

# School Accountability Report Card Reported for School Year 2003-2004

*Published During 2004-2005*

## 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 <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

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 (Maggie O'Reilly as of 9/04)	<b>Superintendent</b>	John McIntosh
<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
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## 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	<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	272		
Grade 7	291		
Grade 8	259		
Ungraded Elementary	0	<b>Total Enrollment</b>	822

### 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	23	2.8	Hispanic or Latino	86	10.5
American Indian or Alaska Native	5	0.6	Pacific Islander	14	1.7
Asian	130	15.8	White (Not Hispanic)	501	60.9
Filipino	18	2.2	Multiple or No Response	45	5.5

## II. School Safety and Climate for Learning

### School Safety Plan

<b>Date of Last Review/Update</b>	August 2003	<b>Date Last Discussed with Staff</b>	September 2003
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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.

### 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		
	2002	2003	2004	2002	2003	2004
<b>Number of Suspensions</b>	34	51	23	58	61	34
<b>Rate of Suspensions</b>	4.37%	6.05%	2.8%	2.32%	2.4%	1.38%
<b>Number of Expulsions</b>	0	6	1	0	6	1
<b>Rate of Expulsions</b>	0%	.71%	.04%	0%	.24%	.04%

### School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

**Age of Buildings:** This school has 46 classrooms, a music room, a library, a multipurpose room, a gymnasium, girls' and boys' locker rooms, and administrative offices (in 2004-2005). The main buildings were constructed in 1954, and modernized in 2003. Four portable classrooms were installed on the campus in 2000.

**Cleaning Standards:** The District has adopted cleaning standards for each school, and a copy of these is available in the principal's office. The principal works daily with the custodial staff to develop and implement cleaning practices that ensure a clean and safe school campus.

**Maintenance and Repair:** District maintenance staff, assisted as necessary by outside contractors, keep the school in good repair. Work orders are completed in a timely manner, and tracked on a computerized system of record keeping, which also allows priority to be assigned to emergency repairs.

**Complaints and Reports of Conditions Requiring Remedy:** Each classroom contains a notice regarding the availability of complaint or report of unsafe condition forms, which can be found in the principal's office. The District uses the Uniform Complaint Process (per Board Policy) in responding to all filed complaints.

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Of the 40 classrooms at Ralston during the 2003-2004 school year, 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. 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) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT 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. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA 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 standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	59	59	58	57	58	57	32	35	36
Mathematics	45	53	57	53	59	60	31	35	34
Science		0			0	49	30	27	25
History-Social Science		47	49		47	49	28	28	29

### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	43		81	50	41	15	56
Mathematics	20		83	56	32	15	56
Science							
History-Social Science			72		30		47

### CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	51	65	0	12	59	7	62	
Mathematics	57	57	23	14	58	11	61	
Science								
History-Social Science	50	49			50	6	53	

### Norm-Referenced Test (NRT)

Reading and mathematics results from the California Schievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, 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. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	70	72	---	65	65	---	43	43
Mathematics	---	72	72	---	71	73	---	50	51

### 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)
Reading	67		83	61	55	54	73
Mathematics	48		92	50	55	46	72

### NRT - Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	68	76	15	40	73	29	76	
Mathematics	72	72	38	28	73	31	75	

### Local Assessment

The District is currently developing a new local assessment system. At this time, the CST and NRT data (see above) is used for program design and instructional purposes.

### 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/ta/tg/pf/>. *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				41.3	39.4	43.0	24.8	26.7	22.9
7	50.2	53.2	47.1	50.2	53.2	47.1	29.1	31.3	27.0

9							26.3	25.3	27.2
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## 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/ta/ac/ap/> or by speaking with the school principal.

## Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
<b>Percent Tested</b>	99	100	99	<b>Percent Tested</b>	100	99	99
<b>API Base Score</b>	814	791	809	<b>API Growth Score</b>	806	806	818
<b>Growth Target</b>	A	1	A	<b>Actual Growth</b>	-8	15	9
<b>Statewide Rank</b>	9	9	9				
<b>Similar Schools Rank</b>	3	4	8				

**API Subgroups - Racial/Ethnic Groups**

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
<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	907	API Growth Score	894	895	921
Growth Target	A	A	A	Actual Growth	-3	10	14
<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>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score	817	789	818	API Growth Score	806	812	816
Growth Target	A	1	A	Actual Growth	-11	23	-2

**API Subgroups - Socioeconomically Disadvantaged**

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score			873	API Growth Score		870	
Growth Target			A	Actual Growth			

**State Award and Intervention Programs**

*Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

**Federal Intervention Programs**

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
<b>Year Identified for Program Improvement</b>	---	---
<b>Year in Program Improvement</b>	---	---
<b>Year Exited Program Improvement</b>	---	---
<b>Number of Schools Currently in Program Improvement</b>	---	0
<b>Percent of Schools Identified for Program Improvement</b>	---	0.0

