

# School Accountability Report Card Reported for School Year 2002-2003

*Published During 2003-2004*

## Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
<b>School Name</b>	Ralston Intermediate (Ralston Middle School)	<b>District Name</b>	Belmont-Redwood Shores Elementary
<b>Principal</b>	Deborah E. Ferguson	<b>Superintendent</b>	John McIntosh (Anne Campbell in 2002-2003)
<b>Street</b>	2675 Ralston Ave.	<b>Street</b>	2960 Hallmark Dr.
<b>City, State, Zip</b>	Belmont, CA 94002-1216	<b>City, State, Zip</b>	Belmont, CA 94002-2943
<b>Phone Number</b>	650-637-4880	<b>Phone Number</b>	650-637-4800
<b>FAX Number</b>	650-637-4888	<b>FAX Number</b>	650-637-4811
<b>Web Site</b>	<a href="http://www.belmont.k12.ca.us/main/ralston/">www.belmont.k12.ca.us/main/ralston/</a>	<b>Web Site</b>	<a href="http://www.belmont.k12.ca.us">www.belmont.k12.ca.us</a>
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<b>CDS Code</b>	41-68866-6043483	<b>SARC Contact</b>	<a href="mailto:Marcia Harter">Marcia Harter</a> < <a href="mailto:mharter@belmont.k12.ca.us">mharter@belmont.k12.ca.us</a> >

## 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

<b>Contact Person Name</b>	Nina Stahl, PTA President	<b>Contact Person Phone Number</b>	650-596-2837
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- 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
- Multicultural Fair
- Wish List
- Program Development
- Spring Fling

## I. Demographic Information

### Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	0
Grade 1	0	Grade 10	0
Grade 2	0	Grade 11	0
Grade 3	0	Grade 12	0
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	305		
Grade 7	261		
Grade 8	277		
Ungraded Elementary	0	<b>Total Enrollment</b>	843

### Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	22	2.6	Hispanic or Latino	88	10.4
American Indian or Alaska Native	5	0.6	Pacific Islander	12	1.4
Asian	156	18.5	White (Not Hispanic)	499	59.2
Filipino	14	1.7	Multiple or No Response	47	5.6

## II. School Safety and Climate for Learning

### School Safety Plan

<b>Date of Last Review/Update</b>	September 2002	<b>Date Last Discussed with Staff</b>	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.</p> <p>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.</p> <p>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

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.

### Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., 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 total enrollment as reported by CBEDS 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		
	2001	2002	2003	2001	2002	2003
<b>Number of Suspensions</b>	34	34	51	49	58	61
<b>Rate of Suspensions</b>	4.34%	4.37%	6.05%	1.95	2.32%	2.4%
<b>Number of Expulsions</b>	1	0	6	2	0	6
<b>Rate of Expulsions</b>	.13%	0%	.71%	.08%	0%	.24%

### School Facilities

Ralston School has 33 classrooms used for regular instruction. Specialized classrooms are available for science, computer lab, industrial technology, animation, art, 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.

Science 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 5 computers with Internet access. Three classrooms are equipped as multimedia classrooms. 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.

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.

### 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, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

#### California Standards Tests (CST)

The California Standards Tests (CST) 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 state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

#### CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
<b>English Language Arts</b>									
<b>Proficient or Advanced</b>	59	59	59	55	57	58	30	32	35
<b>Not Tested</b>	5	2	1	6	3	1	6	8	1
<b>Mathematics</b>									

<b>Proficient or Advanced</b>		45	53		53	59		31	35
<b>Not Tested</b>	---	---	---	---	---	---	---	---	---
<b>Science</b>									
<b>Proficient or Advanced</b>			0			0		30	27
<b>Not Tested</b>	---	---	---	---	---	---	---	---	---
<b>History/Social Science</b>									
<b>Proficient or Advanced</b>			47			47		28	28
<b>Not Tested</b>	---	---	---	---	---	---	---	---	---

**CST - Racial/Ethnic Groups**

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
<b>English Language Arts</b>							
<b>Proficient or Advanced</b>	33		74	67	37	33	60
<b>Not Tested</b>	5		0	0	0	0	1
<b>Mathematics</b>							
<b>Proficient or Advanced</b>	30		79	60	27	20	52
<b>Not Tested</b>	---	---	---	---	---	---	---
<b>Science</b>							
<b>Proficient or Advanced</b>							
<b>Not Tested</b>	---	---	---	---	---	---	---
<b>History/Social Science</b>							
<b>Proficient or Advanced</b>			60		25		49
<b>Not Tested</b>	---	---	---	---	---	---	---

**CST - Subgroups**

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
<b>English Language Arts</b>								
<b>Proficient or Advanced</b>	55	63	7	24	60	12	65	
<b>Not Tested</b>	1	0	0	0	1	0	1	
<b>Mathematics</b>								
<b>Proficient or Advanced</b>	52	53	33	20	53	10	58	

<b>Not Tested</b>	---	---	---	---	---	---	---	---
<b>Science</b>								
<b>Proficient or Advanced</b>					0	0		
<b>Not Tested</b>	---	---	---	---	---	---	---	---
<b>History/Social Science</b>								
<b>Proficient or Advanced</b>	49	45			48	10	53	
<b>Not Tested</b>	---	---	---	---	---	---	---	---

## Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent 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. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
<b>Reading</b>	79	77	70	74	76	65	44	45	43
<b>Mathematics</b>	75	72	72	75	75	71	53	55	50

## NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
<b>Reading</b>	40		79	73	51	53	73
<b>Mathematics</b>	50		88	87	52	47	72

## NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
<b>Reading</b>	66	74	20	45	71	20	77	
<b>Mathematics</b>	72	72	40	40	73	20	79	

## Local Assessment

In the 2002-2003 school year, a new norm reference test, CAT-6, was used to assess student progress. See

NRT data (above) for 2002-2003 scores. Three years of data for the previously used California Standards Test is shown in the following table. Data reported are the percent of students meeting or exceeding the district standard which is scoring at or above the 50th NPR.

