

Ross Elementary School District Ross Elementary School

Grades K through 8
Stacy Marshall, Principal (5-8)
Melissa Benson, Principal (K-4)



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2013-14 School Accountability Report Card *Published January 2015*

Principal's Message

Ross Elementary School is a unique K-8 single school district dedicated to excellence and achievement for all. We are a dynamic learning community that keeps the hearts and minds of children at the center of all we do. The school is nestled at the foot of Mt. Tamalpais in the town of Ross, in Marin County. The school has been on the same site for over 100 years and is in the heart of the town.

Every day Ross School works to support all learners in their intellectual, social, emotional and physical development while emphasizing mutual respect. This starts with an inclusive environment and culture, where the educational process comprises a partnership between student, home, school, and community. The connection to the school results from a variety of traditions and an intense focus on individual learning. The two critical and defining elements are student to teacher ratio and parental involvement.

We build upon our small, personalized learning environment and partnerships with parents and community to provide the best educational experience for every child. Our school program is structured to address all aspects of each student's growth. We have a rich curriculum that adheres to state guidelines while enabling broad sets of skill development that include tremendous opportunities for students to pursue areas of interest, passions and find multiple ways to be connected to school.

Melissa Benson, Principal Grades K-4 and Stacy Marshall, Principal Grades 5-8

Mission Statement

We are an exceptional learning community that connects children to the world by keeping their hearts, minds and actions at the center of all we do. Our mission is to engage and inspire each child to become an independent, creative and high achieving student as well as a critical thinker, effective communicator and empathetic human being.

Our core values, expressed by our parents, community, teachers and staff:

"R i S E"

R: Respect
i: Integrity
 Innovation
 Individuality
S: Support
E: Excellence

School Profile

Ross Elementary School is located in the central region of Ross and serves students in grades kindergarten through eight following a traditional calendar. At the beginning of the 2013-14 school year, 378 students were enrolled, including 10.1% in special education, 1.6% qualifying for English Language Learner support, and 0.3% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African-Amer.	0.30%	Kindergarten	49
Amer. Indian or Alaskan Native	0.50%	Grade 1	40
Asian	1.90%	Grade 2	44
Filipino	0.50%	Grade 3	52
Hisp. or Latino	7.10%	Grade 4	43
Pacific Islander	0.00%	Grade 5	45
Caucasian	89.20%	Grade 6	24
Multi-Racial	0.50%	Grade 7	43
		Grade 8	38
		Total Enrollment	378

Ross Elementary School District
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Website Address

www.rossbears.org

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Contents

Principal's Message
Mission Statement
School Profile
Student Achievement
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data

Student Achievement

Standardized State Assessments

Students at Ross Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Ross Elementary School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Ross Elementary School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English Language Arts	92	91	86	92	91	86	54	56	55
Mathematics	84	89	88	84	89	88	49	50	50
Social Science	88	90	80	88	90	80	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Ross Elementary School			District			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science (grades 5, 8, and 10)	93	87	96	93	87	96	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	96
All Students (School)	96
Male	97
Female	95
African-Amer.	
Amer. Indian or Alaskan Native	
Asian	
Filipino	
Hisp. or Latino	
Pacific Islander	
Caucasian	96
Multi-Racial	
English Learners	
Economically Disadvantaged	
Migrant Educ.	
Students with Disabilities	

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. 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.

Physical Fitness

In the spring of each year, Ross Elementary School is required by the state to administer a physical fitness test to all students in grade five and grade seven. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2013-14			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	2.2	17.8	75.6
Seventh	12.2	12.2	75.6

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.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2011	2012	2013
Statewide Rank	10	10	10
Similar Schools Rank	8	9	7

Results generated from 2011, 2012, and 2013 Base API Reports

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	-7	12	-11
Ethnic Subgroups			
African-Amer.	*	*	
Amer. Indian or Alaskan Native			*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial			
Pacific Islander			
Caucasian	-9	13	-14
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	*	*	*
English Learners	*	*	*

* Fewer than 10 students were tested and results were not disclosed for privacy purposes

Results generated from 2011, 2012, and 2013 Growth API Reports

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2013-14		
<i>Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	RES	RESD
Overall Results	No	No
<i>Participation Rate</i>		
English Language Arts	Yes	Yes
Mathematics	No	No
<i>Percent Proficient</i>		
English Language Arts	Yes	Yes
Mathematics	No	No
Met API Criteria	Yes	Yes
Graduation Rate	N/A	N/A

A "*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, Ross Elementary School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located at www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2014-15		
	RES	RESD
PI Status	Not in PI	Not in PI
First Year of PI	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently in PI		N/A

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

*DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments & NCLB Compliance charts; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in *Standardized State Assessments*, including the STAR Results and CAASPP charts; *Academic Performance Index*, including API chart; and *College Preparation & Work Readiness*, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in *California High School Exit Exam*, including the CAHSEE charts; and *Physical Fitness*, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in *Parent Involvement*.

