Ralston Middle School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Ralston Middle School
Street	2675 Ralston Ave
City, State, Zip	Belmont, CA 94002-1216
Phone Number	(650) 637-4880
Principal	Sabrina Adler
Email Address	sadler@brssd.org
School Website	https://ral-brssd-ca.schoolloop.com/
County-District-School (CDS) Code	41688666043483

2021-22 District Contact Information

District Name	Belmont-Redwood Shores School District
Phone Number	(650) 637-4800
Superintendent	Dan Deguara
Email Address	ddeguara@brssd.org
District Website Address	http://www.brssd.org

2021-22 School Overview

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.

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 Middle 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

The Ralston staff provides a strong California standards-based instructional program. Every Ralston student receives instruction in the core subjects of language arts, history/social science, mathematics, science, physical education, and health education. Students may select from a wide variety of elective classes. Ralston students also have the opportunity to participate in many extra-curricular activities. A comprehensive after-school sports program supported by School-Force provides team sports experiences in golf, basketball, cross-country, volleyball, tennis, and track and field.

Academic support is provided three mornings per week before school on Tuesdays, Thursdays, and Fridays from 7:30-8:15 am and on Tuesdays and Thursdays after school for an hour from 3:15-4:15 pm. The PTA sponsors after school clubs based on student/teacher interest. Our student body has an active student government, which sponsors spirit days, dances, and other school-wide activities.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	407
Grade 7	345
Grade 8	358
Total Enrollment	1,110

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	30.9
Black or African American	1.1
Filipino	3.6
Hispanic or Latino	8.9
Native Hawaiian or Pacific Islander	0.5
Two or More Races	11.8
White	41.3
English Learners	4.4
Homeless	0.2
Socioeconomically Disadvantaged	6.9
Students with Disabilities	7.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.5
Intern Credential Holders Properly Assigned	.67
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2
Unknown	0
Total Teaching Positions	53.2

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	2
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	2
Local Assignment Options	10
Total Out-of-Field Teachers	12

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All schools in BRSSD use adopted materials in their classrooms. We have board adopted curriculum in academic areas.

Year and month in which the data were collected	November, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5: K-5: Lucy Calkins Reader's and Writer's Workshop: Units of Study, 2015 6-8: Prentice Hall: Literature, California Edition McDougal Littell: The Language of Literature 2002-2003	Yes	0
Mathematics	Pearson: Connected Mathematics 6-8 CC, Algebra Keys: Geometry McDougal Littell/Houghton Mifflin: Geometry for Enjoyment and Challenge 2015-2016	Yes	0
Science	Accelerate Learning: StemScopes Science 6-8, 2019	Yes	0
History-Social Science	TCI: History Alive! 2018	Yes	0
Foreign Language	En Enspanol; McDougal Littell, 2003 Bien Dit, Holt Rinehart & Wilson	Yes	0
Health	Health curriculum is incorporated into 7th grade Science	No	0

School Facility Conditions and Planned Improvements

Age of Buildings:
This school has 63 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. Prior to the opening of the 2013-2014 school year, Ralston completed a two-phase modernization program. During the first phase that took place over the 2012 summer, 4 brand new science classrooms and 4 classrooms devoted to the elective program were added.

During the 2012-2013 school year, the construction of the library and the new administrative offices were completed. Over the summer of 2013, the main building was renovated with many new upgrades. Four additional classrooms were added to the main building as well as an additional computer lab. The building was renovated with new flooring, lighting, and storage, which gives the building a much-needed update. The lockers were removed from the main hallway, which also provided students with a much easier passing period between classes.

During the 2014-2015 school year, an additional classroom structure was planned and constructed. This two-story building opened prior to the start of the 2015-2016 school year.

Cleaning Standards: The District has adopted cleaning standards for each school, and a copy of these is available in the administrative offices. The Ralston Administration 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 complaints or reports 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.

Specialized classrooms are available for science, computer labs, animation, culinary arts, and music. In addition, there are two science buildings that house labs for the 6th, 7th and 8th grades, and a large school gymnasium. Every classroom has at least one computer connected to the Internet. Three classrooms are equipped as multimedia classrooms. The PTA and district have purchased interactive SMARTBoards, LCD projectors, Large Monitors, document cameras, and teacher laptops for all the classrooms. Both PTA and School Force have enabled Ralston to purchase technology for the classrooms such as 32 iMac computers for our lab, 43 chrome book carts, and three iPad carts.

Below are the comments related to the overall "poor rating" and the next steps that need to be taken based on the report in June of 2021: We still need to Install proper ventilation in the office electrical closet and U building room 2 will address noted extreme deficiencies in those areas. A consistent system for proper disposal of lab chemicals would also improve the score. Lastly, the band/ chorus rooms need some attention and TLC to fix lights, walls, and tiles.

