

School Accountability Report Card

School Year 2001-2002

School Information		District Information	
School Name	Ralston Intermediate (Ralston Middle School)	District Name	Belmont-Redwood Shores Elementary
Principal	Deborah E. Ferguson	Superintendent	Anne Campbell
Street	2675 Ralston Ave.	Street	2960 Hallmark Dr.
City, State, Zip	Belmont, CA 94002-1216	City, State, Zip	Belmont, CA 94002-2943
Phone Number	650-637-4880	Phone Number	650-637-4800
FAX Number	650-637-4888	FAX Number	650-637-4811
Web Site	www.belmont.k12.ca.us/main/ralston/	Web Site	www.belmont.k12.ca.us
Email Address	dferg@belmont.k12.ca.us	Email Address	acamp@belmont.k12.ca.us
CDS Code	41-68866-6043483	SARC Contact	Marcia Harter < mharter@belmont.k12.ca.us >

School Description and Mission Statement

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.

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

Opportunities for Parental Involvement

Contact Person Name	Nina Stahl, PTA President	Contact Person Phone Number	650-596-2837
<ul style="list-style-type: none"> ● Classroom field trips ● After School Clubs ● Technology assistance ● Music Boosters ● Red Ribbon Week ● 8th grade graduation party ● Hot Lunch Program ● Assemblies ● School Dances 		<ul style="list-style-type: none"> ● Career Day ● Parent Education ● Magazine Drive ● Monetary gifts ● Multicultural Fair ● Wish List ● Program Development ● Spring Fling 	

I. Demographic Information

Student Enrollment, by Grade Level

Grade Level	Enrollment
Grade 6	253
Grade 7	281
Grade 8	244
Total	778

Student Enrollment, by Ethnic Group

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students	Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	18	2.3	Hispanic or Latino	70	9.0
American Indian or Alaska Native	7	0.9	Pacific Islander	7	0.9
Asian-American	133	17.1	White (Not Hispanic)	453	58.2
Filipino-American	18	2.3	Other	72	9.3

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	September 2002	Date Last Discussed with Staff	September 2002
<p>In order to provide students with a safe school that maintains a positive climate for learning, Ralston Middle School staff has a multifaceted approach to safety. The Board of Trustees Board Policy requires the school to maintain an updated Disaster Preparedness plan, which covers emergencies such as earthquakes, fire, bomb threats, or other disturbances. The plan includes emergency phone numbers, roles for staff members, and procedures to ensure student safety. An outbuilding, which contains emergency supplies, has been equipped and maintained by the PTA. Ralston staff members participate in the Belmont Safe Schools program, attending meetings and taking part in simulations to develop and keep our safety plans current. A School Resource Officer from the Belmont Police Department works with the school's administration to maintain a safe and secure campus. Emergency Response lists and Emergency phone trees are updated yearly. Students are advised of the Sexual Harassment policy and the policy regarding bullying, in order to prevent incidents and keep the school emotionally safe for all. Staff members regularly address issues of concern about bullying. A Peer Mediation program allows students to find alternatives to violence, and a "Teens for Tolerance" program helps all students understand and value a variety of cultures. As part of a multicultural community, Ralston Middle School strives to prepare our students for success in the community.</p>			

School Programs and Practices that Promote a Positive Learning Environment

<p>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.</p>

Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2000	2001	2002	2000	2001	2002

Suspensions (number)	47	34	34	71	49	58
Suspensions (rate)	6.17%	4.34%	4.37%	2.86%	1.95	2.32%
Expulsions (number)	0	1	0	0	2	0
Expulsions (rate)	0%	.13%	0%	0%	.08%	0%

School 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, and a new gymnasium.

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.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11 only). *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade	School	District	State
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Level	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	---			---	55	51	---	32	32
3	---			---	45	55	---	30	34
4	---			---	59	63	---	33	36
5	---			---	48	53	---	28	31
6	---	58	52	---	58	52	---	31	30
7	---	64	60	---	64	60	---	32	33
8	---	57	66	---	57	66	---	32	32

CST - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	---	---		---	---	60	---	---	43
3	---	---		---	---	60	---	---	38
4	---	---		---	---	62	---	---	37
5	---	---		---	---	51	---	---	29
6	---	---	43	---	---	43	---	---	32
7	---	---	51	---	---	51	---	---	29
8	---	---	42	---	---	41	---	---	26

