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Ross Elementary
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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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, 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 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).

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 (School Year 2016-17)

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, K-4 Principal / Stacy Marshall, 5-8 Principal
E-mail Address	mbenson@rossbears.org / smarshall@rossbears.org
Web Site	www.rossbears.org
CDS Code	21 65433 6024673

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

School Description and Mission Statement (School Year 2016-17)

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 2015-16)

Grade Level	Number of Students
Kindergarten	46
Grade 1	35
Grade 2	51
Grade 3	44
Grade 4	43
Grade 5	57
Grade 6	41
Grade 7	44
Grade 8	23
Total Enrollment	384

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.3
Asian	1
Filipino	0.5
Hispanic or Latino	7
Native Hawaiian or Pacific Islander	0.5
White	88.3
Two or More Races	2.1
Socioeconomically Disadvantaged	0
English Learners	1.3
Students with Disabilities	9.1
Foster Youth	0

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	33	36	32	32
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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 2016-17)

Year and month in which data were collected: October 2016

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 14, 2016, 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 #1-16 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 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
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

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 Friday, November 25, 2016.

School Facility Good Repair Status (Most Recent Year)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Room 1: Speaker cover in the ceiling is missing. Library: Excessive cobwebs behind window screens. Server Room: Numerous stained ceiling tiles. Repairs completed on 12/29/16.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			Room 28: Light appears to be out. Room 31: Several Lights out. Repairs completed on 12/29/16.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Room 26: Teacher's sink cold water does not work. Repair completed 12/9/16.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Table title (spanning): **School Facility Good Repair Status (Most Recent Year)** / **Year and month of the most recent FIT report: 11/25/2016**

Overall Facility Rating (Most Recent Year)

	Year and month of the most recent FIT report: 11/25/2016			
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	84	86	83	86	44	48
Mathematics	69	83	69	83	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	46	46	100.0	93.5
	4	43	42	97.7	81.0
	5	57	56	98.3	89.3
	6	41	41	100.0	75.6
	7	44	42	95.5	88.1
	8	23	23	100.0	91.3
Male	3	20	20	100.0	100.0
	4	23	23	100.0	82.6
	5	26	26	100.0	80.8
	6	21	21	100.0	71.4
	7	24	22	91.7	81.8
	8	11	11	100.0	81.8
Female	3	26	26	100.0	88.5
	4	20	19	95.0	79.0
	5	31	30	96.8	96.7
	6	20	20	100.0	80.0
	7	20	20	100.0	95.0
	8	12	12	100.0	100.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	**3**	39	39	100.0	100.0
	4	39	39	100.0	79.5
	5	52	51	98.1	88.2
	6	33	33	100.0	75.8
	7	41	39	95.1	87.2
	8	20	20	100.0	90.0

Note: ELA 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 on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	46	46	100.0	95.7
	4	43	42	97.7	81.0
	5	57	55	96.5	77.8
	6	41	41	100.0	80.5
	7	44	42	95.5	83.3
	8	44	42	95.5	83.3
Male	**3**	20	20	100.0	100.0
	4	23	23	100.0	87.0
	5	26	25	96.2	72.0
	6	21	21	100.0	81.0
	7	24	22	91.7	81.8
	8	24	22	91.7	81.8
Female	**3**	26	26	100.0	92.3
	4	20	19	95.0	73.7
	5	31	30	96.8	82.8
	6	20	20	100.0	80.0
	7	20	20	100.0	85.0
	8	20	20	100.0	85.0
White	**3**	39	39	100.0	100.0
	4	39	39	100.0	79.5
	5	52	50	96.2	76.0
	6	33	33	100.0	75.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	41	39	95.1	84.6
	8	41	39	95.1	84.6

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	96	88	95	96	88	95	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	80	79	98.8	94.9
Male	37	37	100.0	94.6
Female	43	42	97.7	95.2
White	72	71	98.6	94.4

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	3.6	21.8	74.5
7	7.1	11.9	81

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 (School Year 2016-17)

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, newsletters, parent conferences, progress reports, the school marquee, the school website and School Messenger (automated telephone messages). Contact the PTO 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 Organization
- 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
- PTO 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.8	1.1	0.8	0.8	1.1	0.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 on November 30, 2016.

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.

Federal Intervention Program (School Year 2016-17)

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	2013-14				2014-15				2015-16			
	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	25		2		19	2			23		2	
1	20	2			24		2		18	2		
2	22		2		21	1	1		25		2	
3	26		2		21		2		23		2	
4	22		2		18	3			21		2	
5	23		2		20	2			19	3		
6	20	1	4		20	8	6		20	8	6	

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	2013-14				2014-15				2015-16			
	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	19	5			18	3	1		18	3	1	
Mathematics	16	5			16	4			16	4		
Science	20	3	1		21	2	1		21	2	1	
Social Science	20	4			21	2	1		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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	384
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	0.4	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	0.5	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$17,584	$5,184	$12,400	$80,466
District	N/A	N/A	$12,400	$80,466
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$5,677	$60,985
Percent Difference: School Site and State	N/A	N/A	118.4	31.9

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

Types of Services Funded (Fiscal Year 2015-16)

In addition to general fund state funding, Ross Elementary School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:
• Education Protection Account
• Educator Effectiveness
• Lottery: Instructional Materials
• Other Local: Locally Defined
• Special Education
• State Lottery
• Title I

• Title II

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$53,374	$41,085
Mid-Range Teacher Salary	$81,677	$59,415
Highest Teacher Salary	$99,731	$75,998
Average Principal Salary (Elementary)	$114,300	$100,438
Average Principal Salary (Middle)	$133,065	$101,868
Average Principal Salary (High)		
Superintendent Salary	$206,875	$116,069
Percent of Budget for Teacher Salaries	36%	33%
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 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 2015-16 school year, Ross Elementary School's teachers attended the following events hosted by the Ross Elementary School District:
• Eureka Math
• Math Assessment
• Social Emotional Learning-Guidance Lessons
• Technology Training
• Jo Boaler / Youcubed Math

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 3-Year Trend–
2013-2014: 4 days
2014-2015: 6 days
2015-2016: 6 days