Year and month of the most recent FIT report	June 2021

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Gym: Torn protective pads on walls, a couple tiles with water damage, rusty vent grates in spin room A-1 rusty vent grates Band room- dirty walls, chipped paint
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Lacks proper ventilation in electrical closet S-1, S-2, S-3, S-6 lights out (ballast issue it appears) Band Room: Light out
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Gym and Band Room: Weak water pressure in sinks.
Safety: Fire Safety, Hazardous Materials			X	Lacking proper ventilation in room 2- Culinary Arts, chipped paint in many places, broken window in room 14, broken window handle in room 31, broken clock in room 9, window shading laminate should be replaced throughout U building.
Structural: Structural Damage, Roofs			X	MUR: Damaged ceiling tiles Gym: Water damaged tiles in spin room Band Room: Water damaged ceiling tiles, wall damage
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1101	1033	93.82	6.18	85.53
Female	516	482	93.41	6.59	89.14
Male	585	551	94.19	5.81	82.4
American Indian or Alaska Native	0	0	0	0	0
Asian	343	338	98.54	1.46	91.12
Black or African American	12	12	100	0	66.67
Filipino	29	27	93.1	6.9	74.07
Hispanic or Latino	100	90	90	10	68.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	162	150	92.59	7.41	88
White	450	412	91.56	8.44	85.19
English Learners	45	38	84.44	15.56	37.84
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	29	22	75.86	24.14	54.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	84	63	75	25	41.94

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1101	1021	92.73	7.27	78.39
Female	516	477	92.44	7.56	79.96
Male	585	544	92.99	7.01	77.02
American Indian or Alaska Native	0	0	0	0	0
Asian	343	337	98.25	1.75	88.43
Black or African American	12	11	91.67	8.33	36.36
Filipino	29	26	89.66	10.34	76.92
Hispanic or Latino	100	84	84.00	16.00	52.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	162	151	93.21	6.79	80.79
White	450	408	90.67	9.33	76.17
English Learners	45	38	84.44	15.56	40.54
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	29	22	75.86	24.14	27.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	84	58	69.05	30.95	28.07

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA

Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA

Students with Disabilities	NA	NA	NA	NA	NA

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	66.77	N/A	65.74	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	358	326	91.06	8.94	66.77
Female	167	153	91.62		
Male	191	173	90.58		
American Indian or Alaska Native	0	0	0	0	0
Asian	119	117	98.32	1.68	77.78
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	24	88.89	11.11	39.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	38	88.37	11.63	63.16
White	159	139	87.42	12.58	64.03
English Learners	13	12	92.31	7.69	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	20	76.92	23.08	15.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Ralston parents have many opportunities to stay involved. Parents can work with individual teachers as teachers offer a variety of classroom volunteer opportunities. The Ralston PTA is an active organization that raises funds to support a variety of programs on campus. Additionally, they have regular meetings where members may interface with the principal and with staff about issues of concern to them. PTA parents volunteer for a wide range of activities that support the ongoing programs at Ralston. PTA coordinates our hot lunch and RAMS walkabout volunteers. Parents can sign up via the Ralston website. https://ral-brssd-ca.schoolloop.com/

Ralston also has a School Site Council/ELAC advisory group that helps develop the School Plan for Student Achievement. This group consists of parents, teachers, other employees, and community members and holds open meetings where discussions of relevant school topics take place.

Additionally, the wider parent community is invited to parent conferences once a year as well as forums to discuss matters of school-wide interest in the areas of curriculum and school climate and a monthly Principal's Coffee.

Ralston teachers use a web-based home school communication tool called School Loop. This tool allows students and parents to maintain close contact with their daily expectations, homework, and grades.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1126	1117	0	0.0
Female	527	522	0	0.0
Male	599	595	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	348	346	0	0.0
Black or African American	12	12	0	0.0
Filipino	40	40	0	0.0
Hispanic or Latino	104	102	0	0.0
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	131	131	0	0.0
White	464	459	0	0.0
English Learners	50	49	0	0.0
Foster Youth	0	0	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	84	83	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	94	92	0	0.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.15	0.00	0.63	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.24	0.34	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

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 Emergency 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 our 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. The school holds emergency drills monthly to prepare students and staff for a range of situations. At staff meetings following the drills, administration and staff debrief on improving the safety on campus for students and staff.

Students are advised of the policies regarding Sexual Harassment, bullying, and cyberbullying. Staff members regularly address issues of concern about school safety and are proactive in addressing all types of bullying. Monthly drills are conducted to practice safety protocols related to fires, earthquakes, shelter-in-place, and code red lockdown/barricade situations. Staff was given the school's safety plan on August 22, 2021. Updates were initially made in early August and are ongoing as needed. Every year the PTA supports programs to support a positive school climate and safety.

