language Instruction, and Miller-Unruh Reading Specialist.

A portable and an additional room within the school have been made available for child care services provided by a nonprofit agency. Before and after school care includes supervision for students in K-5 five days per week. In addition, full day care is available for participating students on non-student days as well as 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

Cipriani has planned for attending to civil defense emergencies, i.e., fire, earthquakes, and handling of toxic substances in the classroom. Fire and earthquake drills are held monthly. Each classroom keeps emergency supplies and updates the supplies annually.

IV. SCHOOL AND STUDENT ACHIEVEMENT

Program Effectiveness

Program effectiveness at Cipriani 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.

Individual programs in Special Needs categories are reviewed through monitoring of test scores, student work, and progress reports. Special Education monitors student progress through the Individualized Educational Plan developed for each student.

Program Quality Review (PQR), the in-depth examination of one curriculum area by the school staff and Site Council as well as Program Quality Review consultants from outside the district, is in place for the 1999-2000 school year. Cipriani is on a 4 year cycle for PQR.

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.

Student Achievement

Several approaches are used to examine and report on student achievement to parents. Progress reports, student-centered conferences, and informal contacts communicate the student's academic and social growth. The staff at Cipriani encourage student responsibility for learning to facilitate efficacy and lifelong learning.

Standardized Tests

All students in grades 2-5 took a basic battery of tests 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 student class groups.

Developmental Assessment

Information about a student's stage of development in several functional areas is reported. Developmental assessment is commonly used in the primary grades (K-2) 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. Grades for student achievement and effort, as well as narrative statements, were provided at 3rd grade. Letter 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

Cipriani had nine (9) students participating in the ELL program during the 1999-2000 school year.

- 89% of 9 Non-English Proficient (NEP) and Limited English Proficient (LEP) students made excellent or adequate progress based on teacher observation.
- 44% of 9 students (22%) were redesignated from LEP to FEP during the school year and were assessed to be within the average range or above in language arts.
- Two LEP students qualified for special education services.

Program Effectiveness

The English Language Learners program is coordinated at the district level.

- 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

Cipriani has an active, supportive parent community.

Number of volunteer hours: 6,435

Faculty/Community Organizations and Programs:

- Parent Teacher Association (PTA)
- School Site Council (SSC)
- “Adopt a School” Partnership - Peet’s Coffee
- International Educational Systems (IES) After School Foreign Language Program
- Family counseling
- Scouts
- Kollage Art

Communications:

- Monthly newsletter: “Cipriani Soup”
- Room representatives
- Phone tree (for emergencies)
- Trends and Traditions
- School web site: www.belmont.k12.ca.us/main/cipriani/

Parental Involvement:

- Adopt-a-Book Program
- Assemblies
- Book Fair
- Child Safety
- Classroom field trips
- Classroom supplies
- Classroom volunteers
- Family Art Festival
- 5th grade graduation party
- Hot Lunch Program
- Monetary gifts
- Music for Minors
- Non-A-Thon fund raiser
- Parent education
- Red Ribbon Week
- SCRIP fund raiser

Other Local Community Agencies

- Belmont Public Library
- Belmont Rotary
- San Mateo County Arts Council
- Peninsula Humane Society
- American Heart Association
“Jump Rope For Heart”
- Belmont Police Dept. (Dare)
- South County Fire Dept.
- “After School” (child care)
- before and after school
- Belmont Parks & Recreation

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

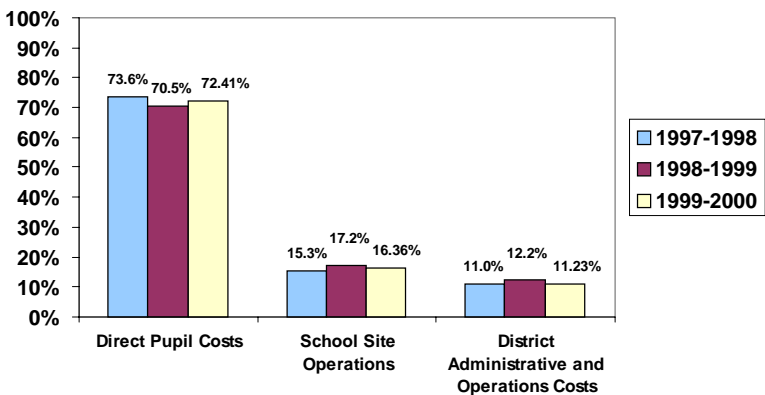
The District is a Basic Aid District, thus our largest source of revenue is from local property taxes.

	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).

