

Annual Report
2000-2001 School Year

RALSTON
MIDDLE SCHOOL

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Staff, Parents and Students
Emphasizing Excellence

Belmont-Redwood Shores Elementary School District
March, 2002

Belmont-Redwood Shores Elementary School District
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(650) 637-4800

2000-2001 Governing Board

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Students Amy Hall
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PREFACE

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

Catherine Bonnar, President
2000-2001 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,

Deborah Ferguson, *Principal (as of September, 2001)*

650/637-4880

dferg@belmont.k12.ca.us

I. SCHOOL PROFILE

Mission and Goals

Ralston Middle School strives to provide a nurturing environment where all students, parents and staff pursue academic excellence and participate fully in the life of the school.

The Ralston School Mission Statement, developed by staff, parents and student representatives to our School Site Council, serves as a framework for our school's goals and priorities. This spirit of partnership pervades all that we do at Ralston.

Ralston's basic mission is to provide a strong instructional program that focuses on the diverse needs of middle school students. We believe that academic excellence is our most important attribute and our highest priority. We also believe that a program of excellence provides students with enrichment experiences that extend the basic curriculum.

Ralston School is characterized by:

- A safe, orderly, attractive campus
- A rigorous academic core curriculum
- A rich elective program
- A strong student support system
- A wide range of extracurricular activities
- A firm commitment to technology in the classroom
- A dedicated and competent professional staff
- A supportive and involved parent community
- An energetic, enthusiastic, and highly capable student body.
- A deep commitment to community service

The School Community

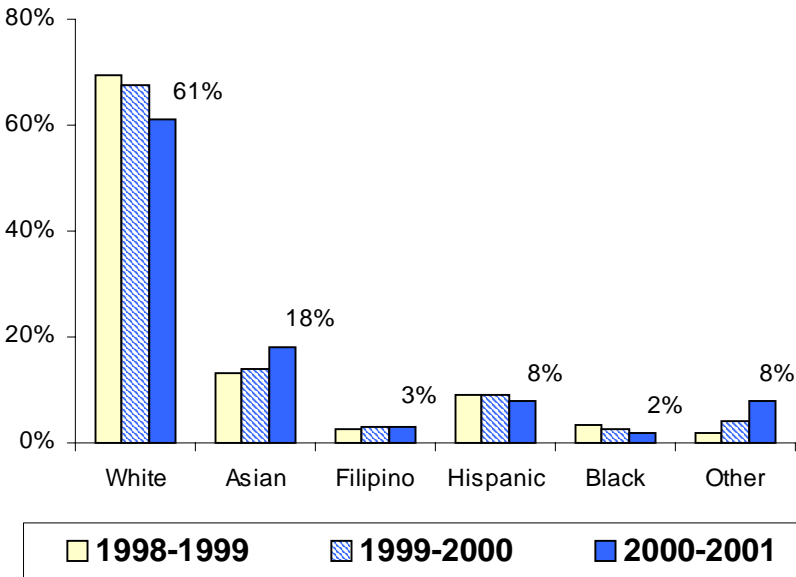
Ralston Middle School, located in the City of Belmont on the peninsula south of San Francisco, is the only middle school in the Belmont-

Redwood Shores School District. Students in 8th grade are promoted to the Sequoia Union High School District. Most of the students from Ralston attend Carlmont High School, although some go on to private high schools or other high schools in the Sequoia High School district.

The Ralston 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 Ralston’s Distinguished School recognition in 1994 is reflected from all members of the school community.

