

SCHOOL ACCOUNTABILITY REPORT CARD

PETE W. ROSS ELEMENTARY SCHOOL

Phil Yoon
Principal

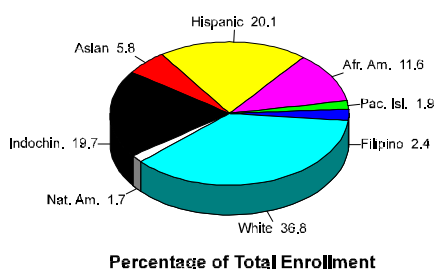
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MARCH 1997
San Diego City Schools

SCHOOL PROFILE

Ross Elementary School is located in the Kearny Mesa section of San Diego. The total enrollment in September 1996 was 467. The school population is about 37 percent white, but a large number of children participating in the Voluntary Ethnic Enrollment Program (VEEP) and the Children's Center help contribute to a well-balanced ethnic community at Ross. Average daily attendance is nearly 95 percent and the adjusted daily attendance is over 99 percent.

**Student Racial/Ethnic Composition
1996-97**



MISSION AND GOALS

San Diego City Schools has adopted a mission statement to guide the district in providing educational programs.

It is the mission of [our district] to educate all students in an inte-

grated setting to become responsible, literate, thinking, and contributing members of a multicultural society through excellence in teaching and learning.

All district schools have set several goals in each of four major areas to accomplish this mission:

- Improving student learning
- Improving teaching
- Enhancing integration and diversity
- Enhancing shared decision-making and community involvement

The Ross School staff strive to promote academic excellence. We believe all students have a right to learn and teachers have a right to teach; therefore, we established standards to assure a positive classroom and school environment conducive to learning. We believe that education is a team effort involving children, parents, and teachers, with necessary resource personnel and instructional materials to meet the needs of each child.

Our goals for this year are to:

- Raise the achievement of the students who are below the 50th percentile level
- Provide staff support and training to parents seeking to improve their children's academic or behavioral performance
- Continue the implementation of a single site plan and school restructuring, with

REPORT CARD MEETING, INFORMATION

Date: April 21, 1997

Time: 2:30 p.m.

Place: Room 1

Proposition 98 requires all public schools in California to provide information about themselves to the public through a School Accountability Report Card. This report card examines Ross Elementary's policies, programs, and progress. At an SSC/Governance meeting on April 21 at 2:30 p.m. parents can discuss the report card and ask questions.

More information about all areas covered in this report card is available at Ross Elementary School. We invite parents to come to Ross Elementary to look at these materials, to meet their children's teachers, and to expand their involvement in their children's education.

site based management and shared decision-making.

Our report card is organized around the four district goal areas. This will help parents understand our school's strengths and weaknesses as well as our success in improving the school by meeting the goals we have set.

STUDENT LEARNING

STUDENT ACHIEVEMENT

How are students doing?

Ross Elementary continues to strive toward academic excellence. Test scores are only one reflection of student progress toward becoming a literate and thinking person. We want to make learning a meaningful experience. As a result,

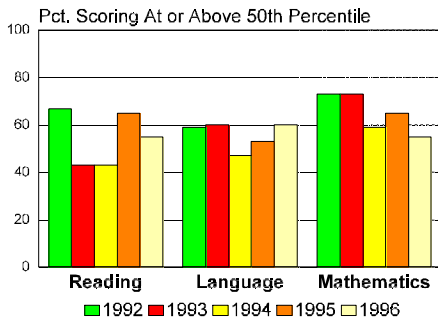
we hope to see continued improvement in all academic areas.

San Diego City Schools English-speaking students in grades 2 through 10 take the Abbreviated Stanford Achievement Test (ASAT) to measure their academic progress in basic skills (reading, mathematics, language, and spelling).

Students whose classes are taught in Spanish take *Apranda*, the Spanish Language Achievement Test measuring the same skill areas.

Ross students compare favorably with district average scores and achieve above their expected comparison score band of similar type schools. Individual ASAT

Grade 5 ASAT Results



scores were provided to parents at the November conferences. If you have not seen your child's test scores, contact your child's teacher.

SCHOOL-TO-CAREER TRANSITION

How are students prepared for the world of work?

Students need to think early about what they want to do when they graduate. Ross encourages teachers to discuss careers in the classroom. Additionally, a career fair is held annually at which representatives from about 20 different

careers come to Ross to set up a display and provide information to students about their field.

ATTENDANCE/DROPOUTS

Do students attend and stay in school?

YES! Attendance is a very important part of the educational process at Ross Elementary. An important goal is to keep students in school. Our 1995-96 rate was 95.3 percent.