Pupil Engagement – State Priority 5: Covered in *Dropouts* and in *Graduation Requirements*, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Parent Involvement

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, Temple Schauble, 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
Principal Coffees
Recognition Assemblies
School Activities
Spelling Bee
Student Performances
Halloween Parade
Friends of the Library (FOL)
Ross School Speech Tournament

School Facilities & Maintenance

The district takes great efforts to ensure that the school is clean, safe, and functional through proper facilities maintenance and campus supervision. Ross Elementary School's original facilities were built in 1941; facilities were rebuilt entirely in 2011 due to flooding throughout the campus. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Improvement to HVAC System
- Replacement of middle school lockers (Bond Project)
- New cabinets built in elementary classrooms (Bond Project)

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians (one full-time and one part-time) are assigned to Ross Elementary School. The day custodian is responsible for:

- Opens school facility each morning. Assures school security throughout the school day
- Carries out assigned daily work schedule of room cleaning and maintenance including, but not limited to, floors, carpets, furniture, walls, windows, restrooms, trash removal, recycling, lights, and sinks
- Maintains security of buildings, locking and unlocking doors and windows
- Conducts frequent routine inspections of school plant to ensure that standards of safety are met; checks for vandalism; reports any hazards to Superintendent or designee
- Prepares facilities for school and community functions: (a) Sets up and breaks down, as appropriate, furniture and equipment for special events, and (b) assists people authorized to use school facilities

Restrooms are checked frequently throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- General use area cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1941
Acreage	---
Square Footage	---
	Quantity
Permanent Classrooms	27
Portable Classrooms	0
Restrooms (sets)	5
Library	1
Front Office	1
Multipurpose Room	1
Resource Center	1

Deferred Maintenance

Ross Elementary has deferred maintenance projects, which generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems.

Facilities Inspection

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, October 15, 2014. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2013-14, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Wednesday, October 15, 2014			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(A)	Boys C Bathroom - Ceiling light missing. Room 35 - HVAC comes on automatically at 6:15 - 6:30 pm. Gym/Multi Purpose - HVAC not functioning.
(B)	Room 2 and 21 - Ceiling tiles stained. Faculty Room - Stained ceiling tile above right of exterior door. Server Room and Recreation Room 13 - Numerous ceiling tiles stained.
(D)	Room 33 - Lights very dim on full brightness.
(G)	Room 21 - Crack emanating from corner of window.
(H)	Room 28 - Condensation between glass panes on upper left corner. Room 20 - Condensation between glass panes in window.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, teachers, and classified aides are strategically assigned to designated entrance areas, the playground, and the gym. During recess, administrators, teachers, and classified aides supervise playground activity. Administrators, teachers, and classified aides monitor lunch time activity in the yard and eating areas. At the end of the day when students are dismissed, teachers monitor student behavior to ensure a safe and orderly departure. Kinder students are released to parents/guardians in the Kindergarten courtyard. Elementary students (grades 1-5) are walked by teachers to the designated dismissal area and released to parent/guardian. Middle School students are released at the end of the school day through the courtyard.

Ross Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

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 2014.

Classroom Environment

Discipline & Climate for Learning

Ross Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	11-12	12-13	13-14
	RES		
# of Students Suspended	8	5	3
# of Students Expelled	0	0	0
	RESD		
# of Students Suspended	8	5	3
# of Students Expelled	0	0	0
	California		
# of Students Suspended	366629	329370	279383
# of Students Expelled	9553	8266	6611

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
2011-12				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.5	2		
1	21.0	2		
2	20.5	2		
3	20.0	2		
4	23.0		1	
5	18.5	2		
2012-13				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	2		
1	19.0	2		
2	23.0		2	
3	20.0	2		
4	21.0		2	
5	22.0	1		
6	17.0	2	4	1
2013-14				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	25.0		2	
1	20.0	2		
2	22.0		2	
3	26.0		2	
4	22.0		2	
5	23.0		2	
6	24.0	2	4	