Student Profile

The total enrollment is 784 in 2000-2001; it was 762 in 1999-2000 and 755 in 1998-1999. 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:

	1998-1999	1999-2000	2000-2001
• Limited English Proficiency	2%	2%	2%
• Gifted & Talented	18.3%	7%	13%
• Special Education	7.5%	8%	9%

Staff Profile

The regular school staff consists of thirty-seven full-time classroom teachers, three Resource Specialist Program teachers, two school secretaries, one library media specialist, one inclusion teacher, six paraeducators who assist in classrooms, three full time and one half time custodians, one assistant principal, and one principal. The support staff includes:

Band/String/Vocal/Music (1.5 full time equivalent)	Every day
English Language Learners (ELL) Teacher	3 periods per day
Family Counselor	2 days per week
Psychologist	1 day per week
School Counselor (1 full time equivalent)	Every day
Speech & Language Specialist	2 days per week
Technology Specialist	(on call)

The table below shows, for the most recent 3-year period, the number of teachers (including District support staff), the number who are fully credentialed and teaching in their authorized subject area, the number with emergency credentials, and the number with waivers. No teacher with a full credential taught outside their subject area.

Year	# Teachers	Full Cred.	Emergency	Waiver
1998-1999	46	45	1	0
1999-2000	50	50	0	0
2000-2001	53	47	2	4

II. INSTRUCTIONAL PROGRAM

The Learning Environment

Ralston School is divided into teams with two teams at each grade level. Students are heterogeneously assigned to the teams. The team structure is designed to assure that students and teachers develop good academic relationships. Since every team has a team planning time, it is convenient for parents and teachers to meet to discuss student needs.

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 94.9% and 97%. The rate for 2000-2001 was 95.4%. The rate for 1999-2000 was 95.4%; for 1998-1999 the rate was 94.9%.

Instructional Staff

School Site Leadership

Ralston's principal and assistant principal regularly confer with teachers and other staff about operational and instructional issues. They use an open and participatory management style. Staff members are involved in planning, reviewing and modifying instructional programs for the coming year. Teachers work and plan in integrated teams to implement the District and State standards, discussing use of best practices and appropriate materials.

The principal and assistant principal have received training from the California School Leadership Academy in leadership strategies for implementing sound instructional practices.

Instructional Staff Qualifications

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

All substitutes used by Ralston 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 1.4 days of absence per month. This included illness, in-service training, and other leaves.

Student/Teacher Ratio

At Ralston, the average class size is 30. 6th through 8th grades are staffed at a ratio of 26.5 to 1. With rare exceptions, classes do not exceed 28. Music classes range from 30 to 45; Physical Education classes range from 30 to 45 students. Resource Specialist classes are limited to 12. Elective class sizes are appropriate to the content.

Through SIP funds, instructional assistants were provided for some classrooms. 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. Ralston School’s teachers participate in one day of staff development before the students return to school. Additional staff development days were conducted during the school year. Parent teacher conferences were held on five minimum days in the fall.

During these staff development days, teachers received training in:

- a. Mathematics
- b. Grade Level Teaming
- c. Curriculum Planning for the Year
- d. Curriculum and Instructional Practices
- e. Family of Schools Standards and Assessment
- f. Writing across the curriculum (PQR focus)
- g. Differentiated instruction
- h. Team evaluation/planning

Individual staff members also participated in additional workshops and training in these areas. Teachers received 3 two-hour sessions of technical training after school.

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>Ralston</u>	<u>District Standard</u>	<u>State Requirements</u>
Grades 6-8	64,083	63,700	62,880

Course of Study

- English/Language Arts
- Mathematics
- Science
- History/Social Science
- Visual and Performing Arts
- Physical Education
- Health
- Enrichment/Elective classes, such as
 - Band, Orchestra, Chorus, Guitar, Drama
 - Coastal Studies
 - Cooking/Culinary Arts
 - Industrial Technology (1 & 2), Space Design and Construction
 - Keyboarding, Computer Literacy, Web Page Design
 - Photography
 - French (1 & 2)
 - Spanish (1 & 2)
 - Journalism, Creative Writing

Instruction and Support for Special Needs

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.

- Mathlands (6th grade)
- Dale Seymour Connected Math (7th grade)
- Gateways to Algebra for 7th grade Pre-Algebra
- Prentice Hall Math for 8th grade Pre-Algebra
- Gateways to Algebra for 8th grade Algebra
- Holt Rinehart Winston for English/Language Arts
- Houghton Mifflin for History/Social Science
- PrenticeHall Science Text Series

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 and fund-raising activities give money directly to teachers to use for classroom enrichment.

