

Executive Summary School Accountability Report Card, 2010–11

For Ralston Middle School

Address:	2675 Ralston Ave., Belmont, CA, 94002-1216	Phone:	(650) 637-4880
Principal:	Jennifer Kollmann, Principal	Grade Span:	6-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Ralston Middle School is the cornerstone of the Belmont-Redwood Shores School District. Six elementary schools send their students to Ralston and, as a result, the student body is a true reflection of the diversity of this small mid-Peninsula community. With 900 students in the 6th, 7th and 8th grades, Ralston teaches students with a wide range of ability who represent a wonderful spectrum of cultures and nationalities.

Student Enrollment

Group	Enrollment
Number of students	905
Black or African American	2.8%
American Indian or Alaska Native	0.2%
Asian	24.8%
Filipino	4.3%
Hispanic or Latino	9.6%
Native Hawaiian or Pacific Islander	0.7%
White	57.1%
Two or More Races	0.6%
Socioeconomically Disadvantaged	1.5%
English Learners	8.6%
Students with Disabilities	0.0%

Teachers

Indicator	Teachers
Teachers with full credential	41
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	82%
Mathematics	73%
Science	88%
History-Social Science	77%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	900
Statewide Rank (from 2010 Base API Report)	10
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 15 of 17
2011-12 Program Improvement Status (PI Year)	N/A

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Ralston Middle School has regular fire and safety inspections by the Belmont San Carlos Fire Department and health inspections by the San Mateo County Health Department. We welcome their input and implement their suggestions.

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, keeps 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.

Repairs Needed

The roofs will be replaced in the future. Areas of the courtyard planter boxes were repaired. Areas of the courtyard were repaved.

Corrective Actions Taken or Planned

The electrical cage was completely replaced in the summer of 2008. The roofs will be replaced in the future.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading / Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	N/A
Science Laboratory Equipment	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,038
District	\$6,801
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	100%

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Ralston Middle	District Name	Belmont-Redwood Shores Elementary
Street	2675 Ralston Ave.	Phone Number	(650) 637-4800
City, State, Zip	Belmont, CA, 94002-1216	Web Site	www.brssd.org
Phone Number	(650) 637-4880	Superintendent	Emerita Orta-Camilleri
Principal	Jennifer Kollmann, Principal	E-mail Address	eorta-camilleri@brssd.org
E-mail Address	jkollmann@brssd.org	CDS Code	41688666043483

School Description and Mission Statement (School Year 2010–11)

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, School Force and countless volunteer activities and projects.

Ralston Middle School provides a highly academic and 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 primary mission is to provide a challenging instructional program that focuses on the diverse needs of middle school students. Together, as a staff and community, we have the capacity to present academic programs that are rich and compelling, supported by the structure of California State Content Standards, and the resources necessary to create student-centered classrooms. Students are engaged in a highly creative elective program that provides enrichment opportunities for all levels of learners. In addition, Ralston students score in the 90th percentile for fitness, far surpassing the average score in California. 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 (School Year 2010–11)

- | | |
|--|---|
| <ul style="list-style-type: none"> ● After School Clubs ● Assemblies ● Classroom field trips ● 8th grade graduation party ● Hot Lunch Program ● Magazine Drive ● Monetary gifts ● Multicultural Fair | <ul style="list-style-type: none"> ● Music Boosters ● Parent Education ● Program Development ● Safety Committee ● School Dances ● School Force ● Spring Fling ● Technology assistance |
|--|---|

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	285
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	331	Ungraded Secondary	0
Grade 7	289	Total Enrollment	905

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	2.8%
American Indian or Alaska Native	0.2%
Asian	24.8%
Filipino	4.3%
Hispanic or Latino	9.6%
Native Hawaiian or Pacific Islander	0.7%
White	57.1%
Two or More Races	0.6%
Socioeconomically Disadvantaged	1.5%
English Learners	8.6%
Students with Disabilities	0.0%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.6	6	28	2	23.8	11	22	2	23	11	27	1
Mathematics	26.1	4	28	1	25.2	9	23	1	25.5	5	29	1
Science	26.2	1	30		25.2	6	27		26.3	6	28	
Social Science	26.7	1	30		25.2	6	27		26.3	4	30	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010–11)