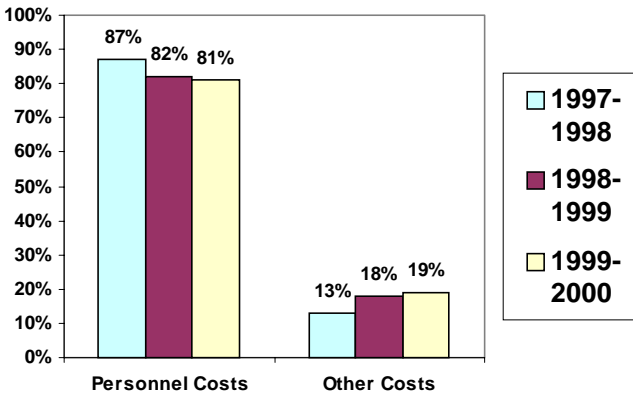


Breakdown of Personnel and Other Costs

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

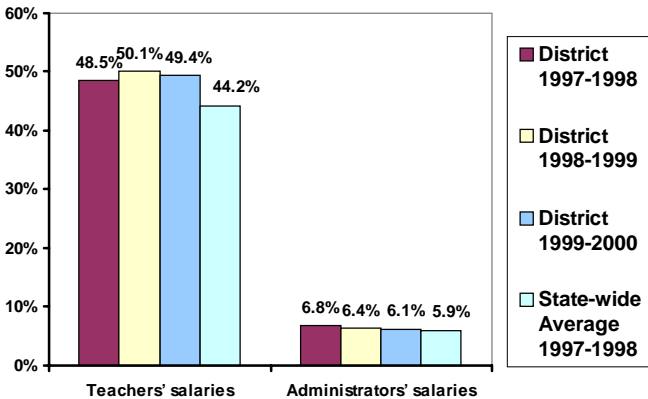
- Personnel costs: teachers, administrators, maintenance workers and custodians, clerical support and classroom assistants.
- Other costs: books, in-service training, instructional and other supplies, equipment, utilities, repairs and transportation.

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 Cipriani sees a need for:

- Expanding and communicating safety and emergency resources
- Implementing School Improvement Plan including school-wide assessments in writing and measurement
- Providing resources and opportunities for student-created multimedia projects in the upper grades
- Provide continued staff development in differentiated instruction

Recommendations for Improvement

Cipriani staff and site council have identified these target areas for improvement:

- Coordinate with Site Council to address safety needs
- Use the “Six Traits” writing and assessment model to provide continuity in writing instruction
- Develop meaningful activities and assessments that address measuring skills
- Provide staff development for helping students create multimedia projects
- Provide staff time to develop lesson plans that incorporate differentiated instruction

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 Cipriani 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 Cipriani 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.

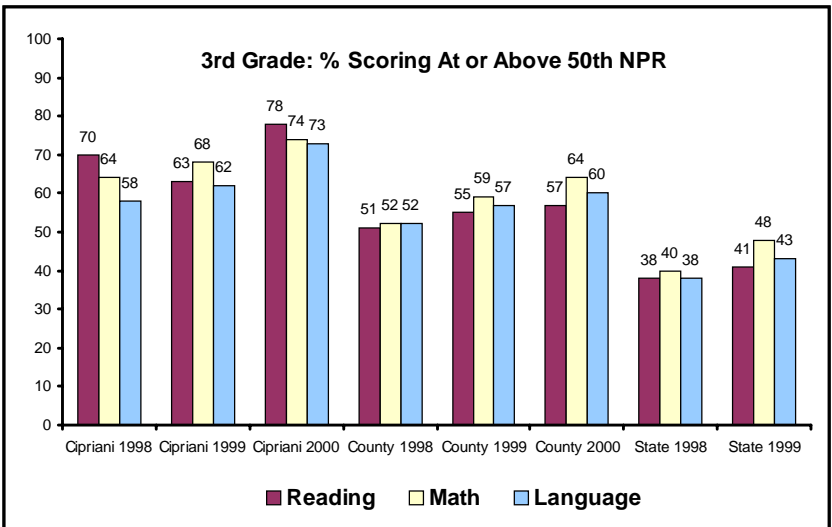
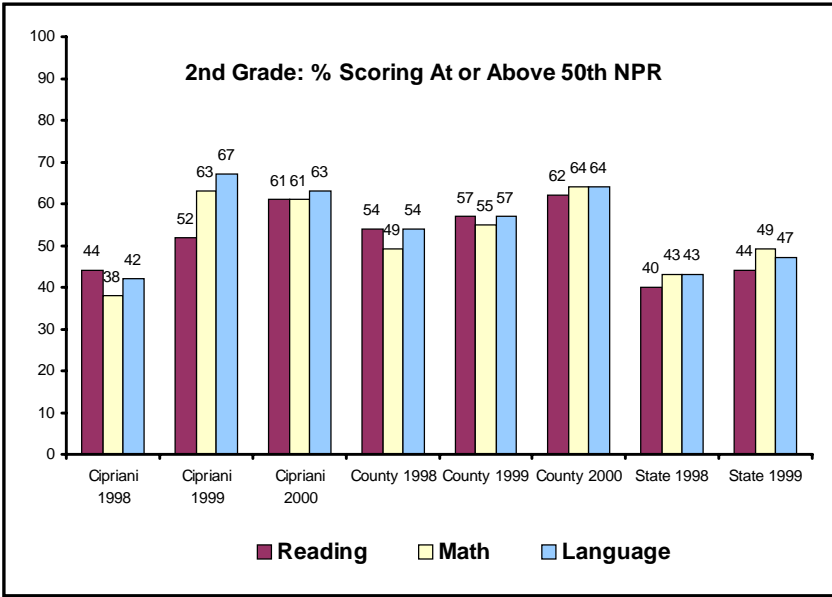
APPENDIX B. EDUCATION ABBREVIATIONS