Ralston Middle School has one television set and VCR for every classroom. There are four scanners, six video cameras, and four electronic projection systems for the school. An additional electronic projection system is available from the District Office. 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®, Microsoft Works®, and Microsoft Office®.

The school library contains over 6,760 books.

III. SCHOOL OPERATIONS

Facilities

Ralston School has 40 classrooms: 34 classrooms are used for regular instruction. Specialized classrooms are available for science, computer lab, industrial technology, culinary arts, and music. In addition, there are two new Science buildings that house 4 labs for 7th and 8th grades.

Many classrooms have computer banks for up to 10 students. Every classroom has at least two computers connected to the Internet. The library is equipped with 13 computers with Internet access for student use and 5 for teacher use. There is a 30 computer lab for teaching key boarding skills separate from the main computer lab. Three classrooms are equipped as multimedia classrooms.

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.

In the spring of 1998, Ralston Middle School was awarded a Sun Microsystems Java grant for \$100,000 of equipment and technology training. The Sun lab with 25 student stations is in constant use in the library.

Safety

A disaster planning committee met to determine the preparedness of Ralston for a major event. Classroom essential items were reviewed and a list of site needs was created. Parent volunteers collected and organized necessary items (they completed this by the end of the year). A plan for creating site teams was started to deal with all aspects of student safety. Drills are held on a regular basis for fire and earthquake safety.

IV. SCHOOL AND STUDENT ACHIEVEMENT

Program Effectiveness

Program effectiveness at Ralston 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.

Ralston has been a California Distinguished School since May of 1994. In addition Ralston conducted a Program Quality Review (PQR) process during the 1998-1999 school year. Dorothy Hanlon and Lennie Cruze, English teachers, coordinated efforts to look at writing across the curriculum. Three writing samples were taken during Team Time. The samples were holistically scored by Ralston English teachers and the English Reader. Outside consultants visited Ralston to observe writing practices and results. They shared their insight with the staff. Staff developed a plan for writing improvement to be implemented in the next school year.

Examination of the learning environment at Ralston Middle School also was done during the Program Review Process. This examination led to the identification of improvement efforts for the next few years, including:

- developing ways to increase collaboration time for teachers
- increasing parent education opportunities
- continuing the advisement program
- improving the physical plant

Student Achievement

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

Standardized Tests

The Stanford Achievement Test 9 (SAT9) was administered to students in sixth through eighth grades. The results compare each of our students to a national sample of students in mathematics, reading, and the use of language. See Appendix C. for the latest results shown for each grade level.

Ralston School received an API score of 815 indicating that the academic achievement of Ralston students is in the superlative range. Review of STAR data initiated discussion for avenues to further improve instructional practices.

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 March 2001, 7th grade students took a writing performance assessment as part of the STAR program. 2001 scores will provide base line data. Beginning with 2002, the students will received proficiency level designations on the writing sample. Because three years of data is not yet available, the results from the previous assessment system used (CTB) is shown in Appendix D. A six point scale was used to measure overall writing performance; a four point scale was used to measure content and vocabulary/grammar.

Curriculum Based Assessment

Classroom curriculum materials for a given course at each grade level are used to determine the level of achievement for a student. Teacher made tests, homework and classroom assignments as well as projects, are examples of curriculum based assessment. The results of this type

of assessment were provided to students on an ongoing basis throughout the year.

Report Cards

The report card summarizes student performance and curriculum based assessments used in the classroom in a letter grade format. Report cards were provided to parents three times during the year. During the first trimester, five minimum days WERE set aside for parent-teacher conferences.