Attendance Rates		
Year	% Absences Unexcused	% Actual Attendance
1991-92	9.9	95.6
1992-93	7.2	95.4
1993-94	5.5	95.3
1994-95	12.2	94.7*
1995-96	16.0	95.3*

* Does not include staff development days.

In an effort to reduce unexcused absences, we will call parents to verify all absences unless we have had a telephone call or note on the day of the absence.

Special awards are given for perfect attendance. Counseling is available for students and parents when a serious attendance problem arises.

DISCIPLINE AND CLIMATE FOR LEARNING

Is this school a good place to learn?

YES! Ross Elementary is a safe, caring environment in which children can grow socially and academically.

The discipline program is firmly, fairly, and consistently enforced. School discipline guidelines are outlined in the Ross Roadrunner folder sent home to parents. In addition, every classroom teacher outlines a personal discipline program early in the year in a letter to parents. Counseling is available to students who have difficulty maintaining these standards.

Ross maintains a positive school climate by recognizing the good things students do. Certificates are awarded quarterly to three or four students in each classroom for outstanding citizenship or academic achievement.

TEACHING QUALITY

TEACHING ASSIGNMENTS

Do we have qualified teachers?

Every teacher at Ross is properly credentialed to teach at the appropriate grade level. Special education personnel in the Special Education Early Childhood (SEEC) program have received appropriate training in their field. Many teachers have advanced degrees and specialized training, including the language development specialist certificate, to help them meet the needs of their students.

TEACHER/ADMINISTRATOR EVALUATION

How are teachers and administrators evaluated?

The principal formally evaluates tenured teachers every two years. Temporary or probationary teachers are observed frequently and evaluated yearly. If a teacher's performance is not effective, the principal identifies areas requiring improvement and develops a program for improvement with the teacher. The principal is also evaluated every two years by a central office supervisor.

If you are concerned about a teacher, administrator, or other staff member, there are steps that you can take. You can find them in *Facts for Parents* sent home with every student at the start of the school year. You may call the principal or the School Services Division to discuss this subject at any time.

SUBSTITUTES

Do we have qualified substitutes?

The district has a pool of substitute teachers available for assignment when a classroom teacher is absent.

By state law, credentialed teachers may substitute at any grade level and in any subject. We try to place substitute teachers in their area of expertise.

INSTRUCTIONAL AND LEADERSHIP QUALITY

What is Ross doing to improve?

Ross has a school site plan and is working to restructure all of the educational programs. New ideas are explored and innovative and successful programs from other schools are examined to help

develop a plan for the future. This plan will meet the particular needs of our student population.

INSTRUCTIONAL TIME

How much time is there for instruction?

All district schools meet or exceed state requirements for annual instructional minutes. Ross Elementary will have 42 minimum days this year. The time children do not attend on minimum days is allocated to other days of the week. These minimum days are used to free up time for staff development, parent consultation, and teacher planning coordination.

Instructional Minutes, 1996-97		
Grade Level	Annual Instructional Minutes	
	School	State Requirement
K	44,100	36,000
1-6	54,504	54,000

TRAINING AND CURRICULUM IMPROVEMENT

What are we doing to support staff improvement?

Ross offers several workshops each year to train staff in the teaching of new curriculum, health and safety, in increasing students' self-esteem, and in effective discipline techniques.

The Instructional Media Center is available for teachers to get ideas for bulletin boards, laminating, and holiday activities.

Teachers have received training and administrative support and are encouraged to share innovative and successful ideas with each other. The principal encourages staff to attend conferences, workshops, and to visit other schools.

COUNSELING AND SUPPORT SERVICES

What kind of support does Ross offer students?

Ross offers a variety of support services:

- Our district counselor is assigned two days per week to assist students with problems ranging from chronic tardiness to disruptive behavior.
- Our student center is open during school hours and is staffed by an experienced counseling aide, who supervise students with class behavior problems.
- Our school psychologist is on campus one day per week or as needed for testing, counseling, and referral services.

REPORT CARD COMMITTEE

The Ross Elementary School Accountability Report Card was developed by school staff.

- Our school nurse is here two days each week. She makes sure students are properly immunized, and monitors health problems to prevent the spread of infectious illnesses in the school.
- A certificated teacher works up to 20 hours per week to provide basic reading and math support to students who are falling behind in their schoolwork.
- Two resource specialists, one full-time and the other half-time, are assigned to Ross. They assist students who have identified learning handicaps that prevent learning at a normal pace.
- A learning, speech, and hearing specialist is on campus three days a week to test and work with students who have identified speech and hearing needs.
- A full-time credentialed primary language teacher and one aide are available to students needing to be instructed in Vietnamese.
- An adaptive physical education teacher works with students two days a week, based on individual need.
- Every classroom has an aide for two hours daily assisting with classroom activities and paperwork. Kindergarten and SEEC classrooms have full-time aides.

