

## SCHOOL ACCOUNTABILITY REPORT CARD

# PETE W. ROSS ELEMENTARY SCHOOL

Phil Yoon  
Principal

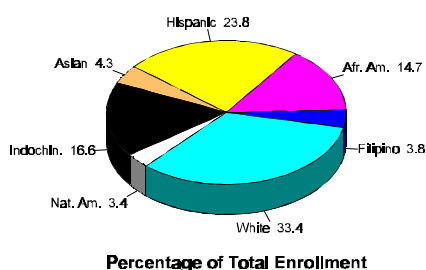
7470 Bagdad Street  
San Diego, CA 92111  
(858) 496-8300

MARCH 2001  
San Diego City Schools

## SCHOOL PROFILE

Ross Elementary School is located in the Kearny Mesa section of San Diego. The total enrollment in September 2000 is 416. 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.

**Student Racial/Ethnic Composition  
2000-01**



## MISSION AND GOALS

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

San Diego City Schools' Institute for Learning focuses on instruction and learning. The Institute helps schools im-

prove student achievement by improving instruction. Teachers and administrators engage in ongoing professional development in literacy and mathematics instruction.

In Spring 2000, the district introduced the *Blueprint for Student Success in a Standards-Based System*, a comprehensive plan focusing the entire district on teaching and learning for all students.

The *Blueprint* established districtwide assessments and performance expectations in literacy and mathematics to ensure that district students are held to the same standards and receive support if they fall below grade level. *Blueprint for Student Success* strategies of prevention, intervention, and retention/acceleration are directed toward providing all students with the best teaching, the richest learning environment, and time and support to meet high standards.

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:

- Raise the achievement of the students

## REPORT CARD MEETING INFORMATION

**Date:** May 14, 2001

**Time:** 3:45 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 14 at 3:45 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.

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.

## 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 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 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.

This year, the California State Department of Education identified Ross Elementary School as one of the top 15 schools of its kind in the state for the 1999-2000 STAR testing. We ranked in

the top 20 percent of all schools in the state, and were at the very top when compared against similar 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.

In an effort to reduce absences, we will call parents to verify all absences unless we have had a telephone call or note on

Attendance		
Year	Number of Absences	% Actual Attendance
1995-96	4,209	95.3
1996-97	3,564	95.5
1997-98	3,408	95.6
1998-99	3,270	95.6
1999-00	3,174	95.8

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.

**DISCIPLINE AND CLIMATE FOR LEARNING**

***Is this school a good place to learn?***

YES! Ross Elementary is a safe, car-

ing 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
1995-96	1.8	0
1996-97	0.0	0
1997-98	3.7	0
1998-99	4.3	0
1999-00	5.7	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 Integrated Life Skills (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 and probationary teachers are evaluated yearly. All teachers are observed frequently. 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 evaluated every year 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 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 39 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.

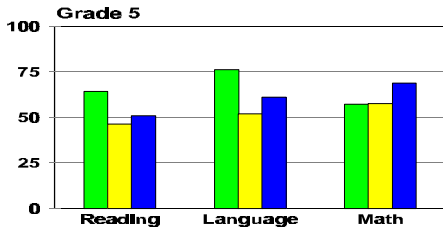
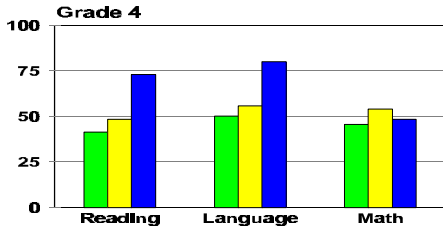
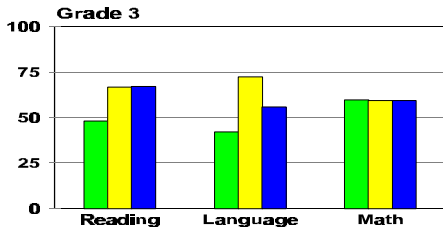
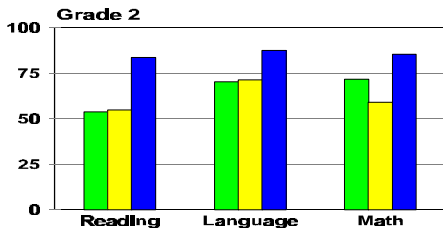
Instructional Minutes, 2000-01		
Grade Level	Annual Instructional Minutes	
	School	State Requirement
K	59,523	36,000
1-5	56,463	54,000