### CST for 2000-2002: 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 Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>. *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				34.9	42.1	29.1	23.1	24.5	21.7
7	30.9	22.0	38.6	30.9	22.0	38.6	27.2	28.9	25.5
9							24.2	22.7	25.7

### 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 percent 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 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. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). 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 eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

**Statewide Rank:** Schools receiving a Base 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:** Schools also receive a ranking that compares that school to 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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

## Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	100	99	100	Percent Tested	99	100	99
API Base Score	831	814	791	API Growth Score	823	806	806
Growth Target	#	A	1	Actual Growth	-8	-8	15
Statewide Rank	10	9	9				
Similar Schools Rank	5	3	4				

## API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
<b>African-American</b>				<b>African-American</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score		897	885	API Growth Score		894	895
Growth Target		A	A	Actual Growth		-3	10
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			

<b>API Base Score</b>				<b>API Growth Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
<b>API Base Score</b>	836	817	789	<b>API Growth Score</b>	826	806	812
<b>Growth Target</b>	#	A	1	<b>Actual Growth</b>	-10	-11	23

### API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
<b>API Base Score</b>				<b>API Growth Score</b>			870
<b>Growth Target</b>				<b>Actual Growth</b>			

### Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003
<b>Recognition for Achievement (Title 1)</b>	No	No	No	<b>Number of Schools Identified for Program Improvement</b>	0	0	0
<b>Identified for Program Improvement (Title 1)</b>	No	No	No	<b>Percent of Schools Identified for Program Improvement</b>	0.0	0.0	0.0
<b>Exited Title 1 Program Improvement</b>	No	No	No				
<b>Years Identified for Program Improvement</b>							
California Programs	2001	2002	2003				
<b>Eligible for Governor's Performance Award</b>	No	No	Yes				
<b>Eligible for II/USP</b>	No	---	---				
<b>Applied for II/USP Funding</b>	No	---	---				
<b>Received II/USP Funding</b>	No	---	---				

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	Yes	---	---	Yes
African American	---	---	N/A	---	---	N/A
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	Yes	---	---	Yes
Filipino	---	---	N/A	---	---	N/A
Hispanic or Latino	---	---	N/A	---	---	Yes
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	Yes	---	---	Yes
Socioeconomically Disadvantaged	---	---	Yes	---	---	Yes
English Learners	---	---	N/A	---	---	N/A
Students with Disabilities	---	---	No	---	---	Yes

## IV. School Completion (Secondary Schools)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

*These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.*

### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

## V. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

**No data are available for this section**

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

Subject	2001			2002			2003					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.45	5	17		23.77	7	18	1	25.44	5	13	
Mathematics	26.11	2	16		25.88	6	9	2	24.94	6	10	
Science	24.85	5	15		26.67	2	19		28.57		14	
Social Science	24.67	8	13		27.67	1	13	1	26.83	4	14	

## 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. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

**This section does not apply because Ralston is a middle school (grades 6-8).**

## VI. Teacher and Staff Information

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is 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.

	2001	2002	2003
<b>Total Teachers</b>	47	46	48
<b>Teachers with Full Credential</b> (full credential and teaching in subject area)	42	42	44
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)			
<b>Teachers with Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	2	2	3
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	3	2	1

### Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

*The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.*

## 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 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	.67
Librarian (Media Clerk)	1
Psychologist	.40
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.40
Resource Specialist (non-teaching)	
Other	

## Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
1	846.00

## 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
  - 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
- 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 and from the Principal's Institute of the Association of California School Administrators 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, a technology aide is provided for the computer lab.

## **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 two days of staff development before the students return to school. An additional staff development day was 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. Implementing standards in each Content Area
- d. Curriculum and Instructional Practices
- e. Integrating Technology
- f. Team evaluation/planning

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

- McDougal Littell Mathematics: Concepts and Skills Courses 1 and 2 (grades 6 & 7)
- McDougal Littell Mathematics: Algebra (grades 7 & 8)
- McDougal Littell: Geometry for Enjoyment and Challenge (grade 8)
- McDougal Littell: Language of Literature for English/Language Arts (grades 6-8)
- Houghton Mifflin for History/Social Science
- Prentice Hall Science Text Series
- FOSS kits (grades 6-8)

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 2002-2003. These were use for parent conferences and the last day of school.

## VIII. Postsecondary Preparation (Secondary Schools)

**No data are available for this section (Ralston is a middle school)**

## IX. Fiscal and Expenditure Data

### Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	30267	35371
Mid-Range Teacher Salary	56030	55531
Highest Teacher Salary	68000	67900
Average Principal Salary (Elementary)	89363	83242
Average Principal Salary (Middle)	94604	
Average Principal Salary (High)		
Superintendent Salary	110863	115103
Percent of Budget for Teacher Salaries	43.64	42.96
Percent of Budget for Administrative Salaries	7.87	6.17

### Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

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)
\$16355026	\$6742	\$6444	\$6719

### Types of Services Funded (2002-2003)

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