School safety also encompasses the health and well-being of students on campus and addresses school climate issues such as anti-bullying programs, supporting positive behavior, and encouraging healthy habits. Other school safety-related programs include the Positive Behavior Support Program which instructs students on positive and appropriate behaviors and actions. Ralston continues to develop data gathering systems so that we can react in a timely way to school-wide safety concerns.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	6	28	
Mathematics	25	6	26	
Science	26	2	28	
Social Science	26	1	29	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	11	22	2
Mathematics	23	12	22	
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	14	18	3
Mathematics	22	13	20	
Science	25	8	20	
Social Science	26	3	24	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,034	3,727.01	9,307.14	122,966.68
District	N/A	N/A		$90,181
Percent Difference - School Site and District	N/A	N/A	6.8	30.8
State			$8,444	$82,431
Percent Difference - School Site and State	N/A	N/A	9.7	39.5

2020-21 Types of Services Funded

Regular Education
After School Sports
After School Clubs
After School Drama
Class Size Reduction
Academic Counselors
Homework Club
Local Grants
Music
Reading Specialists
Extended School Year for Selected Special Education Students

SPECIAL PROGRAMS
Art Program
Home to School Transportation (Special Ed only)
County Special Ed
Psychologists
Speech
Special Ed IDEA
RSP, SDC, NPS & Learning Centers
Teachers
Classified Staff
Benefits
Books & Supplies
Drug-Free/Title IV
Equipment
Routine Repairs and Maintenance
Teacher Quality
Title II
Title III
Peer Assistance & Review (PAR)
Math & Reading
Reading EL
School Safety Violence Prevention
Admin Training Program
National Board Certified Teachers
Beginning Teacher Support and Assistance (BTSA)
Staff Professional Development
Library Services
Economic Impact Aid (EIA)
English Language Acquisition Program (ELAP)

2020-21 Types of Services Funded

Technology
Lottery Prop 20
Oracle Grant
Tolerance Education
Character Strong SEL Curriculum

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$60,309	$51,450
Mid-Range Teacher Salary	$88,402	$80,263
Highest Teacher Salary	$113,872	$101,012
Average Principal Salary (Elementary)	$160,000	$128,082
Average Principal Salary (Middle)	$171,000	$132,453
Average Principal Salary (High)	$0	$134,792
Superintendent Salary	$223,000	$197,968
Percent of Budget for Teacher Salaries	39%	34%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

In each of the three most recent years, all schools received 2 days of professional development during the school year. In all three years, the new certificated staff received an additional 2 days of professional development prior to the start of the school year. Principals led monthly staff meetings throughout the year, and teachers meet in grade level teams on a monthly basis. Teachers are also invited to attend workshops and professional learnings led by outside presenters, and teacher leaders and school leadership teams are offered professional development during the school year.

In the 2020-2021 school year, teachers were provided with monthly professional development throughout the year (sometimes site-based, sometime district-wide), in addition to various optional professional development opportunities offered throughout the year during non-teaching time, focused on distance learning. BRSSD hired a second instructional coach for the 2020-2021 school year, thereby providing two full time staff members who offer individualized coaching, small group professional development, and differentiated support on a full time basis to our teaching staff. Our support staff also receive monthly training specific to their job classification.

For 2021-2022, the District reverted back to one STEM instructional coach to provide additional support to the teaching staff.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Belmont-Redwood Shores School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview	
	On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Belmont-Redwood Shores School District
Phone Number	(650) 637-4800
Superintendent	Dan Deguara
Email Address	ddeguara@brssd.org
District Website Address	http://www.brssd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2754	2602	94.48	5.52	80.07
Female	1325	1249	94.26	5.74	83.55
Male	1429	1353	94.68	5.32	76.87
American Indian or Alaska Native	--	--	--	--	--
Asian	831	812	97.71	2.29	87.68
Black or African American	40	36	90.00	10.00	50.00
Filipino	55	52	94.55	5.45	73.08
Hispanic or Latino	329	298	90.58	9.42	60.34
Native Hawaiian or Pacific Islander	24	23	95.83	4.17	39.13
Two or More Races	472	441	93.43	6.57	83.22
White	1002	939	93.71	6.29	80.72
English Learners	205	187	91.22	8.78	39.25
Foster Youth	0	0	0	0	0
Homeless	18	14	77.78	22.22	14.29
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	75	84.27	15.73	44.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	261	206	78.93	21.07	38.54

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2754	2592	94.12	5.88	74.51
Female	1325	1247	94.11	5.89	74.36
Male	1429	1345	94.12	5.88	74.65
American Indian or Alaska Native	--	--	--	--	--
Asian	831	811	97.59	2.41	89.77
Black or African American	40	33	82.50	17.50	24.24
Filipino	55	51	92.73	7.27	68.63
Hispanic or Latino	329	293	89.06	10.94	45.36
Native Hawaiian or Pacific Islander	24	23	95.83	4.17	21.74
Two or More Races	472	443	93.86	6.14	75.85
White	1002	937	93.51		73.08
English Learners	205	189	92.20	7.80	45.74
Foster Youth	0	0	0	0	0
Homeless	18	14	77.78	22.22	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	75	84.27	15.73	28.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	261	202	77.39	22.61	32.84

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

*At or above the grade-level standard in the context of the local assessment administered.