

# Ross Elementary

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

### Published During 2015-16

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <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., 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.

## About This School

**Contact Information (Most Recent Year)**

School 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	Melissa Benson and Stacy Marshall
E-mail Address	<a href="mailto:mbenson@rossbears.org">mbenson@rossbears.org</a> , <a href="mailto:smarshall@rossbears.org">smarshall@rossbears.org</a>
Web Site	<a href="http://www.rossbears.org">www.rossbears.org</a>
Grades Served	K-8
CDS Code	21 65433 6024673

<b>District Contact Information</b>	
<b>District Name</b>	Ross Elementary School District
<b>Phone Number</b>	(415) 457-2705
<b>Superintendent</b>	Michael McDowell, Ed.D.
<b>E-mail Address</b>	mpmcdowell@rossbears.org
<b>Web Site</b>	www.rossbears.org

### School Description and Mission Statement (Most Recent Year)

**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 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	38
<b>Grade 1</b>	47
<b>Grade 2</b>	41
<b>Grade 3</b>	42
<b>Grade 4</b>	54
<b>Grade 5</b>	40
<b>Grade 6</b>	41
<b>Grade 7</b>	24
<b>Grade 8</b>	39
<b>Total Enrollment</b>	366

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	1.9
Filipino	0.5
Hispanic or Latino	7.1
White	88.8
Two or More Races	1.1
English Learners	0.5
Students with Disabilities	8.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	34	33	36	36
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	1	0	1
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

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 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

**Year and month in which data were collected:** December 2015

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, 2015, 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 #9-15 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin, Reading/Language Arts / 2003	Yes	0
Mathematics	Harcourt, Harcourt Math ©2009 / 2008 Holt, Rinehart and Winston, Holt California Mathematics: Course 1, Course 2, Algebra I / 2008	Yes	0
Science	CPO Science, Science / 2006 Delta Education, Full Option Science System (FOSS) / 2006	Yes	0
History-Social Science	Holt, Rinehart and Winston, Holt California Social Studies: World History, Ancient Civilizations / 2008 Pearson Scott Foresman, Scott Foresman History-Social Science for California / 2008	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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 Wednesday, December 23, 2015.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/23/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/23/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Interior:</b> Interior Surfaces	X			Faculty Room: Ceiling tile stains by exterior door Room 2: 2 stained ceiling tiles Room 21: Large stained ceiling tile over teacher's desk Server Room: Numerous stained ceiling tiles  Repairs completed 1/15/16.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			District Office: Traps set 1/4/16.
<b>Electrical:</b> Electrical	X			Green Room: Clock missing Gym MPR: 3 bulbs missing/burned out Inverter Room: One inverter down Room 17: Left side lighting mount ceiling at front of room coming loose Room 28: 2 lights out, taped red & blue  Inverter Room repaired on 1/8/16. Rooms 17 & 28 repaired on 1/15/16. Gym bulb replacement scheduled for 6/30/16. Green Room clock replacement is to be decided if necessary
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Kitchen: Restroom floor seriously dirty near toilet  Kitchen restroom cleaned on 12/28/15.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month in which data were collected: 12/23/2015				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	74	74	44
Mathematics	67	67	33

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.

#### CAASPP Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	43	43	100.0	5	9	21	60
	4	55	55	100.0	5	15	25	51
	5	41	41	100.0	0	12	44	39
	6	43	41	95.3	2	10	37	44
	7	23	23	100.0	0	17	43	35
	8	39	38	97.4	0	8	21	24
Male	3		22	51.2	0	9	32	55
	4		23	41.8	9	17	35	39
	5		21	51.2	0	5	43	43
	6		23	53.5	0	17	35	39
	7		11	47.8	0	27	45	27
	8		16	41.0	0	13	25	13
Female	3		21	48.8	10	10	10	67
	4		32	58.2	3	13	19	59
	5		20	48.8	0	20	45	35
	6		18	41.9	6	0	39	50
	7		12	52.2	0	8	42	42
	8		22	56.4	0	5	18	32
Asian	3		2	4.7	--	--	--	--
	4		2	3.6	--	--	--	--
	5		1	2.4	--	--	--	--
	8		1	2.6	--	--	--	--
Filipino	7		1	4.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		1	2.6	--	--	--	--
Hispanic or Latino	3		1	2.3	--	--	--	--
	4		4	7.3	--	--	--	--
	5		4	9.8	--	--	--	--
	6		3	7.0	--	--	--	--
	7		2	8.7	--	--	--	--
	8		4	10.3	--	--	--	--
White	3		39	90.7	5	10	23	56
	4		49	89.1	6	16	24	49
	5		36	87.8	0	14	44	36
	6		38	88.4	3	11	37	42
	7		20	87.0	0	15	50	35
	8		32	82.1	0	6	25	25
Two or More Races	3		1	2.3	--	--	--	--
English Learners	5		1	2.4	--	--	--	--
	6		1	2.3	--	--	--	--
Students with Disabilities	3		2	4.7	--	--	--	--
	4		7	12.7	--	--	--	--
	5		4	9.8	--	--	--	--
	6		4	9.3	--	--	--	--
	7		1	4.3	--	--	--	--
	8		3	7.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students 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: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	43	43	100.0	5	7	49	40
	4	55	54	98.2	6	37	33	15
	5	41	41	100.0	15	39	29	17
	6	43	41	95.3	5	15	34	46
	7	23	22	95.7	9	9	23	59
	8	39	38	97.4	8	16	39	32
Male	3		22	51.2	0	5	64	32
	4		22	40.0	9	27	36	18
	5		21	51.2	19	29	29	24
	6		23	53.5	4	17	35	43
	7		11	47.8	9	0	27	64
	8		16	41.0	6	19	38	31
Female	3		21	48.8	10	10	33	48
	4		32	58.2	3	44	31	13
	5		20	48.8	10	50	30	10
	6		18	41.9	6	11	33	50
	7		11	47.8	9	18	18	55
	8		22	56.4	9	14	41	32
Asian	3		2	4.7	--	--	--	--
	4		2	3.6	--	--	--	--
	5		1	2.4	--	--	--	--
	8		1	2.6	--	--	--	--
Filipino	7		0	0.0	--	--	--	--
	8		1	2.6	--	--	--	--
Hispanic or Latino	3		1	2.3	--	--	--	--
	4		4	7.3	--	--	--	--
	5		4	9.8	--	--	--	--
	6		3	7.0	--	--	--	--
	7		2	8.7	--	--	--	--
	8		4	10.3	--	--	--	--
White	3		39	90.7	5	8	49	38
	4		48	87.3	6	33	35	15
	5		36	87.8	17	39	31	14
	6		38	88.4	5	13	37	45
	7		20	87.0	10	10	20	60
	8		32	82.1	6	19	41	28



Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	3		1	2.3	--	--	--	--
English Learners	5		1	2.4	--	--	--	--
	6		1	2.3	--	--	--	--
Students with Disabilities	3		2	4.7	--	--	--	--
	4		6	10.9	--	--	--	--
	5		4	9.8	--	--	--	--
	6		4	9.3	--	--	--	--
	7		1	4.3	--	--	--	--
	8		3	7.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students 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: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

#### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	86	96	88	86	96	88	59	60	56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	88
All Students at the School	88
Male	86
Female	90
Asian	--
Filipino	--
Hispanic or Latino	--
White	88
Socioeconomically Disadvantaged	--
English Learners	--
Foster Youth	--

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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.80	19.50	65.90
7	21.70	4.30	73.90

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged to get involved 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, newsletters, parent conferences, progress reports, the school marquee, the school website, and School Messenger (automated telephone messages). Contact the PTA President, Erica Hunt, at (415) 457-2705 for more information on how to become involved in your child's learning environment.

#### Opportunities to Volunteer:

- Support Enrichment Programs
- Garden Tour
- Family Day
- Fund the Need

#### Committees:

- Parent Teacher Association
- School Site Council
- Ross School Foundation
- Wellness Committee

- Friends of the Library
- Financial Advisory Committee
- Endowment Fund
- Margie Burke Memorial Speech Tournament

School Activities:

- Athletic Events
- Back to School Night
- Open House
- Parent Education Workshops
- PTA Coffees
- Recognition Assemblies
- Spelling Bee
- Student Performances
- Halloween Parade
- Friends of the Library (FOL)
- Ross School Speech Tournament

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	1.40	0.78	1.07	1.40	0.78	1.07	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

**School Safety Plan (Most Recent Year)**

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. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2015.

**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.

**Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)**

AYP Criteria	School	District	State
<b>Made AYP Overall</b>	No	No	Yes
<b>Met Participation Rate: English-Language Arts</b>	No	No	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	Yes	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	Yes	Yes	Yes
<b>Met Graduation Rate</b>	N/A	N/A	Yes

**Federal Intervention Program (School Year 2015-16)**

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

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	2			25		2		19	2		
1	19	2			20	2			24		2	
2	23		2		22		2		21	1	1	
3	20	2			26		2		21		2	
4	21		2		22		2		18	3		
5	22		1		23		2		20	2		
6	19	10	4	1	20	1	4		20	8	6	1

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22	4	2		19	5			18	3	1	
Mathematics	14	6			16	5			16	4		
Science	21	3	1		20	3	1		21	2	1	
Social Science	21	3	1		20	4			21	2	1	

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	366
Counselor (Social/Behavioral or Career Development)	0.6	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist	0.3	N/A
Other	0	N/A

Note: Cells with N/A values 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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$16,589	\$4,526	\$12,063	\$79,247
District	N/A	N/A	\$12,063	\$77,112
Percent Difference: School Site and District	N/A	N/A	0.0	
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A		

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

**Types of Services Funded (Fiscal Year 2014-15)**

In addition to general fund state funding, Ross Elementary School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received categorical, special education, and support programs funds for:

- Economic Impact Aid (EIA)
- Education Protection Account
- Lottery: Instructional Materials
- Other Local: Locally defined
- Special Education
- State Lottery
- Title I
- Title II
- Title III

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,327	\$39,948
Mid-Range Teacher Salary	\$80,075	\$57,401
Highest Teacher Salary	\$97,775	\$73,183
Average Principal Salary (Elementary)	\$114,300	\$94,578
Average Principal Salary (Middle)	\$125,483	\$97,400
Average Principal Salary (High)		
Superintendent Salary	\$200,750	\$112,657
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	10%	7%

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

**Professional Development (Most Recent Three Years)**

All training and curriculum development activities at Ross Elementary School revolve around the California Common Core State Standards. Decisions concerning 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. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session 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 2014-15 school year, Ross Elementary School's teachers attended the following events hosted by the Ross Elementary School District:

- Common Core State Standards
- Math Assessment
- Social Emotional Learning-Guidance Lessons
- No Bully
- Reasoning Mind
- Technology Training
- Z Space

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

**Professional Development Days**

2012-2013: 3 days

2013-2014: 4 days

2014-2015: 6 days