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. Ralston staff members participate in the Belmont Safe Schools program and (School Safety Committee), attend meetings and take part in simulations to develop and to 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 policies regarding Sexual Harassment, bullying and cyber bullying. Staff members regularly address issues of concern about school safety and are proactive in addressing all types of bullying. Every year the PTA supports programs and assemblies to support positive school climate and safety.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	23.08%	10.87%	11.93%	7.28%	3.27%	3.81%
Expulsions	0.12%	0.34%	0.11%	0.04%	0.09%	0.03%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Age of Buildings:

This school has 46 classrooms, 2 music rooms, a library, a multipurpose room, a gymnasium, girls’ and boys’ locker rooms, and administrative offices. 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, keeps 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 46 classrooms at Ralston during the 2010-2011 school year, 34 classrooms were used for regular instruction. Specialized classrooms are available for science, computer labs, animation, industrial

technology, culinary arts, and music. In addition, there are two Science buildings that house labs for 6 th, 7th and 8th grades, and a large school gymnasium. Every classroom has at least one computer connected to the Internet. The library is equipped with 35 computers with Internet access for student and teacher use. Three classrooms are equipped as multimedia classrooms. The PTA has purchased interactive SMARTBoards, LCD projectors, and teacher laptops for almost every classroom. There are two full time computer labs with over 25 computers in each room.

During the summer of 2008, the music buildings were completely renovated with HVAC and acoustical enhancements. The Multi purpose room was equipped with a new ADA compliant elevator chair lift. All lunch tables were replaced with new safe pullout tables in the Multi purpose room. The interior of the hallways were painted, and approximately 10 classrooms received new carpeting, The electrical cage in the courtyard was completely replaced in the summer of 2008.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs			X		Needs repair in the near future
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	38	41	41	148
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	6	6	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tg/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	99%	1%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	99%	1%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	905
Counselor (Social/Behavioral or Career Development)	0.0	
Library Media Teacher (librarian)	0.75	
Library Media Services Staff	0.0	

(paraprofessional)		
Psychologist	0.5	
Social Worker	0.0	
Nurse	1.0 District	
Speech/Language/Hearing Specialist	1.0	
Resource Specialist (non-teaching)	0.0	
Other	0.0	

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: __November 2011__

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Prentice Hall: <i>Literature, California Edition</i> McDougal Littell: <i>The Language of Literature</i> / 2002-2003	No	0%
Mathematics	HOLT California: <i>Course 1: Numbers to Algebra</i> HOLT California: <i>Course 2: Pre-Algebra</i> HOLT California: <i>Algebra 1</i> McDougal Littell/Houghton Mifflin: <i>Geometry for Enjoyment and Challenge</i> / 2008-2009	Yes	0%
Science	Holt, Rinehart and Winston: <i>Holt California Science Earth, Life and Physical Science</i> for Grades 6th through 8th / 2007-2008	Yes	0%

History-Social Science	6: McDougal Littell: McDougal Littell <i>California Middle School Social Studies Series</i> 7: Teacher's Curriculum Institute: <i>History Alive!</i> California Middle School Program. 8: Glenco/McGraw-Hill: Glencoe <i>Discovering Our Past</i> / 2007-2008	Yes	0%
Foreign Language	N/A	N/A	N/A
Health	Health curriculum is incorporated into 7th grade Science	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,027	\$989	\$5,038	\$87,650
District			\$6,801	\$83,710
Percent Difference – School Site and District			-26% (less) 74% of District	4.71% (more) 104.71% of District
State			\$5,455	\$65,524
Percent Difference – School Site and State			-8% (less) 92% of State	34% (more) 134% of State