### 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. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
<b>All Students</b>	---	No	Yes	---	Yes	Yes
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
<b>All Students</b>	---	Yes	Yes	---	Yes	Yes
<b>African American</b>	---	n/a	n/a	---	n/a	n/a
<b>American Indian or Alaska Native</b>	---	n/a	n/a	---	n/a	n/a
<b>Asian</b>	---	Yes	Yes	---	Yes	Yes
<b>Filipino</b>	---	n/a	n/a	---	n/a	n/a
<b>Hispanic or Latino</b>	---	n/a	n/a	---	Yes	Yes
<b>Pacific Islander</b>	---	n/a	n/a	---	n/a	n/a
<b>White (not Hispanic)</b>	---	Yes	Yes	---	Yes	Yes
<b>Socioeconomically Disadvantaged</b>	---	Yes	n/a	---	Yes	n/a
<b>English Learners</b>	---	n/a	n/a	---	n/a	n/a

<b>Students with Disabilities</b>	---	No	n/a	---	Yes	Yes
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## IV. School Completion (Secondary Schools)

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

## 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	2002				2003				2004			
	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+
<b>English</b>	22.7	17	29	1	24.9	9	33		23.8	15	32	1
<b>Mathematics</b>	26.1	7	18	2	25.9	7	20		24.7	8	23	
<b>Science</b>	25.8	6	25		27.1	2	24		26.1	2	30	
<b>Social Science</b>	26.0	5	24	1	26.9	5	24		25.6	4	27	

### 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

### Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher

must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
<b>This School</b>	0.0	---
<b>All Schools in District</b>	---	0.0
<b>High-Poverty Schools in District</b>	---	0.0
<b>Low-Poverty Schools in District</b>	---	0.0

## Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. 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.

	2002	2003	2004
<b>Total Teachers</b>	46	48	46
<b>Teachers with Full Credential</b>	42	44	44
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)	6	6	4
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	1	0	0
<b>Pre-Internship</b>	1	2	1
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	0	1	1
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	2	1	0

## Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004

<b>Misassignments of Teachers of English Learners</b>	---	---	0
<b>Total Teacher Misassignments</b>	---	---	0

## Teacher Education Level

Data reported are the percent of teachers by education level.

	<b>School</b>	<b>District</b>
<b>Doctorate</b>	0.0	0.0
<b>Master's Degree plus 30 or more semester hours</b>	13.0	8.8
<b>Master's Degree</b>	13.0	17.5
<b>Bachelor's Degree plus 30 or more semester hours</b>	71.7	72.3
<b>Bachelor's Degree</b>	2.2	1.5
<b>Less than Bachelor's Degree</b>	0.0	0.0

## Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	<b>2002</b>	<b>2003</b>	<b>2004</b>
<b>Vacant Teacher Positions</b>	---	---	0

## 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.

<b>Title</b>	<b>FTE</b>
<b>Counselor</b>	1.0
<b>Librarian (Media Clerk)</b>	
<b>Psychologist</b>	1.0
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	.40
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	0.8

## 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 equal 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.

<b>Number of Academic Counselors (FTE)</b>	<b>Ratio of Students Per Academic Counselor</b>
1.0	822.0

## 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.

### Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient standards-aligned textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science; foreign language and health; and science laboratory equipment for grades 9 to 12, inclusive, as appropriate.

Sufficient standards-aligned textbooks and other instructional materials were available for each pupil in the school.

### 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	62,880	54,000
7	62,880	54,000
8	62,880	54,000

### Total Number of Minimum Days

Ralston had 6 minimum days during 2003-2004. 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

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

### Average Salaries (Fiscal Year 2002-2003)

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. Detailed information regarding salaries may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$31,641	\$35,949
<b>Mid-Range Teacher Salary</b>	\$58,575	\$55,680
<b>Highest Teacher Salary</b>	\$75,656	\$69,175
<b>Average Principal Salary (Elementary)</b>	\$95,995	\$85,767
<b>Average Principal Salary (Middle)</b>	\$100,389	\$88,426
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>	\$125,600	\$118,606
<b>Percent of Budget for Teacher Salaries</b>	39.3	42.5
<b>Percent of Budget for Administrative Salaries</b>	7.2	5.9

### Expenditures (Fiscal Year 2002-2003)

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/ds/fd/ec/>.

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)
\$20,100,257	\$8,104	\$6,542	\$6,822

### Types of Services Funded (2003-2004)

These services were funded by the district during the 2003-2004 school year.

<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>• 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> </ul>	<ul style="list-style-type: none"> <li>• Classroom Library</li> <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> </ul>
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- Psychologists
- County Sp Ed
- Speech
- SP Ed IDEA
- RSP, SDC & NPS
- Transportation

- Title III not LEA
- Title VI
- Title VI (CSR)
- Dist Block Grant
- NBCT
- ELLP

- Instructional Mat/Staff Buyout
- Miller Unruh
- Oracle Grant
- ACSD Grant
- SIP