## SAT 9 Results

Pct. scoring at or above 50th percentile

No Mandated Testing at Kindergarten

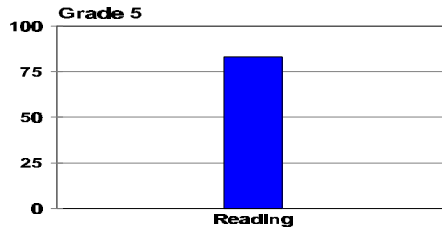
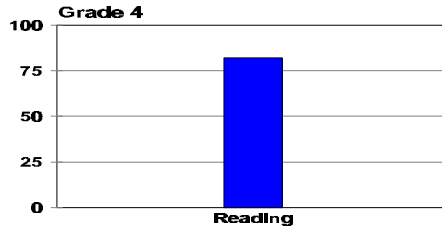
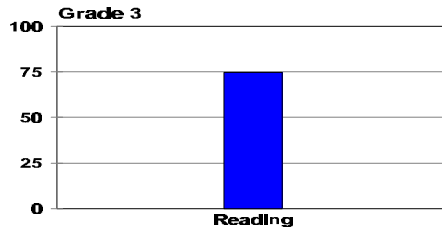
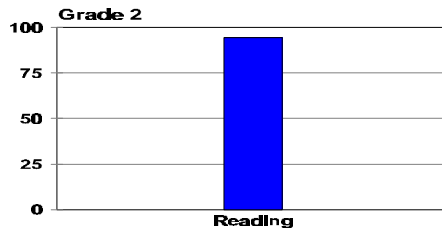
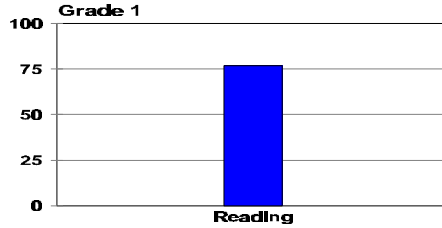
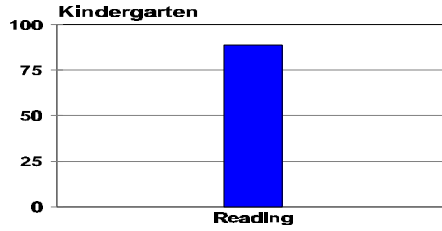
No Mandated Testing at Grade 1



\* N < 10      1998    1999    2000

## District Assessments

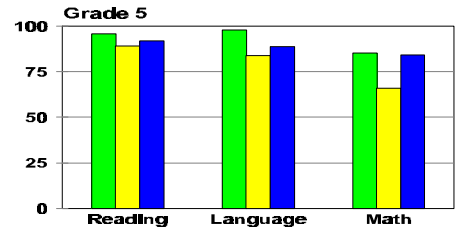
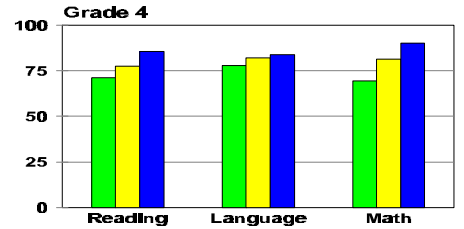
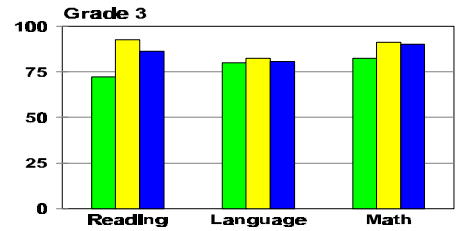
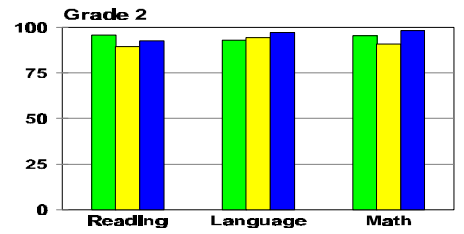
Pct. scoring near, at, or above grade level



