

SCHOOL ACCOUNTABILITY REPORT CARD

PETE W. ROSS ELEMENTARY SCHOOL

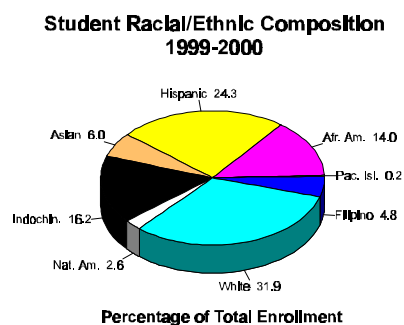
Phil Yoon
Principal

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MARCH 2000
San Diego City Schools

SCHOOL PROFILE

Ross Elementary School is located in the Kearny Mesa section of San Diego. The total enrollment in September 1999 was 422. The school population is about 36 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 over 95 percent.



MISSION AND GOALS

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

The mission of San Diego City Schools is to improve student achievement by supporting teaching and learning in the classroom.

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

San Diego City Schools has created an Institute for Learning to support high performance learning at all school sites. The focus of the Institute is to study learning and instructional practice to improve student achievement and enhance teaching. The Institute for Learning is establishing a system that commits teachers and administrators to a common focus on instruction and learning.

The Institute has focused on literacy for the past two years. The San Diego Literacy Framework has been developed to outline and guide a balanced literacy program. The framework provides instructional approaches that will support students in learning to read, write, and speak successfully. Next year mathematics will be a parallel focus of the Institute. Mathematical proficiency will be achieved through a standards-based curriculum, research-based instructional strategies, high quality professional development, and appropriate assessments.

The Ross School staff 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:

all academic areas.

San Diego City Schools students in grades 2-11 take the Stanford Achievement Test, Ninth Edition (SAT 9), to measure their academic progress in basic skills as part of the state Standardized Testing and Reporting (STAR) Program. Spanish-speaking English learners enrolled in a California school less than 12 months or enrolled in a California school

REPORT CARD MEETING, INFORMATION

Date: May 8, 2000

Time: 2:30 p.m.

Place: Staff Lounge

All public schools in California must provide information about themselves to the public through a School Accountability Report Card. This report card examines Ross Elementary's policies, programs, and progress. On May 8 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.

- 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 site based management and shared decision-making.

for more than 12 months and receiving language arts instruction in Spanish are also tested on the Spanish Assessment of Basic Education, Second Edition (SABE/2), a 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 SAT 9

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.

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 1998-99 rate was 95.6 percent.

In an effort to reduce 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. Our Partner in Education (California Coast Credit Union), awards students for perfect attendance and punctuality with a drawing for a savings bond three times a year. New Cars Inc. awards students with perfect attendance with a drawing for a bicycle, three times a year.

Counseling is available for students and parents when a serious attendance problem arises.

Attendance		
Year	Number of Absences	% Actual Attendance
1994-95	4,926	94.7
1995-96	4,209	95.3
1996-97	3,564	95.5
1997-98	3,408	95.6
1998-99	3,270	95.6

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.

Suspensions and Expulsions		
Year	Suspension Rate*	Expulsions
1994-95	2.3	0
1995-96	1.8	0
1996-97	0.0	0
1997-98	3.7	0
1998-99	4.3	0

* Suspensions per 100 Students.

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 and in our ILS class 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 plan for improvement with the teacher.

The principal is also evaluated every year in a similar manner by a central office supervisor.

If you are concerned about a teacher, principal, administrator, or other staff member, there are steps that you can take. You should discuss your concerns with the principal. You may call the district Support Systems office for assistance after you have talked to the principal.

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?

