

# Fort Ross Elementary School

## School Accountability Report Card

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

#### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

**Contact Information (School Year 2018-19)**

School Contact Information	
School Name	Fort Ross Elementary School
Street	30600 Seaview Rd.
City, State, Zip	Cazadero, CA 95421-9636
Phone Number	(707) 847-3390
Principal	John Markatos
E-mail Address	fresd@mcn.org
Web Site	www.fortrossschool.org
CDS Code	49 70698 6051726

<b>District Contact Information</b>	
<b>District Name</b>	Fort Ross Elementary School District
<b>Phone Number</b>	(707) 847-3390
<b>Superintendent</b>	John Markatos
<b>E-mail Address</b>	fresd@mcn.org
<b>Web Site</b>	www.fortrossschool.org

### **School Description and Mission Statement (School Year 2018-19)**

Fort Ross Elementary School was established in 1885. It is located in northwest Sonoma County, near the coast and just inland from Fort Ross State Historic Park and Timber Cove; the campus is situated on a ridge surrounded by a beautiful redwood grove. The school serves students in kindergarten through grade eight. There were two grade level configurations for the 2018-19 school year: grades TK-4 and grades 5-8. The school's mission statement, guiding principles and goals are described below:

Mission Statement: The Fort Ross School District and the Community that supports it shall educate, inspire, and empower our students to become skilled individuals, responsible decision-makers, life long learners, and creative members of this community and the world.

#### **Guiding Principles:**

1. Provide a high quality balanced education focused on helping students maximize their potential and achieve life long goals by providing skills, concepts, applications, and fostering creativity and learning opportunities.
2. Develop a positive self-image, sensitivity to and respect for the rights of others and the environment.
3. Provide a safe, supportive environment free from physical and psychological harm which enables students to accept responsibility for their choices.
4. Create an environment of mutual growth, support and understanding within the school and the greater community.

#### **Goals:**

1. To adopt budgets that implement district goals, are fiscally sound, and allow appropriate reserves.
2. To maintain quality instruction that meets state standards, provides needed instructional materials for an articulated K-8 curriculum integrating technology and the arts.
3. To encourage students to pursue academic excellence, develop self-esteem, become responsible individuals, and have respect for the rights of others.
4. To have a safe, attractive facility that provides for maximum use by the school and the community and is consistently maintained.
5. To provide professional development opportunities to maximize the potential of staff, including instructional assistants, teachers, bus drivers and administration
6. To connect students with larger community resources in order to broaden educational opportunities. These guiding principles and goals are the foundation upon which the staff strives to provide a high-quality education to its diverse student body, including a significant number of English Learners. The teachers are also heavily invested in the implementation of the California common core educational standards.

Fort Ross Elementary School is the center of the community and is supported by local residents even if they do not have children currently in attendance. Many volunteer at the school and bring their talents, whether in biology, astronomy, technology, music or cooking to share with the students; the curriculum and culture of the school are greatly enriched by their contributions. In exchange, the school opens its facilities for community events and meetings, including the weekly Sunday Market. Fort Ross School is truly an integral part of the community it serves.

**Student Enrollment by Grade Level (School Year 2017-18)**

Grade Level	Number of Students
Kindergarten	2
Grade 1	1
Grade 3	4
Grade 4	4
Grade 5	1
Grade 6	5
Grade 7	1
Grade 8	1
<b>Total Enrollment</b>	<b>19</b>

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

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	42.1
Native Hawaiian or Pacific Islander	0.0
White	57.9
Socioeconomically Disadvantaged	78.9
English Learners	31.6
Students with Disabilities	10.5
Foster Youth	5.3

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	3	3	4	4
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

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

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. ELA and Math adoptions are current. Science materials are being piloted.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Eureka, The Wheatley Portfolio, 2015  Houghton Mifflin, Collections, 2015  Houghton Mifflin, Traditions adopted in 2008  Houghton Mifflin, Expeditions adopted in 2007  Houghton-Mifflin, Journeys, 2016  McDougal Littell, Language of Literacy adopted in 2007  SIPPS: Phonics, 2015	Yes	0
<b>Mathematics</b>	Houghton Mifflin, CA Math adopted in 2008  McDougal Littell, Pre-Algebra adopted in 2009  McDougal Littell, Algebra Readiness adopted in 2009  McDougal Littell, CA Algebra adopted in 2008  Eureka, Engage New York Math adopted 2015  Houghton Mifflin: Math Expressions adopted 2015	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	Delta Education, FOSS CA Edition adopted in 2007  Glencoe, Focus-Earth Science adopted in 2008  Holt, CA Life Science adopted in 2001  Glencoe, Focus on Physical Science adopted in 2007	Yes	0
<b>History-Social Science</b>	Houghton Mifflin, My World... adopted in 2007  Houghton Mifflin, California adopted 2008  TCI, History Alive! Ancient World adopted in 2006  TCI, History Alive! Medieval World adopted in 2006  TCI, History Alive! US through Industrialism adopted in 2006	Yes	0
<b>Visual and Performing Arts</b>	all students participate in supplementary art and music programs throughout the year		
<b>Science Laboratory Equipment (grades 9-12)</b>	All students have access to a first rate science laboratory.		

