Ross Elementary
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://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 https://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) https://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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Ross Elementary
Street	9 Lagunitas Rd. / PO Box 1058
City, State, Zip	Ross, CA 94957-1058
Phone Number	(415) 457-2705
Principal	Angela Gramlick, K-4 Principal / David Rice, 5-8 Principal
Email Address	agramlick@rossbears.org / drice@rossbears.org
Website	www.rossbears.org
County-District-School (CDS) Code	21 65433 6024673

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Ross Elementary School District
Phone Number	(415) 457-2705
Superintendent	Michael McDowell, Ed.D.
Email Address	mpmcdowell@rossbears.org
Website	www.rossbears.org

School Description and Mission Statement (School Year 2020-2021)

Mission:
Ross School District is committed to engaging learners in a safe, vibrant environment that supports academic rigor to ignite innovation.

Vision:
Ross School develops habits of heart, mind and action in all of our learners.

Ross School aims to graduate learners who possess the 5 C's:
- Content Knowledge and Skills
- Confidence in Learning, Demonstrating Resilience, Grit and Perseverance
- Compassion
- Collaborative Practices
- Creative Problem Solving Skills

Strategic Initiatives for 2015-2020:
- Invest in Learners
- Invest in Teaching Excellence
- Invest in Community Relationships

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	25
Grade 1	50
Grade 2	33
Grade 3	37
Grade 4	55
Grade 5	42
Grade 6	58
Grade 7	44
Grade 8	39
Total Enrollment	383

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	0.3
Filipino	0.5
Hispanic or Latino	6
White	87.7
Two or More Races	3.7
Socioeconomically Disadvantaged	1
Students with Disabilities	8.9
Homeless	

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	32	34	37	37
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	2	5	5

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	1	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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

All textbooks used in the core curriculum at Ross Elementary School are currently being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 9, 2020, the Ross Elementary School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #2-20 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Anthology, Reading/Language Arts; 2003	Yes	0
Mathematics	Big Ideas Learning: Math8 Big Ideas Math Course 3; 2015 Big Ideas Learning: Math7 Big Ideas Math Course 2; 2015 Marshall Cavendish Education and Houghton Mifflin Harcourt: Accelerated Math7, Math in Focus Singapore Math Course 2 A & B; 2010 Great Minds: Eureka Math Algebra 1; 2015 Pearson Education: Geometry Common Core-Volume 1 and 2; 2015	Yes	0
Science	CPO Science Delta Education: CPO Focus on Life Science; 2007	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Holt, Rinehart and Winston, Holt California Social Studies: United States History, Independence to 1914 / 2006 (8th grade) Holt, Rinehart and Winston, Holt California Social Studies: World History, Ancient Civilizations / 2008 (6th grade) Holt, Rinehart and Winston, Holt California Social Studies: Medieval to Early Modern Time / 2008 (7th grade)	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The district's maintenance department inspects Ross Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Ross Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, December 29, 2020.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 12/29/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Ross Recreation office thermostat not functioning in shut-off position
Interior: Interior Surfaces	Good	ceiling tiles stained in rooms 5, 4, 20 and PE office
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	clock in tech room, room 18, 34 and conference room not functioning properly; lights out in room 29, 30, 31
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	hand dryer is out in girls C restroom
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Kindergarten playground fall surface compromised in a couple areas; railing around the MPR is in disrepair
Overall Rating	Good	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	85	N/A	85	N/A	50	N/A
Mathematics (grades 3-8 and 11)	81	N/A	81	N/A	39	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: Percentages are not calculated 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.
Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	66	N/A	66	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Parents are encouraged to take part in their child's learning environment either by volunteering in the classroom, participating in a decision-making group or simply attending school events.

Parents stay informed on upcoming events and school activities through email, electronic newsletters, parent conferences, progress reports, the school marquee, the school website and School Messenger (automated telephone messages). Contact the PTO Co-Presidents, Melanie Deitch and Rebecca Nessel, at (415) 457-2705 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:
- Support Enrichment Programs
- Auction
- Garden Tour
- Fund the Need
- Walk and Roll to School
- Bear Wear
- Lunch Program
- Yearbook Team

Committees:
- Parent-Teacher Organization
- School Site Council
- Ross School Foundation
- Friends of the Library
- Financial Advisory Committee
- Endowment Fund
- Margie Burke Memorial Speech Tournament
- Diversity, Equity, and Inclusion Committee