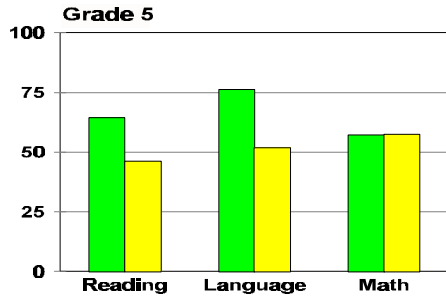
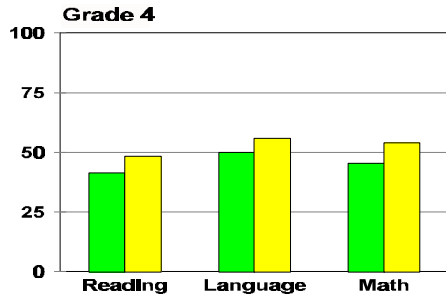
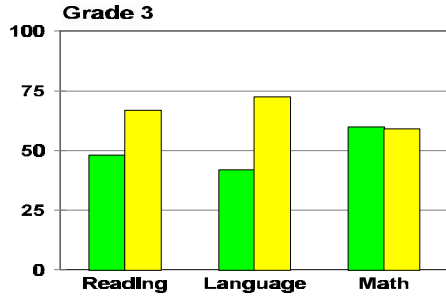
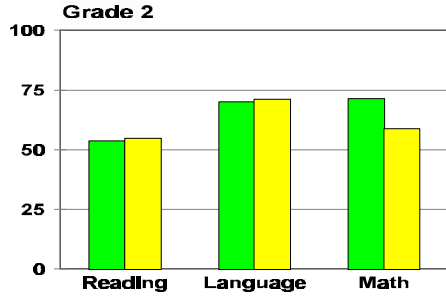
All district schools meet or exceed state requirements for annual instructional minutes. Ross Elementary will have 42 minimum days this year. The time children do not attend on minimum days is allocated to other days of the week. These minimum days are used to free up time for staff development, parent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

All elementary schools have implemented a three-hour literacy block. Students spend three hours a day actively engaged in literacy activities and lessons that are guided by the San Diego Literacy Framework.

Instructional Minutes, 1999-2000		
Grade Level	Annual Instructional Minutes	
	School	State Requirement
K	57,564	36,000
1-5	54,504	54,000

SAT 9 Results

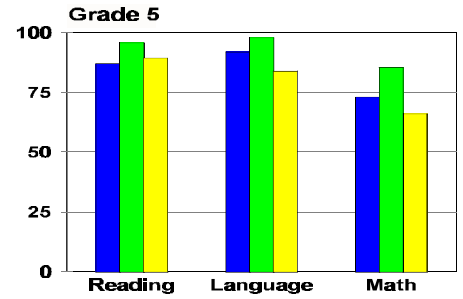
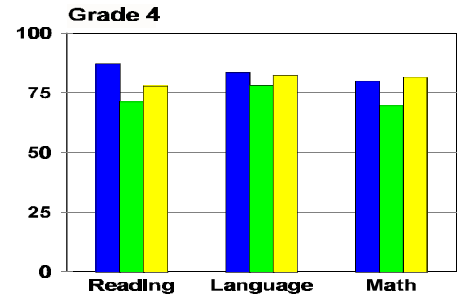
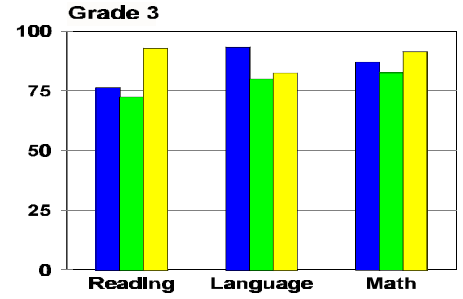
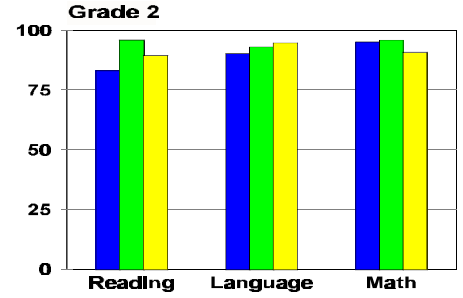
Pct. Scoring at or above 50th Percentile



* N < 10 1998 1999

Grade Results

Pct. Achieving at or above Satisfactory



* N < 10 1997 1998 1999

Class Size Distribution, 1997-98						
Grade Level	1-15	16-20	21-25	26-30	31-35	36+
K	1	2				
1	1	1				
1-2, 2		4				
2-3, 3		1		2		
4, 4-5				1	2	
Special Ed.	6					