Physical Fitness Tests

Following are the results of the 7th grade fitness tests (given in the spring of 2001) showing the percent of students within or exceeding the healthy zone:

	Total
Aerobic Capacity (Mile Run)	86%
Body Composition (Height/Weight)	60%
Muscle Strength (Abdominal Curl-up)	85%
Muscle Strength (Trunk Lift)	90%
Endurance (Pull-up)	76%
Flexibility (Shoulder Stretch)	61%

Academic Performance Index (API)

Academic Performance Index (API) Reports		1999-2000 Growth Report	2000-2001 Growth Report
	Percent Tested / Number Tested	100/666	99/684
	API (Growth)	831	823
	API (Base)	815	831
	Growth Target	*	*A
	Growth	16	-8
Met Growth Target?	School-wide	Yes	Yes
	Comparable Improvement (CI)	Yes	Yes
	Both School-wide and CI	Yes	Yes
	Awards Eligible	Yes	No
		1999 Base	2000 Base
	Percent Tested / Number Tested	93/708	100/666
	API (scale of 200-1000)	815	831
	Statewide Rank	10	10
	Similar Schools Rank	4	5
	Growth Target	*A	*A
	API Target	*A	*A
	"*A": At or above State target of 800		

English Language Learners Program

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

Student Performance

There were 16 students in the ELL program during the 2000-2001 school year.

- 7 students exited the program because they no longer required services.
- 100% of Non-English Proficient (NEP) and Limited English Proficient (LEP) students receiving services in the English Language Learners (ELL) Program during 2000-2001 made adequate growth in English Language acquisition as measured by testing and teacher observation. The goal is 75%.
- 57% of 7 Fluent English Proficient (FEP) and Redesignated Fluent English Proficient (R-FEP) students were determined to be within the average range for language arts skills for their grade level as measured by 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 2000-2001 school year who possessed certification for second language instruction. Four other district teachers were in the process of gaining this certification. There was a total of 54 district teachers with certification for second language instruction.

V. COMMUNITY AND FINANCIAL SUPPORT

Community Involvement

Number of volunteer hours: 9,299

Faculty/Community Organizations and Programs:

- Parent Teacher Association (PTA)
- School Site Council (SSC) meetings.
- “Challenge 2000”
- Family counseling - FACES
- America Reads

Communications:

- Monthly newsletter: “*RamTracks*”
- Homework Assignments on the Web (some teachers only)
- Email
- School web site: www.belmont.k12.ca.us/main/ralston/

Parental Involvement:

- Classroom field trips
- After School Clubs
- Technology assistance
- Music Boosters
- Red Ribbon Week
- 8th grade graduation party
- Hot Lunch Program
- Assemblies
- School Dances
- Career Day
- Parent Education
- Magazine Drive
- Monetary gifts
- Multi-Cultural Fair
- Wish List
- Program Development
- Spring Fling

Other Local Community Agencies

- Belmont Public Library
- Belmont Rotary
- San Mateo County Arts Council
- Peninsula Humane Society
- Belmont Police Dept.
- D.A.R.E.
- School Resource Officer (SRO)
- South County Fire Dept.
- Interdistrict Interaction

Financial Information

The Belmont-Redwood Shores School District had an operating budget of just over \$17.6 million in 2000-2001. It was just over \$15.2 million in 1999-2001 and \$14.5 million in 1998-1999.

Revenue Sources

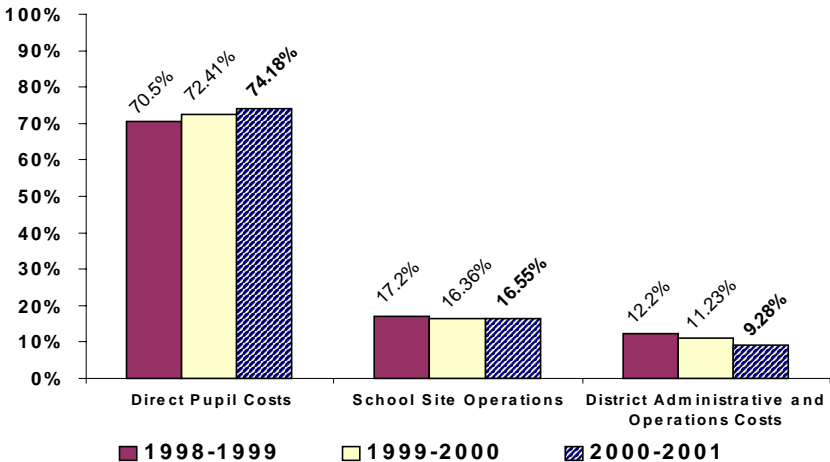
The District is a Basic Aid District, thus our largest source of revenue is from local property taxes.