School Activities:
- Athletic Events
- Back to School Night
- Open House
- Parent Education Workshops and Informational Coffees
- PTO Coffees
- Recognition Assemblies
- Spelling Bee
- Student Performances
- Halloween Parade
- Annual Book Fair and Author Talks
- Ross School Speech Tournament

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.3	0.5	2.3	0.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.0	4.0	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

The Comprehensive School Site Safety Plan was developed for Ross Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy and dress code policy. Included in this year's plan was Addendum A: Administrative Office Health and Safety Procedures and Protocols and Addendum B: Ross School Site-Specific Protection Plan. The school's most recent school safety plan was reviewed, updated and discussed with school staff on September 9, 2020.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	15	2			23		2		13		2	
1	16	2			16	2			17	3		
2	18	3			17	2			17			2
3	21	1	1		19	3			19	2		
4	19	3			20	2			18	3		
5	23		2		19	3			32		1	1
6	17	13	2	1	19	9	7	1	17	42	14	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	383

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$19,590	$5,233	$14,357	$87,215
District	N/A	N/A	$14,357	$87,215
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$7,750	$71,448
Percent Difference - School Site and State	N/A	N/A	59.8	19.9

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

In addition to general fund state funding, Ross Elementary School District receives state and federal categorical funding for special programs. For the 2019-20 school year, the district received categorical, special education, and support programs funds for:

- Education Protection Account
- Covid-19 Response Funds
- Mental Health Services
- Lottery: Instructional Materials
- Other Local: Locally Defined
  - Special Education
  - State Lottery
  - Title I
  - Title II

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$59,490	$46,965
Mid-Range Teacher Salary	$91,036	$67,638
Highest Teacher Salary	$108,284	$88,785
Average Principal Salary (Elementary)	$150,748	$112,524

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	$151,054	$117,471
Superintendent Salary	$213,081	$128,853
Percent of Budget for Teacher Salaries	31.0	30.0
Percent of Budget for Administrative Salaries	8.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

All training and curriculum development activities at Ross Elementary School revolve around the California Common Core State Standards. Decisions concerning the selection of staff development activities are performed by administration and teachers using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Ross Elementary School supports ongoing professional growth throughout the year on early release days, during staff meetings and during pre-service and professional development days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. The teaching staff is provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training or 3) follow-up training for newly implemented programs/curricula.

During the 2018-2019 school year, The Ross Elementary School's teachers engaged in professional learning associated with the following goals:
- When prompted students can answer the five questions by identifying the key learning outcome, their progress, the next steps they are taking in their learning, and discussing their experiences in empathizing with others and impacting the community.
- Teachers work together to measure their impact, develop stronger relations with all stakeholders, celebrate successes, and make changes that improve learning.
- Assessment and grading practices (including report cards) enable learners to answer the 5 questions for all 5 C's.

The professional learning included:
- Training in analyzing student benchmark achievement data, implementing standards-based grading, utilizing protocols to inspect data collaboratively.
- Collaborative meetings to inspect student data related to student assessment capabilities.

During the 2019-2020 school year, The Ross Elementary School's teachers engaged in professional learning associated with the following goals:
- Systems are in place to provide effective and efficient processes and practices for Tier I, Tier II, and Tier III supports student academic and behavioral needs.
- Students are showcasing their transfer-level work across grade levels.
- Staff individually and collectively utilizes standardized data to make informed instructional decisions for all learners and communicates progress and proficiency to various stakeholders.

The professional learning for teachers included:
- Teachers work in teams bi-monthly to inspect impact and discuss and plan the next steps.
- Teachers engage in professional learning that ensures students effectively collaborate on core transfer-level work, apply content in real-world contexts, and contribute to others during core learning experiences.

During the 2020-2021 school year, The Ross Elementary School's teachers engaged in professional learning associated with distance learning, social-emotional learning, and diversity, equity, and inclusion.

The professional learning for teachers included:
- Teachers met in small teams and in virtual staff meetings to engage in PD, collaborate with colleagues, and inspect data.

Ross Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional assistants are provided with targeted training focused on teaching strategies and curriculum content. Apprentice Teachers participate in designated staff development activities. All staff is encouraged to attend professional workshops and conferences. Classified support staff receives job-related training from department supervisors, district representatives and county staff.

Professional Development Days 3-Year Trend:
2020-2021: 6 days
2019-2020: 6 days
2018-2019: 6 days