

School Accountability Report Card Reported for School Year 2004-2005

Published During 2005-2006

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template 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/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	Ralston Intermediate (Ralston Middle School)	District Name	Belmont-Redwood Shores Elementary
Principal	Maggie O'Reilly	Superintendent	John McIntosh
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
E-mail Address	Maggie O'Reilly < moreilly@belmont.k12.ca.us >	E-mail Address	jmcintosh@belmont.k12.ca.us
CDS Code	41-68866-6043483	SARC Contact	Jeannie Bosley < jbosley@belmont.k12.ca.us >

School Description and Mission Statement

Information about the school, its programs, and its goals.

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

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Emily Sarver	Contact Person Phone Number	650-592-6129
<ul style="list-style-type: none"> ● After School Clubs ● Assemblies ● Career Day ● Classroom field trips ● 8th grade graduation party ● Hot Lunch Program ● Magazine Drive ● Monetary gifts 	<ul style="list-style-type: none"> ● Multicultural Fair ● Music Boosters ● Parent Education ● Program Development ● School Dances ● Spring Fling ● Technology assistance 		

II. Demographic Information

Student Enrollment -- 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	283		
Grade 7	302		
Grade 8	267		
Ungraded Elementary	0	Total Enrollment	852

Student Enrollment -- Racial and Ethnic Subgroups

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

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	23	2.7	Hispanic or Latino	96	11.3
American Indian or Alaska Native	5	0.6	Pacific Islander	14	1.6

Asian	138	16.2	White (Not Hispanic)	513	60.2
Filipino	18	2.1	Multiple or No Response	45	5.3

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	August 2004	Date Last Discussed with Staff	September 2004
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. During 2004-05, food supplies and water were re-placed. 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

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

Ralston students experience a six period day, but are enrolled in seven classes. Each day, one period is dropped, which provides four class meetings per week, with slightly extended class periods. Wednesday's are district-wide minimum days. The afternoons are devoted to SST's, IEP's, staff development training, curriculum development and department meetings. The staff continue to expand standards-based lessons, activities and assessments for all core curricular areas.
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Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted 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.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	51	23	16	61	34	23
Rate of Suspensions	6.05%	2.8%	1.88%	2.4%	1.38%	.94%
Number of Expulsions	6	1	12	6	1	12
Rate of Expulsions	.71%	.04%	1.41%	.24%	.04%	.49%

IV. School Facilities

School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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.

Of the 40 classrooms at Ralston during the 2004-2005 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. During the 2004-05 school year, PTA purchased 25 classroom computers.

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.

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)		X	In process of repairing / replacing
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 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 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

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 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	59	58	66	58	57	65	35	36	40
Mathematics	53	57	60	59	60	66	35	34	38
Science	0			0	49	49	27	25	27
History-Social Science	47	49	49	47	49	48	28	29	32

CST -- Racial and Ethnic Subgroups

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

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	30	*	82	59	37	50	70
Mathematics	14	*	84	36	32	36	62
Science							
History-Social Science	*	*	73	*	10	*	51

CST -- Other Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	64	69	20	19	16	
Mathematics	60	59	30	24	16	
Science						
History-Social Science	45	53	*	*	15	

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	70	72	72	65	65	67	43	43	41
Mathematics	72	72	69	71	73	74	50	51	52

NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	50	*	87	*	52	*	75
Mathematics	25	*	89	*	52	*	73

NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	66	78	*	31	20	
Mathematics	70	69	*	15	30	

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

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) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE 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				25.0	26.4	23.6	24.5	26.7	22.3
7	56.6	68.2	48.4	56.6	68.2	48.4	28.8	30.9	26.8
9							26.7	25.8	27.5

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 API Base 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.

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 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (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 1 (lowest) to 10 (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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	100	99	99	Percent Tested	99	99	100
API Base Score	791	809	812	API Growth Score	806	818	847
Growth Target	1	A	A	Actual Growth	15	9	35
Statewide Rank	9	9	9				
Similar Schools Rank	4	8	2				

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
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				Asian			
API Base Score	885	907	914	API Growth Score	895	921	935
Growth Target	A	A	A	Actual Growth	10	14	21
Filipino				Filipino			
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	789	818	809	API Growth Score	812	816	859
Growth Target	1	A	A	Actual Growth	23	-2	50

API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score		873		API Growth Score	870		

Growth Target		A	Actual Growth			
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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.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	Yes	Yes	Yes	Yes

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Yes	Yes	Yes	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	N/A	N/A	Yes	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	No	N/A	N/A	Yes	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts 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 and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		
Year in Program Improvement (Implementation Level)		

Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

VI. School Completion (Secondary Schools)

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

VII. 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 size 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	2003			Avg. Class Size	2004			Avg. Class Size	2005					
	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	24.9	9	33	23.8	15	32	1	21.7	26	24				
Mathematics	25.9	7	20	24.7	8	23		23.9	9	24	1			
Science	27.1	2	24	26.1	2	30		27.2	3	30				
Social Science	26.9	5	24	25.6	4	27		25.8	5	26	1			

Class Size Reduction Participation

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).