	2000-2001	1999-2000	1998-1999
• Revenue Limit Sources (property taxes)	\$12,517,357	\$11,416,821	\$10,402,326
• Federal Revenues	\$446,418	\$298,539	\$169,873
• State Revenues	\$3,761,841	\$3,168,595	\$2,869,294
• Local Revenues	\$809,503	\$862,931	\$669,983
• Interfund Transfers	\$68,112	---	---

Breakdown of Per Pupil Costs

Our per pupil costs were **\$6513** for 2000-2001, \$6179 for 1999-2000 and \$5756 for 1998-1999. 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 (\$4831 per student);
- School site maintenance and operation costs (\$1078); and
- Prorated district administrative costs include technology, instructional support, and retiree benefits (\$604).

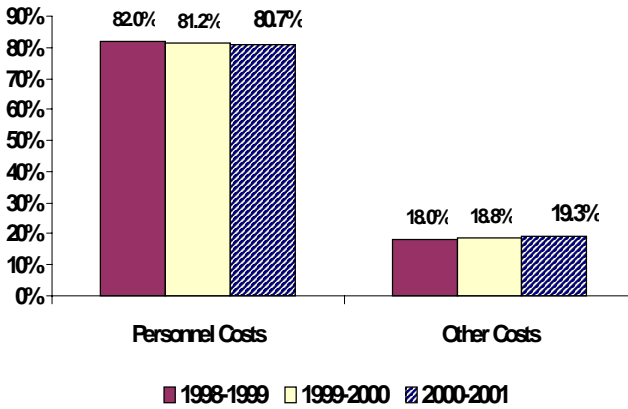


Breakdown of Personnel and Other Costs

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

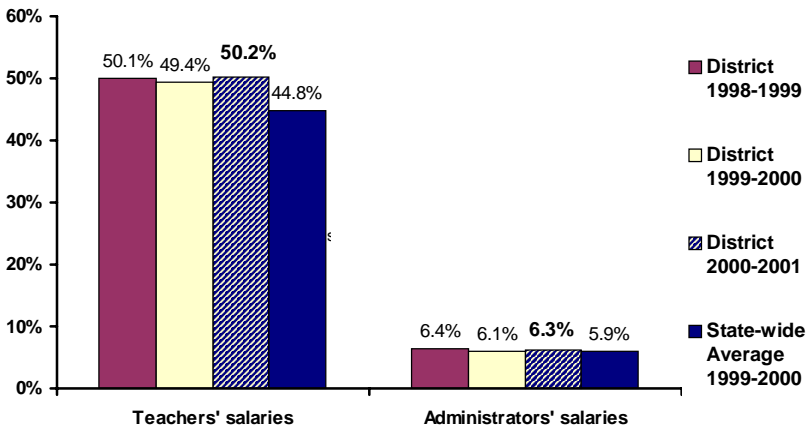
- Personnel costs: teachers, administrators, maintenance workers and custodians, clerical support and classroom assistants.
- Other costs: books, in-service training, instructional and other supplies, equipment, utilities, repairs and transportation.

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 1998-1999 and 1999-2000 statewide averages below.

	State Average		District	
	1998-1999	1999-2000	1998-1999	1999-2000
Beginning Teacher's				
Salary*	\$30,061	\$31,647	\$35,119	\$35,119
Daily Rate	\$164	\$172	\$187	\$187
Midrange Teacher's				
Salary*	\$47,202	\$48,813	\$51,273	\$51,273
Daily Rate	\$257	\$265	\$276	\$276
Highest Teacher's				
Salary*	\$56,964	\$59,082	\$63,448	\$62,148
Daily Rate	\$310	\$321	\$341	\$341
School Site Principals				
Average Salary*	\$71,690	\$74,659	\$79,017	\$77,286
Average Daily Rate	\$341	\$355	\$384	\$375
District Superintendent's				
Salary*	\$95,045	\$100,031	\$98,000	\$99,000
Daily Rate	\$421	\$445	\$439	\$444

**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, extra for advanced degrees, and experience step allowances. Principals' salaries are an average over all principals in the District and do include District years of service, extra for advanced degrees, and experience step increases. Superintendent's salary includes District years of service, extra for advanced degrees, and experience step increases.