Class Size Distribution, 1998-99						
Grade Level	1-15	16-20	21-25	26-30	31-35	36+
K		3				
K-1, 1		2				
1-2, 2		3				
2-3, 3		4				
4-5					2	
5					1	
Special Ed.	7					

Class Size Distribution, 1999-2000						
Grade Level	1-15	16-20	21-25	26-30	31-35	36+
K		4				
1		4				
2		3				
3		4				
4					2	
5					2	
Special Ed.	2					

State Class Size Reduction Program Participation	
Year	Percent of Grade K-3 Students Participating
1996-97	100.0*
1997-98	100.0
1998-99	100.0

* State program included only grades 1 and 2.

Teacher Credentialing Data					
Year	Number of Classroom Teachers				Working Outside Subject Area of Credential
	Total	With Appropriate Credential	With Emergency Credential	Without Credential	
1997-98	23	23	0	0	0
1998-99	24	24	0	0	0
1999-00	23	23	0	0	0

■ TRAINING AND CURRICULUM IMPROVEMENT

What are we doing to support staff improvement?

Our school administrators attend monthly instructional conferences to receive training on specific areas of the San Diego Literacy Framework. They use the information learned to help guide staff development for teachers at Ross. Teachers are provided opportunities to study and improve instructional practice through grade level/department meetings, visitations to other classrooms to observe instruction, participation in study groups, and direct training on specific instructional strategies.

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.

Two year ago, Ross held four staff development days during the school year. Last year, there were two staff development days on reading and literacy before the start of the school year and this year three.

■ 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.
- Our school psychologist is on campus one day per week or as needed for testing, counseling, and referral services.
- 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.
- Ross has a half-time resource specialist who coordinates special education services on the site and provides direct services to children with learning handicaps, as identified on students individualized education plans.
- A learning, speech, and hearing specialist is on campus four days a week to test and work with students who have identified speech and hearing needs.
- An adaptive physical education teacher works with students two days a week, based on individual need.
- Every classroom has an aide for three hours daily assisting with classroom activities and paperwork. ILS and SEEC classrooms have full-time aides.
- The After-School Reading Program is for second and third grade students. This program is designed to bring students up to their grade level in reading.
- The Adventure Program provides child care after school for all grade levels. There is a nominal charge for this service.

■ TEXTBOOKS AND INSTRUCTIONAL MATERIALS

How current are our materials?

The district adopts textbooks and instructional materials each year based on a six- to eight-year cycle implemented by the state. This year teachers and students in elementary schools will use newly adopted textbooks and materials in music. History/social science will be imple-

menting next year.

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

This year we have had the opportunity to update our library media collections through use of state funds specifically designated for library materials. We have been able to renew our library collection with current, accurate, appealing, and challenging materials to meet the curriculum and literacy needs of our students.

REPORT CARD COMMITTEE

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

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■ 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 36 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?

Ross Elementary's class sizes for the last three years and its participation in the state's Class Size Reduction Program are shown on page 4.

INTEGRATION AND DIVERSITY

■ RACE AND HUMAN RELATIONS

Do students get along with each other?

Ross students have traditionally worked and learned together with a mini-

mum 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 respect and understanding. 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, room parents who

provide treats on special 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 de-

isions 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 (858) 496-8300.

- Volunteer to help out in a school program. Call (858) 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, 1998–99		
Budget Category	Dollars per Pupil*	
	School	Elem. Avg.
General Operations	3,883	2,928
Special Education	605	410
Integration	102	264
Gifted and Talented	0	20
Special Projects	323	385
Total	4,913	4,008

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

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

* Based on total student enrollment.

Salary and Budget Data, Teachers and Administrators, 1997–98		
Position	Unified Districts (20,000+ ADA)	San Diego (131,593 ADA)
	Annual Salary (\$)	
Beginning Teacher	30,521	28,670
Midrange Teacher	47,729	43,565
Highest Teacher	57,429	57,863
School Principal Avg.	75,942	78,293
Superintendent	129,993	185,000
Salary Category	Pct. of Budget†	Pct. of Budget†
Administrative	4.8	4.1
Teacher	43.2	42.1

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