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
2011-12				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	21.2	3	3	
Mathematics	14.0	6		
Science	21.5	3	1	
Social Science	21.5	2	2	
2012-13				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	22.0	4	2	
Mathematics	14.0	6		
Science	21.0	3	1	
Social Science	21.0	3	1	
2013-14				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	19.0	5		
Mathematics	16.0	5		
Science	20.0	3	1	
Social Science	20.0	4		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Curriculum & Instruction

Staff Development

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 2013-14 school year, Ross Elementary School's teachers attended the following events hosted by the Ross Elementary School District:

- Common Core State Standards
- CPR Training
- Social Emotional Learning-Guidance Lessons
- STEAM/Next Generation Science Standards
- Technology Training

Ross Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to 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 and district representatives.

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
4	3	4

Instructional Materials

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 17, 2014, 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 #4-14 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.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2014-15 school year, Ross Elementary School District did not offer visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2003	Houghton Mifflin, <i>Reading/Language Arts</i>	0 %
History-Social Science		
2008	Holt, Rinehart and Winston, <i>Holt California Social Studies: World History, Ancient Civilizations</i>	0 %
2008	Pearson Scott Foresman, <i>Scott Foresman History-Social Science for California</i>	0 %
Mathematics		
2008	Harcourt, <i>Harcourt Math ©2009</i>	0 %
2008	Holt, Rinehart and Winston, <i>Holt California Mathematics: Course 1, Course 2, Algebra I</i>	0 %
Science		
2006	CPO Science, <i>Science</i>	0 %
2006	Delta Education, <i>Full Option Science System (FOSS)</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

Professional Staff

Counseling & Support Staff

Ross Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Ross Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2013-14		
	No. of Staff	FTE
Academic Counselor	0	0
Counselor	2	1.0
Speech Therapist	2	0.5
Library Clerk	1	0.5
Occupational Therapist	1	0.2
Psychologist	1	0.2

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2013-14 school year, Ross Elementary School had 34 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2013-14		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Ross Elementary School	100.0 %	0.0 %
District Totals		
All Schools	100.0 %	0.0 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	100.0 %	0.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	RES			RESD
	12-13	13-14	14-15	14-15
Total Teachers	28	34	33	33
Teachers with full credentials	28	34	33	33
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area	3	0	0	0
Total teacher misassignments	0	1	0	0
Teacher misassignments for English learners	0	1	0	0
Teacher vacancies	0	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.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2012-13 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2012-13		
	RES	State Average of Districts in Same Category
Beginning Teacher Salary	\$51,301	\$38,970
Mid-Range Teacher Salary	\$78,505	\$56,096
Highest Teacher Salary	\$95,858	\$71,434
Superintendent Salary	\$195,000	\$107,071
Average Principal Salaries:		
Elementary School	\$114,300	\$91,570
Percentage of Budget:		
Teacher Salaries	35%	36%
Administrative Salaries	9%	7%

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

Expenditures Per Student

For the 2012-13 school year, Ross Elementary School District spent an average of \$7,880 of total general funds to educate each student (based on 2012-13 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Ross Elementary School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Economic Impact Aid (EIA)
- Education Protection Account
- Lottery: Instructional Materials
- Other Local: Locally defined
- Special Education
- State Lottery
- Title I
- Title II
- Title III

Expense of Education Per Pupil 2012-13					
	Dollars Spent per Student				
	RES	RESD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	339	N/A	N/A	N/A	N/A
Total**	\$17,215	N/A	N/A	N/A	N/A
Restr. †	\$12,148	N/A	N/A	N/A	N/A
Unrestr. ††	\$5,067	\$5,067	100.00	\$4,690	108.04
Avg. Teacher Salary	\$76,473	\$76,473	100.00	\$57,931	132.01

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

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

SARC Data

DataQuest

DataQuest is an online data tool located at dq.cde.ca.gov/dataquest/ that contains additional information about Ross Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Ross Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Ross Elementary School is San Rafael Public Library.

Address: 1100 E St., San Rafael

Phone Number: (415) 485-3323

WebSite: <http://www.srpubliclibrary.org>

Number of Computers Available: 10

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ross Elementary School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in October 2014.