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects 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. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	84.9
All Schools in District	88.8
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	88.8

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 counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005

Total Teachers	48	46	43
Teachers with Full Credential	44	44	42
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	6	4	7
Teachers in Alternative Routes to Certification (district and university internship)	0	0	1
Pre-Internship	2	1	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	1	1	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	1	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, 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. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	11.6	5.9
Master's Degree	14.0	20.0
Bachelor's Degree plus 30 or more semester hours	72.1	72.6
Bachelor's Degree	2.3	1.5
Less than Bachelor's Degree	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. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Formal evaluations are done at least once each year for new probationary staff and every other year for tenured staff. Formal evaluations include an initial conference with the administrator, observations of the teacher in the classroom, and a final evaluation conference. Progress towards meeting District standards for teaching is monitored by both the teacher and the principal.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

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 equal one FTE.

Title	FTE
Counselor	1.0
Library Media Teacher (Librarian)	1.0
Psychologist	.75
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.40
Resource Specialist (non-teaching)	
Other	.80

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.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
1.0	780.0

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

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
 - Cooking/Culinary Arts
 - Industrial Technology (1 & 2), Space Design and Construction
 - Computer Literacy, Web Page Design
 - 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, assistant principal, and dean, 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 develop curriculum 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

Information about the program for training the school's teachers and other professional staff.

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.. During minimum days on Wednesday's, 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. Review of state testing data

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

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school 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. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Prentice Hall: <i>Literature, California Edition</i> 2002-2003 McDougal Littell: <i>The Language of Literature</i> 2002-2003
Mathematics	McDougal Littell: <i>Concepts and Skills</i> 2002-2003 McDougal Littell/Houghton Mifflin: <i>Geometry</i> 2002-2003
Science	Prentice Hall, <i>FOSS</i> 2001-2002
History-Social Science	6: Houghton Mifflin: <i>Social Studies: A Message of Ancient Days</i> 1999-2000 7: Houghton Mifflin: <i>Social Studies: Across the Centuries</i> 1999-2000 8: Glenco/McGraw-Hill: <i>The American Journey: Building a Nation</i> 1999-2000 Note: New standards based textbooks will be adopted in 2006 – 2007

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) 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, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	One textbook per child
Mathematics	One textbook per child
Science	6th grade: Shared class sets 7th & 8th grades: One textbook per child
History-Social Science	One textbook per child
Foreign Language	Shared class sets
Health	Shared class sets

Instructional Minutes

Data reported compare 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	59,940*	54,000
7	59,940*	54,000
8	59,940*	54,000

* Upon advice from the California Department of Education, this number was revised from previous years.

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Ralston had 6 minimum days during 2004-2005. These were use for parent conferences and the last day of school.

X. Postsecondary Preparation (Secondary Schools)

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

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries 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. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,508	\$36,605
Mid-Range Teacher Salary	\$62,031	\$56,479
Highest Teacher Salary	\$80,120	\$69,452
Average Principal Salary (Elementary)	\$98,579	\$86,793
Average Principal Salary (Middle)	\$104,620	\$89,269
Average Principal Salary (High)		
Superintendent Salary	\$127,200	\$122,177
Percent of Budget for Teacher Salaries	41.0	42.3
Percent of Budget for Administrative Salaries	7.4	5.9

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$17,740,635	\$7,335	\$6,643	\$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

<ul style="list-style-type: none"> • Regular Education • Class Size Reduction • Guidance • Music • Summer School • Community Day School • Governor's Performance Awards • API donations • Outdoor Education • School Force • After School Sports • Homework Centers • Local Grants <p>Special Education</p>	<ul style="list-style-type: none"> • Teachers • Classified Staff • Benefits • Books & Supplies • Services • Equipment • Health Services • Food Services • Title I • Drug • Teacher Quality • Title II • Title III • Title III not LEA 	<ul style="list-style-type: none"> • Classroom Library • Public School Library • Lottery Prop 20 • Tolerance Ed • School Safety • Tobacco Use Preventions Education • Arts Ed Partnership • EIA • Ed. Tech • GATE • Instructional Materials • IMFRP • Standards Based • Instructional Mat/Staff Buyout
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- Psychologists
- County Sp Ed
- Speech
- SP Ed IDEA
- RSP, SDC & NPS
- Home to School Transportation

- Title V
- Dist Block Grant
- ELLP
- National Board Certified Teachers

- Miller Unruh
- Oracle Grant
- ACSD Grant
- SIP