CST - Subgroups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
6	47	58	0	53	23	53	
7	50	68	0	61	22	61	
8	60	71	0	67	20	67	

CST - Subgroups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
6	45	41	50	43	21	44	
7	47	54	40	51	0	53	
8	42	41	33	42	14	42	

CST - Racial/Ethnic Groups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
6	50		77	50	21		54	50
7	50		73	75	37		60	38
8	57		81	60	15		69	53

CST - Racial/Ethnic Groups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
6	20		75	100	24		41	29
7	38		74	43	25		48	31
8	14		63	40	7		42	33

Stanford 9 (SAT 9)

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

SAT 9 - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2				70	72	75	49	51	53
3				71	67	74	44	46	47
4				72	71	78	45	47	49
5				78	72	73	44	45	46
6	79	79	77	79	79	77	46	47	48
7	75	81	76	75	81	76	46	48	48
8	79	76	79	79	76	79	49	50	49

SAT 9 - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2				72	73	70	57	58	62
3				75	76	76	56	59	62
4				73	77	82	51	54	58

5				73	75	79	50	54	57
6	79	80	71	79	80	71	55	57	60
7	73	72	75	73	72	75	48	50	52
8	82	72	70	82	72	70	48	49	50

SAT 9 - Subgroups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
6	74	80		78		78	
7	71	81		78		76	
8	74	82		80		79	

SAT 9 - Subgroups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
6	71	71		71		71	
7	69	80		76		75	
8	70	71		71		72	

SAT 9 - Racial/Ethnic Groups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
6			91		67		76	69
7			81		59		79	58
8			89		43		82	64

SAT 9 - Racial/Ethnic Groups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
6			91		60		71	54
7			93		62		72	67
8			93		13		73	46

Local Assessment

Percentage of students meeting or exceeding the district standard

Grade Level	Reading			Writing			Mathematics		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
6	79	76	77	Data not available			79	72	71
7	80	79	76				77	80	75
8	79	81	79				81	72	78

California Fitness Test

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5				29.3	29.7	29.0	22.2	23.4	21.5
7	47.6	55.1	39.3	47.6	55.1	39.3	25.9	27.3	25.0
9							22.7	21.0	24.6

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education Web site at <http://api.cde.ca.gov/> or by speaking with the school principal

School Wide API

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Percentage Tested	93	100	99	Percentage Tested	100	99	100
API Base Score	815	831	814	API Growth Score	831	823	806
Growth Target		#	A	Actual Growth	16	-8	-8
Statewide Rank	10	10	9				
Similar Schools Rank	4	5	3				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian-American				Asian-American			
API Base Score			897	API Growth Score			894
Growth Target			A	Actual Growth			-3
Filipino-American				Filipino-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	829	836	817	API Growth Score	836	826	806
Growth Target		#	A	Actual Growth	7	-10	-11

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			

	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API-Based Awards and Intervention Programs

California program data are based on API growth data from the previous academic year.

***The II/USP Program was not funded for the year 2002.

California Programs				Federal Programs			
	2000	2001	2002		2000	2001	2002
Eligible for Governor's Performance Award	YES	NO	NO	Recognition for Achievement (Title 1)			
Eligible for II/USP	NO	NO	***	Identified for Program Improvement (Title 1)			
Applied for II/USP \$	NO	NO	***	Exited Title 1 Program Improvement			
Received II/USP \$	NO	NO	***				

IV. School Completion (Secondary Schools)

This section is not applicable: Ralston is an Intermediate (Middle) School.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classes for each grade level, as reported by CBEDS. Average class size is based on the four core academic subject areas (Language Arts, Math, Science, Social Studies.) Average class size refers to the average number of students in any given class period for that subject.

Grade	2000		2001		2002	
	Avg.	21-32*	Avg.	21-32*	Avg.	21-32*
6	26.2	58	24.3	51	27.0	55
7	26.3	38	27.8	40	28.7	36
8	26.7	38	24.7	41	26.6	42

*Number of class periods in which the number of students is within this range. No classes are outside this range.