\* N < 10      2000

## Grade Results

Pct. achieving at or above Satisfactory



\* N < 10      1998    1999    2000

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					

Class Size Distribution, 2000–01						
Grade Level	1–15	16–20	21–25	26–30	31–35	36+
K		4				
K–1, 1	1	4				
2		3				
2–3, 3	1	2				
4					2	
5				1	1	
Special Ed.	2					

State Class Size Reduction Program Participation	
Year	Percent of Grade K–3 Students Participating
1997–98	100.0
1998–99	100.0
1999–00	100.0

Teacher Credentialing Data					
Year	Number of Classroom Teachers				Working Outside Subject Area of Credential
	Total	With Appropriate Credential	With Emergency Credential	Without Credential	
1998–99	24	24	0	0	0
1999–00	23	23	0	0	0
2000–01	21	21	0	0	0

## ACADEMIC PERFORMANCE INDEX

The Academic Performance Index (API), the cornerstone of California’s accountability system, measures the academic performance and growth of schools. The index, ranging from 200 to 1000, indicates a school’s performance level. The statewide API goal for all schools is 800. Annual interim targets are set for each school. API scores are calculated on the basis of SAT 9 test performance for each school and for the school’s numerically significant subgroups

2000 API Summary	
Category	Result
Schoolwide API	762
Growth from Prior Year	48
State Decile Rank	8
African American API	—
Asian API (incl. Indochinese)	773
Filipino API	—
Hispanic API	698
White API	816
Economically Disadvantaged API	739
Met All Targets?	Yes

## ■ TRAINING AND CURRICULUM IMPROVEMENT

### *What are we doing to support staff improvement?*

Our school administrator attends monthly instructional conferences to receive training on specific areas of the San Diego Literacy Framework. He uses 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.

No staff development days are held on school days. For the last two years there have been three staff development days held before the school year began. Two years ago there were two such staff development days.

## ■ 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

## 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-

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 five 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 40 minutes daily assisting with classroom activities and paperwork. ILS and SEEC classrooms have full-time aides.
- The Before-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 Club Program and "6 to 6" Program provides child care after school for all grade levels. There is a nominal charge for the Adventure Club. There is no charge for the "6 to 6" Program.

### ■ 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 social studies.

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

State funds specifically designated for library materials and equipment were

used to purchase a large number of books. Respect for individual differences, whether because of culture or physical appearance, is taught from kindergarten through the fifth grade. Individual students who have problems

## REPORT CARD COMMITTEE

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

provided again this year to update our library media collections. We have been able to renew our library collection with current, appealing, and challenging materials, including fiction, non-fiction, multimedia, and reference materials, to meet the curriculum and literacy needs of our students.

### ■ 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.

All district schools have developed a comprehensive school safety plan that meets state requirements. The safety plan includes disaster procedures, procedures for safe entry and exit of pupils, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, any school dress codes, and school discipline policies.

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.

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 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 (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.

<b>School Budget, 1999–2000</b>		
<b>Budget Category</b>	<b>Dollars per Pupil*</b>	
	<b>School</b>	<b>Elem. Avg.</b>
General Operations	4,193	3,433
Special Education	726	466
Integration	75	237
Gifted and Talented	0	22
Special Projects	459	544
<b>Total</b>	<b>5,454</b>	<b>4,703</b>

**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.

<b>Salary and Budget Data, Teachers and Administrators, 1998–99</b>		
<b>Position</b>	<b>Unified Districts (20,000+ ADA)</b>	<b>San Diego (129,630 ADA)</b>
	<b>Annual Salary (\$)</b>	
Beginning Teacher	31,680	29,663
Midrange Teacher	49,481	45,074
Highest Teacher	59,895	60,311
School Principal Avg.	78,145	81,184
Superintendent	137,350	185,000
<b>Salary Category</b>	<b>Pct. of Budget†</b>	<b>Pct. of Budget†</b>
Administrative	4.8	4.0
Teacher	43.7	41.4

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