

# Ross Elementary

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

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 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Ross Elementary
<b>Street</b>	9 Lagunitas Rd. / PO Box 1058
<b>City, State, Zip</b>	Ross, CA 94957-1058
<b>Phone Number</b>	(415) 457-2705
<b>Principal</b>	Angela Gramlick, K-4 Principal / David Rice, 5-8 Principal
<b>E-mail Address</b>	agramlick@rossbears.org / drice@rossbears.org
<b>Web Site</b>	www.rossbears.org
<b>CDS Code</b>	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

#### 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 2017-18)

Grade Level	Number of Students
Kindergarten	30
Grade 1	31
Grade 2	55
Grade 3	41
Grade 4	56
Grade 5	45
Grade 6	38
Grade 7	47
Grade 8	44
Total Enrollment	387

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.3
Asian	1.0
Filipino	0.3
Hispanic or Latino	6.2
Native Hawaiian or Pacific Islander	0.5
White	86.8
Socioeconomically Disadvantaged	1.3
English Learners	0.0
Students with Disabilities	8.3
Foster Youth	0.0

## 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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	32	33	32	32
Without Full Credential	0	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	1

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	1	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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

**Year and month in which data were collected:** October 2018

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 12, 2018, 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 #1-18 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 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
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

## 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 Saturday, December 15, 2018.

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

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 overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/15/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Boiler Room A: leaking pipe Room 1: light grill above TV monitor about to fall Work/Copy Room: clock not functioning. Repair planned to be complete by 1-31-19.
<b>Interior:</b> Interior Surfaces	Good	Room 15 Psychologist: ceiling tiles missing or out of place. Repair planned to be complete by 1-31-19.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Room 27: cannister light left of entrance out Room 28: cannister light right of entrance out; condensation top left corner Repair planned to be complete by 1-31-19.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Boys Restroom: metal plate above large toilet stall bent and coming off Repair planned to be complete by 1-31-19.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Main Playground: hand hold on climbing wall missing Room 28: cannister light right of entrance out; condensation top left corner Repair planned to be complete by 1-31-19.

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/15/2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	87.0	81.0	87.0	81.0	48.0	50.0
Mathematics (grades 3-8 and 11)	79.0	81.0	79.0	81.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	267	264	98.88	81.06
Male	133	131	98.50	75.57
Female	134	133	99.25	86.47
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	20	20	100.00	75.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	236	233	98.73	81.12
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	25	24	96.00	29.17

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	267	265	99.25	81.13
Male	133	132	99.25	84.09
Female	134	133	99.25	78.2
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	20	20	100	85
Native Hawaiian or Pacific Islander	--	--	--	--
White	236	234	99.15	81.62
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	25	24	96	41.67

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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 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 2018-19)

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, Sarah Kruttschnitt and Debbie Piliero, 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
- Family Day
- Fund the Need
- Walk and Roll to School
- Bear Wear
- Lunch Program

#### Committees:

- Parent Teacher Organization
- School Site Council
- Ross School Foundation
- 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
- 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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	0.8	1.0	2.3	0.8	1.0	2.3	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

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 September 19, 2018.

## 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	2015-16				2016-17				2017-18			
	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+
<b>K</b>	23		2		14	2			15	2		
<b>1</b>	18	2			25		2		16	2		
<b>2</b>	26		2		20	2			18	3		
<b>3</b>	22		2		18	3			21	1	1	
<b>4</b>	22		2		24		2		19	3		
<b>5</b>	19	3			20	2			23		2	
<b>6</b>	17	13	5	1	17	18	1	1	17	13	2	1

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.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	394
Counselor (Social/Behavioral or Career Development)	0.6	N/A
Library Media Teacher (Librarian)	0.1	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.0	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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$18,378	\$5,528	\$12,850	\$84,165
District	N/A	N/A	\$12,850	\$84,165
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	57.3	28.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

In addition to general fund state funding, Ross Elementary School District receives state and federal categorical funding for special programs. For the 2016-17 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 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,075	\$44,375
Mid-Range Teacher Salary	\$85,810	\$65,926
Highest Teacher Salary	\$102,068	\$82,489
Average Principal Salary (Elementary)	\$126,968	\$106,997
Average Principal Salary (Middle)	\$128,196	\$109,478
Average Principal Salary (High)	\$0	
Superintendent Salary	\$200,850	\$121,894
Percent of Budget for Teacher Salaries	35.0	32.0
Percent of Budget for Administrative Salaries	9.0	7.0

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 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 2017-18 school year, Ross Elementary School's teachers attended the following events hosted by the Ross Elementary School District:

Tom Hierck-Positive School Culture

Lisa Westman-Standards Based Grading

Dr. Michael McDowell (Superintendent, Ross School District)-Visible Learning

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 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-

2018-2019: 6 days

2017-2018: 6 days

2016-2017: 5 days