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the

Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

<ul style="list-style-type: none"> • Regular Education • After School Sports • Class Size Reduction • Guidance Counselor • Homework Centers • Local Grants • Music • Outdoor Education • Science & Reading Specialists • Summer School (Special Ed only) • School Force <p>Special Programs</p> <ul style="list-style-type: none"> • Art Programs • Home to School Transportation (Special Ed. only) • County Sp Ed • Psychologists • Speech • SP Ed IDEA • RSP, SDC, NPS & Learning Centers • Teachers • Classified Staff • Benefits • Books & Supplies • Drug Free/Title IV • Equipment • Routine Repairs and Maintenance 	<ul style="list-style-type: none"> • Teacher Quality • Title I • Title II • Title III • Title III not LEA • Title V • Supplemental Counseling • Peer Assistance & Review (PAR) • Math & Reading • Math & Reading EL • School Safety Violence Prevention • Admin Training Program • National Board Certified Teachers • BTSA • Staff Professional Development • Arts Block Grant and Music Block Grant • Library Services • Economic Impact Aid (EIA) • English Language Acquisition Program (ELAP) • Ed. Technology • Gifted And Talented Education (GATE) • Instructional Materials for Realignment Program (IMFRP) • Lottery Prop 20 • Oracle Grant • School Improvement Library Program (SLIP) • Tobacco Use Preventions Education (TUPE) • Tolerance Ed • Targeted Instructional Improvement Grant (TIIG)
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Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,668	\$41,183
Mid-Range Teacher Salary	\$68,795	\$63,647
Highest Teacher Salary	\$88,854	\$80,955
Average Principal Salary (Elementary)	\$121,644	\$102,400
Average Principal Salary (Middle)	\$127,566	\$106,158
Average Principal Salary (High)	N/A	\$124,133
Superintendent Salary	\$169,596	\$151,742
Percent of Budget for Teacher Salaries	43.00%	41.00%
Percent of Budget for Administrative Salaries	8.00%	6.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	80%	80%	82%	79%	80%	81%	50%	52%	54%
Mathematics	71%	74%	73%	77%	80%	79%	46%	48%	50%
Science	81%	84%	88%	82%	86%	88%	50%	53%	56%
History-Social Science	64%	70%	77%	64%	70%	77%	41%	44%	48%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

***Subgroup data is being recalculated and results will be available March 2012.**

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	81%	79%	88%	77%
All Students at the School	82%	73%	88%	77%
Male	78%	70%	89%	78%
Female	87%	77%	87%	76%
Black or African American	68%	52%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	91%	92%	95%	88%
Filipino	78%	65%	0%	82%
Hispanic or Latino	58%	41%	71%	43%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	84%	73%	89%	79%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	52%	42%	85%	50%
English Learners*	--	--	--	--
Students with Disabilities	61%	51%	82%	57%
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student

privacy.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	8.5%	20.8%	65.7%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	9	10	10
Similar Schools	4	8	7

Academic Performance Index Growth by Student Group – Three-Year Comparison

***Subgroup data is being recalculated and results will be available March 2012.**

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	35	4	7
Black or African American			
American Indian or Alaska			

Native			
Asian	25	2	9
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	38	0	4
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners*			--
Students with Disabilities	92	35	-17

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

***Subgroup data is being recalculated and results will be available March 2012.**

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	904	900	2,311	907	4,683,676	778
Black or African American	25	809	55	801	317,856	696
American Indian or Alaska Native	2		3		33,774	733
Asian	225	961	542	962	398,869	898
Filipino	38	863	86	882	123,245	859
Hispanic or Latino	85	775	231	805	2,406,749	729
Native Hawaiian or Pacific Islander	6		27	829	26,953	764
White	515	904	1,303	909	1,258,831	845
Two or More Races	6		58	941	76,766	836
Socioeconomically Disadvantaged	52	761	134	764	2,731,843	726
English Learners*	--		--	658	1,521,844	707
Students with Disabilities	130	740	325	772	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	N/A	Not In PI
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0.0%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

N/A Ralston is an intermediate school.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

2008-2009: 1 day dedicated to staff development

2009-2010: 1 day dedicated to staff development

2010-2011: 1 day dedicated to staff 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. Ralston's teachers participate in one day of staff development during the school year. During minimum days on Wednesdays, teachers received training and professional development in:

- Mathematics
- Grade Level Collaboration
- School safety
- Curriculum and Instructional Practices
- Integrating Technology
- Review of state testing data

Individual staff members participate in additional conferences, workshops and training in specific areas identified in the Single Plan for Student Achievement. Professional development also includes peer coaching, particularly when teachers have specific expertise. Our district uses a teacher evaluation program designed by teachers, which incorporates the California Standards for the Teaching Profession (CSTP). Teachers use the CSTP to both self-assess their areas of strength and of growth and to collaborate with their colleagues in setting goals. The principal uses CSTP during observations and in the summative evaluation.

Ralston Intermediate

Belmont-Redwood Shores Elementary

Prepared by [PowerTurn, Inc.](#)

School Accountability Report Card, 2010-2011

Provided by the Ed-Data Partnership

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