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

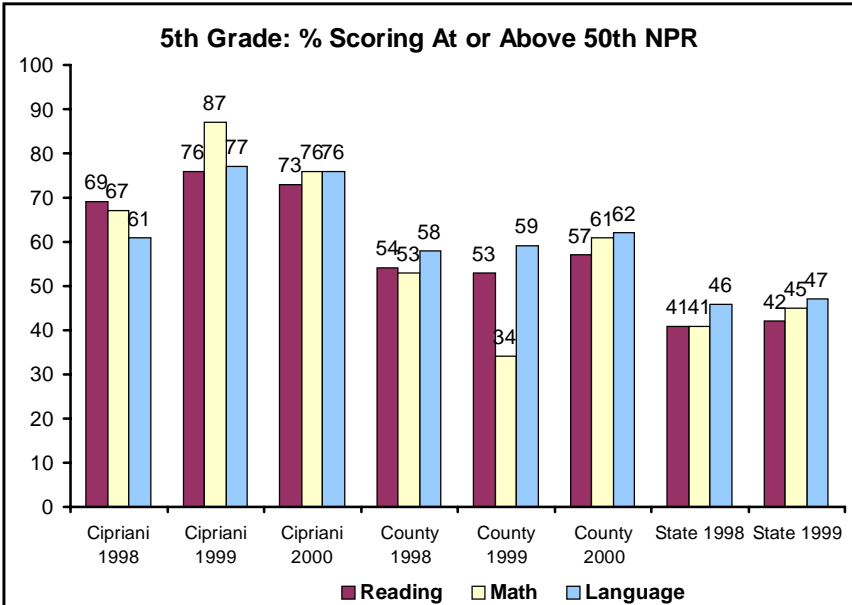
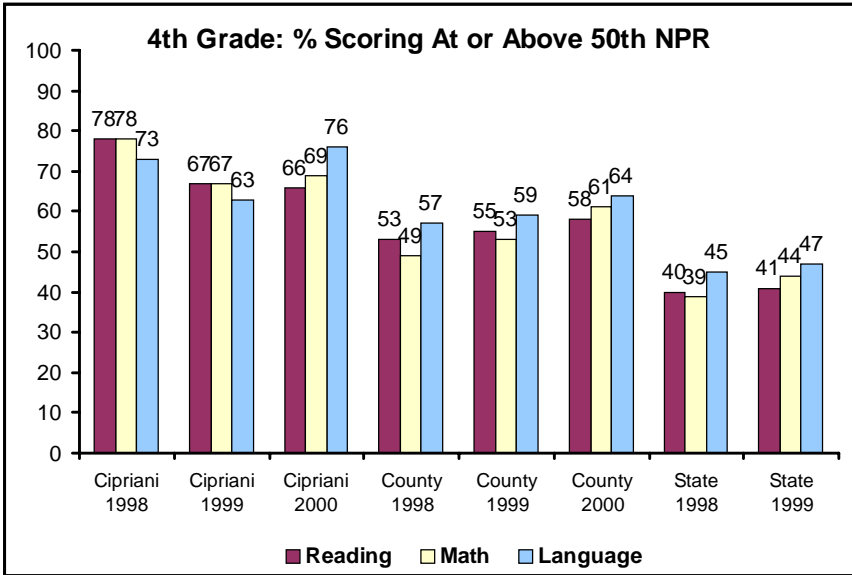
APPENDIX C. STAR REPORT SUMMARY CHARTS

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.



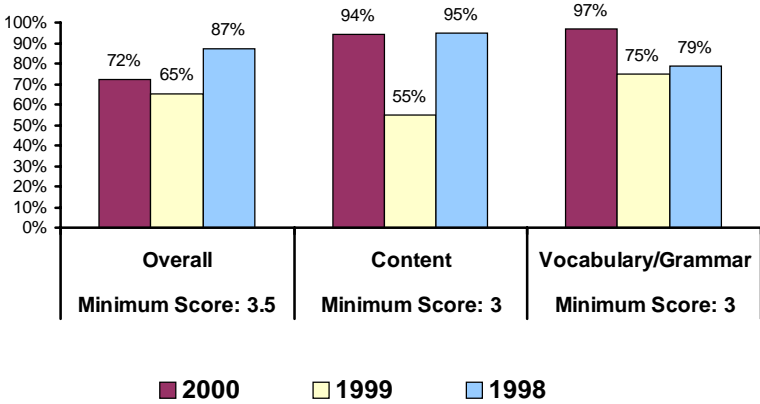
Comparison by Area (School, County, State)



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