TEXTBOOKS AND INSTRUCTIONAL MATERIALS

How current are our materials?

The district decides which textbooks will be used and provides them to schools according to enrollment. New textbooks in a subject area are adopted every eight years according to the state textbook review cycle. This year schools will use newly adopted textbooks and materials in mathematics.

All students have access to the school library on a regular basis, and new books are purchased as the library budget permits.

SCHOOL FACILITIES AND SAFETY

How clean, safe, and orderly is our school?

Ross Elementary School is fortunate to have an attractive campus and an atmosphere of order and cleanliness. Our school is over 35 years old and simply does not have the amenities available in new schools in the district.

To promote student safety, a disaster preparedness plan and procedures for student emergencies are reviewed with the staff and students. Fire drills take place monthly and earthquake drills take place twice a year. Adult supervision is provided before school, during recess, during lunch, and when students are dismissed for the day.

CLASS SIZE

Are classes too large?

On December 20, 1996, Ross had the following class sizes:

Class Size by Grade Level								
K	1	1-2	2	3	3-4	4	5	Sp Ed
30	20	17	19	29	29	32	33	8
29	20		20	28			30	12
29	20		20					
	20		19					

We believe we could do a better job in teaching our students if enrollments were lower. In grades 1 and 2, the average district class size has been reduced from 25.5 to 20 students. In addition, we have ten instructional and other aides who offer students more chances to work with adults. Our efforts to restructure include looking for other ways to provide smaller classes for students.

INTEGRATION AND DIVERSITY

RACE AND HUMAN RELATIONS

Do students get along with each other?

Ross students have traditionally worked and learned together with a minimum of conflict. Respect for individual

differences, whether because of culture or physical appearance, is taught from kindergarten through the fifth grade. Individual students who have problems adjusting to other students are referred for counseling to help them develop re-

spect and understanding. The student council is active in sponsoring activities which promote school pride. Ross is proud of its cultural diversity, and the staff's positive attitude fosters pride in the students.

SHARED DECISION-MAKING

COMMUNITY INVOLVEMENT

Does Ross welcome parent and community involvement?

Ross appreciates and admires the wonderful parents and volunteers who make it possible for Ross to have some “extras.” Parents who volunteer classroom time, student teachers, PTA members, room parents who provide treats on spe-

cial days, parents and community members who serve on school and district committees—everyone is applauded for outstanding work.

If you are not currently active in school activities, here’s how you can get involved:

- Become a member of one of the school committees which make important decisions about Ross Elementary. Parents

serve as volunteers at school and on our school site governance team. This team helps our school by reviewing policies and making decisions that will best benefit our students. For more information, please call 496-8300.

- Join the PTA and attend its meetings.
- Volunteer to help out in a school program. Call 496-8300.

FINANCES

EXPENDITURES AND SERVICES OFFERED

Where does it all go?

The adjoining budget chart shows the major areas of district funding for Ross Elementary and other district schools. It includes all monies budgeted from the general fund except those for transportation, maintenance and operations, and district administration.

Each school receives an instructional budget based on enrollment and programs and on formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

School Budget, 1995–96		
Budget Category	Dollars per Pupil*	
	School	Elem. Avg.
General Operations	2,589	2,355
Special Education	399	383
Integration	104	193
Gifted and Talented	0	19
External Funding	260	381
Total	3,353	3,331

General Operations—services, materials, and support to the general education program

Special Education—programs offering students with special needs appropriate, individualized education

Integration—the district’s voluntary integration effort to counter the racial/ethnic isolation of pupils

Gifted and Talented—specialized learning assistance for students with great ability, achievement, or potential

External Funding—monies from agencies (e.g., federal, state) earmarked for specific services

* Based on total student enrollment.

Salary and Budget Data, Teachers and Administrators, 1994–95		
Position	Unified Districts (20,000+ ADA)	San Diego (124,545 ADA)
	Annual Salary (\$)	
Beginning Teacher	27,337	24,881
Midrange Teacher	42,801	39,136
Highest Teacher	49,804	48,546
School Principal Avg.	67,179	68,600
Superintendent	111,308	140,000
Salary Category	Pct. of Budget†	Pct. of Budget†
Administrative	5.2	4.2
Teacher	43.7	41.6

† Percentage of general fund expenditures. Does not include benefits.