VI. PLANNING FOR THE FUTURE

Summary of Needs

The building of the new gym will give both students and the community access to a beautiful full-size gymnasium, weight room and locker rooms. In the future we will want to address the fine arts by redesigning the old multipurpose room into a theater complex and the old locker rooms into a media center.

Within the next few years Ralston sees a need for:

- Increasing technology training for students and staff—through Sun Microsystems SUNRAY Grant.
- 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.

Recommendations for Improvement

The recommended focus for the next school year is to concentrate our staff development on three areas: technology, English/writing, evaluation and revision of teaming in order to improve instruction and facilitate learning. Writing across the curriculum will receive the strongest focus as we move forward.

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 Ralston 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 Ralston 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

36 37th Ave., San Mateo, CA.

Child Care Coordinating Council 650/696-8787

700 S. Claremont, San Mateo, CA

Children's Protective Services 650/595-7922

400 Harbor Blvd., Belmont, CA

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

610 Elm Street, San Carlos, CA

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.

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.

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.

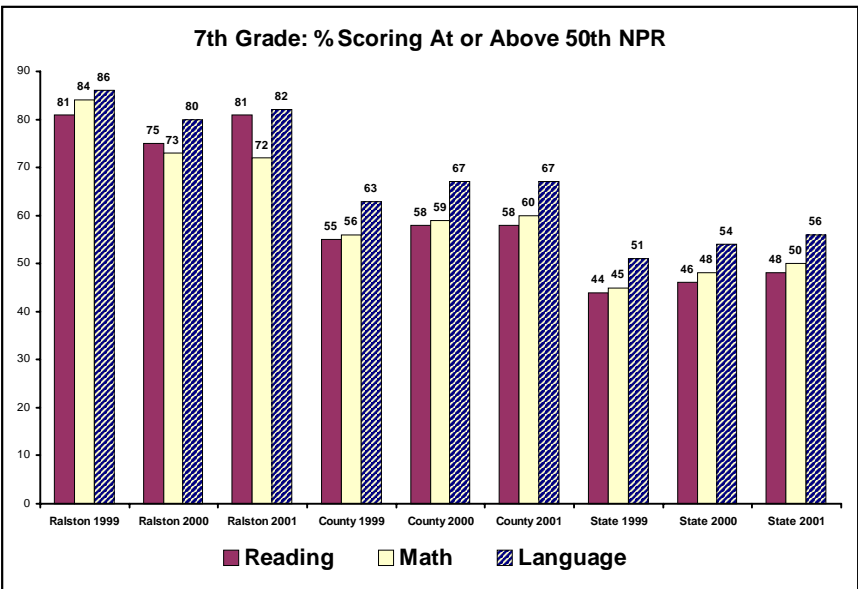
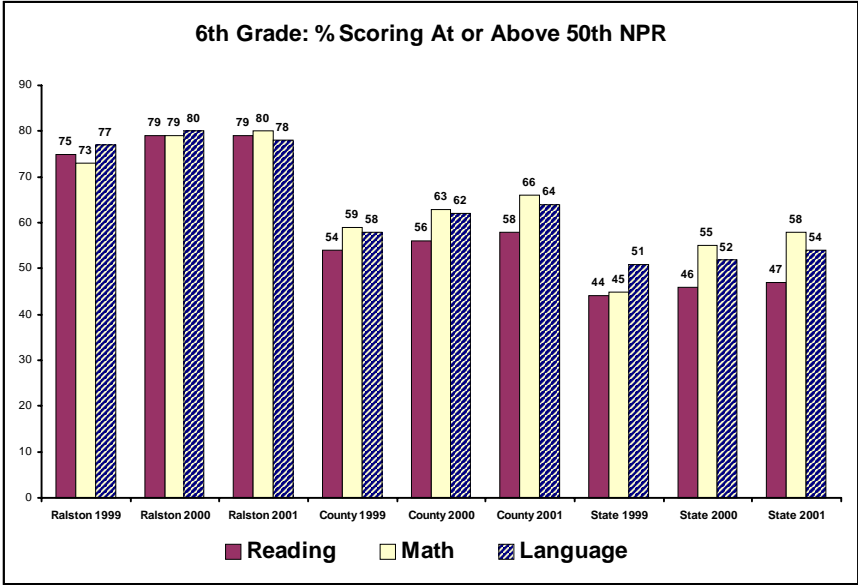
APPENDIX B. EDUCATION ABBREVIATIONS