Subject Area Average Class Sizes (Grades 6-8 overall average)

Subject	2000		2001		2002	
	# Classes	Class Size	# Classes	Class Size	# Classes	Class Size
English	44	25.8	42	22.6	43	24.9
Foreign Language	11	26.0	10	26.4	10	25.9
Mathematics	28	26.5	27	26.1	32	25.9
Computer Science	4	25.0	3	25.0	5	27.7
Science	38	25.2	31	25.8	30	27.1
Social Science	30	24.8	30	25.9	29	26.9
Physical Education	19	30.9	26	31.4	21	39.1
Art	4	28.7	6	25.5	9	27.4
Drama	1	29.0	1	22.0	1	25.5
Music	13	31.5	9	28.6	9	20.5
Special Education	26	8.6	26	10.3	18	9.5
Vocational Education	6	22.8	3	22.6	7	22.6
Other Instruction	30	20.5	21	22.5	26	13.5

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students, by subject area, as reported by CBEDS.

Subject	2000				2001				2002			
	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+
English	25.52	3	18	0	28.13	5	17	1	23.77	7	18	1
Mathematics	27.28	1	17	0	26.11	2	16	0	25.88	6	9	2
Science	28.29	2	15	0	24.85	5	15	0	26.67	2	19	0
Social Science	28.22	0	18	0	24.67	8	13	0	27.67	1	13	1

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

Not applicable: Ralston Middle School has grades 6-8

VI. Teacher and Staff Information

Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2000	2001	2002
Total Number of Teachers	42	47	46
Full Credential (full credential and teaching in subject area)	40	42	42
Teaching Outside Subject Area (full credential but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	3	2	2
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)		3	2

Teacher Evaluations

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.

Substitute Teachers

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.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	.67
Librarian (Media Clerk)	1.0
Psychologist	.40
Speech/Language/Hearing Specialist	.40

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
1	778.00

VII. Curriculum and Instruction

School Instruction and Leadership

Course of Study

- English/Language Arts
- Mathematics
- Science
- History/Social Science
- Visual and Performing Arts
- Physical Education
- Health
- Enrichment/Elective classes, such as
 - Animation
 - 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

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 has 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 28. 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.

Quality and Currency of Textbooks and Other Instructional Materials

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
- McDougal Littell --- Geometry for Enjoyment & Challenge

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 fundraising 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.

Instructional Minutes

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
6	63,702	54,000
7	63,702	54,000
8	63,702	54,000

Total Number of Minimum Days

Ralston had 6 minimum days during 2001-2002. These were use for parent conferences and the last day of school.

VIII. Postsecondary Preparation (Secondary Schools)

This section is not applicable: Ralston is an Intermediate (Middle) School.

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2000-2001)

Statewide data categories used for comparison are determined by type (Elementary, High, and Unified) and enrollment, as defined in [Management Bulletin 02-04](#). The statewide average for principles is aggregated by district. There is no statewide average calculated for Common Administration Districts.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	36903	34611
Mid-Range Teacher Salary	53878	53100
Highest Teacher Salary	67636	65312
Average Principal Salary (Elementary)	79390	80909
Average Principal Salary (Middle)	87335	
Average Principal Salary (High)	n/a	
Superintendent Salary	103846	109512
Percentage of Budget for Teacher Salaries	50.2	43.49
Percentage of Budget for Administrative Salaries	6.26	5.90

Additional Compensation for Administrators

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.

Expenditures (Fiscal Year 2000-2001)

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
15063844	6266	6092	6360

Types of Services Funded

<ul style="list-style-type: none"> ● Reg. Ed ● CSR ● Guidance ● Music ● Summer School ● Community day school ● Gov's Perf awards ● API donations ● ODE <p>Special Education</p> <ul style="list-style-type: none"> ● Psychologists ● County Sp Ed ● Speech ● SP Ed IDEA ● RSP, SDC & NPS ● Transportation 	<ul style="list-style-type: none"> ● Teachers ● Classified Staff ● Benefits ● Books & Supplies ● Services ● Equipment ● Health Services ● Food Services ● Title I ● Drug ● Title II ● Title VI ● Title VI (CSR) ● Dist Block Grant ● NBCT ● ELLP ● Classroom Library 	<ul style="list-style-type: none"> ● Public School Library ● Lottery Prop 20 ● Tolerance Ed ● School Safety ● TUPE ● Arts Ed Partnership ● EIA ● Ed. Tech ● GATE ● Instructional Materials ● Standards Based ● Instructional Mat/Staff Buyout ● Miller Unruh ● Oracle Grant ● ACSD Grant ● SIP
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