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

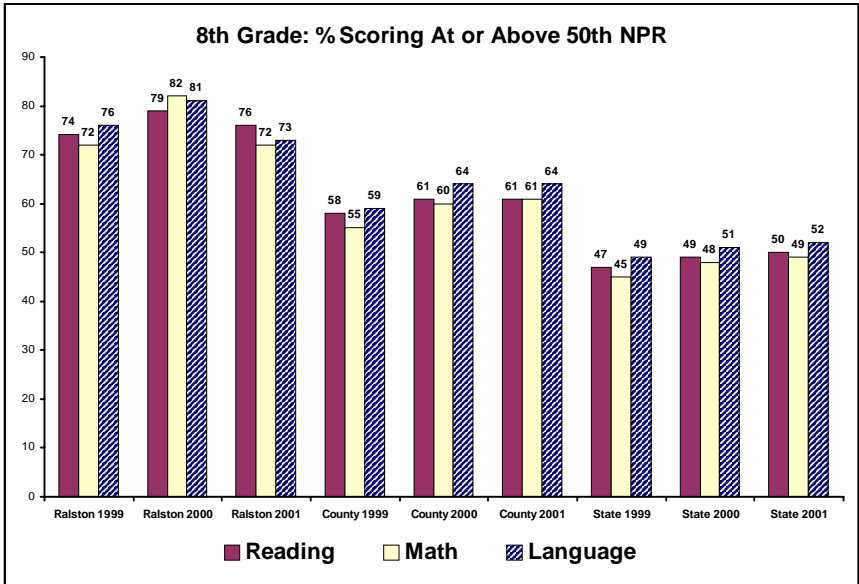
APPENDIX C. STAR REPORT SUMMARY CHARTS

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.



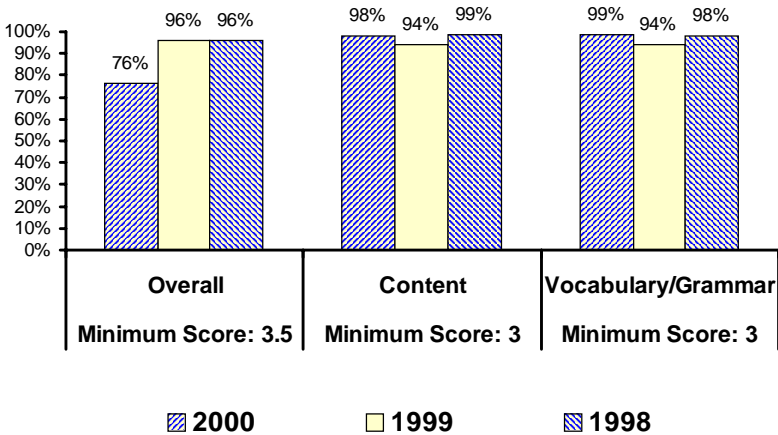
Comparison by Area (School, County, State)



APPENDIX D. CTB WRITING ASSESSMENT RESULTS

In March 2001, 7th grade students took a writing performance assessment as part of the STAR program. 2001 scores will provide base line data. Because data for 3 years is unavailable under this new program, the previous CTB results are shown here. Note that results for different school years are based on scores of different student groups (classes) and include scores of students enrolled in this 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 7th Graders Scoring At or Above Minimum Standard



CTB Writing Assessment: Overall