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Fort Ross School is in good operating condition. All facilities are maintained and supplied as needed and every effort is made to provide a safe and attractive campus for the enjoyment of students, staff, parents and the community at large. The school exterior was painted in the summer of 2011; interiors are painted as needed. The library and classrooms are wired and networked; a recently approved grant from the California High Speed Network Consortium significantly improved internet connectivity by providing a fiber-optic line to the school. The District's Prop. 39 Energy Expenditure Plan was implemented last Spring and has significantly reduced energy consumption. A large contingent of community volunteers turns out every August before school starts to clean windows, gutters, playgrounds and to prune trees, shrubs and maintain the flower beds.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: 12/10/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 12/10/2018</b>	
Overall Rating	Good

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	31.0	33.0	31.0	33.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	38.0	33.0	38.0	33.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	15	15	100.00	33.33
<b>Male</b>	--	--	--	--
<b>Female</b>	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	12	12	100.00	33.33
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	15	15	100	33.33
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	12	12	100	25
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

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

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

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

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

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	**	**	**
7	**	**	**

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

#### Opportunities for Parental Involvement (School Year 2018-19)

There are various opportunities for parental involvement at the school. These include School Site Council, Parents' Club, Board of Education and Fort Ross Education Foundation meetings. The District's Parental Involvement Policies, available at the school office, describe various ways parents may access school information and become participants in their students' educational process. Parents volunteer in the classroom, at school events such as field trips, the winter and spring shows, the school garden, the music program, fund raising and they can help maintain the campus in a clean and attractive manner. Additional information about involvement opportunities at the school is available from Superintendent/Principal John Markatos at (707) 847-3390.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.0	0.0	0.0	0.0	0.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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

Fort Ross Elementary School provides a safe, secure and positive learning environment. The school culture emphasizes a caring and respectful environment resulting in a minimum of disciplinary infractions. School rules and expectations are shared with students at the beginning of the year and with parents at Back-to-School Night. The Student Handbook includes a behavioral plan and provides for appropriate intervention strategies in the event they are needed. The School Safety plan includes procedures for ensuring student and staff safety; it was last reviewed by staff, the School Site Council and Parents Club in the Spring of 2018, and approved by the Board of Education on 3/19/18. The plan is located in the school office. Mandated reporters training is conducted annually in August utilizing the State's on-line program. Fire drills are held monthly and earthquake drills occur twice each year. Employees attend annual mandatory trainings on a variety of first aid and safety topics including: blood borne pathogens, anaphylactic shock, CPR, first aid and safety in the workplace as well as emergency preparedness. Members of the local fire department and the resident sheriff's deputy regularly visit the school to keep abreast of events and activities and they consider themselves a part of the school community.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K-4	17				11				11	1		
5-8	11	1			12	1			8	1		

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

\*\* "Other" category is for multi-grade level classes.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	0.02	N/A
Library Media Services Staff (Paraprofessional)	0.2	N/A
Psychologist	0.02	N/A
Social Worker		N/A
Nurse	0.03	N/A
Speech/Language/Hearing Specialist	0.03	N/A
Resource Specialist (non-teaching)	0.4	N/A
Other	0.2	N/A

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

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

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$28,066	\$9,933	\$18,133	\$63,845
District	N/A	N/A	\$18,133	63,845
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	87.2	1.0

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

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

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

The school receives federal categorical funding for Title II and Title III programs. Title II funding provides professional development training for teachers aimed at improving the educational programs. Title III funding is received through a consortium of small schools and is focused on providing supplementary services to English Learners. The school also receives federal REAP (Rural Education Achievement Program) money, utilized in the same way as Title I regulations allow, including funding Instructional aides and a consulting teacher who provides ELA and math support for at-risk students. The State Education Protection Act (EPA) money is used to support teacher salaries.

Additionally, the Fort Ross Education Foundation (FREF), the Coastal Hills Community Network (CHCP), individual parents and other citizens and the Fort Ross School Parents' Club provide funding for field trips and a variety of enrichment programs such as music, art and science. This community support ensures that both students and teachers have access to materials and opportunities necessary for a comprehensive program.

The school and district are served by a part-time Superintendent/Principal/Business Manager.

## Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	45,900	\$44,375
Mid-Range Teacher Salary	65,810	\$65,926
Highest Teacher Salary	79,951	\$82,489
Average Principal Salary (Elementary)	N/A	\$106,997
Average Principal Salary (Middle)	N/A	\$109,478
Average Principal Salary (High)	N/A	
Superintendent Salary	90,400	\$121,894
Percent of Budget for Teacher Salaries	27.0	32.0
Percent of Budget for Administrative Salaries	7.0	7.0

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

## Professional Development (Most Recent Three Years)

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period. XII. Instructional Planning and Scheduling

Certificated and classified staff participate in ongoing professional development. In 2016-2019, three days beyond the student school year were set aside for trainings focused on curriculum and instructional strategies, school climate and safety issues. Additionally, staff attended inservices during the school year on Thursdays (shortened-day schedule for this purpose) and during other release time. Such trainings are considered critically important to the maintenance and improvement of the school's instructional programs. Professional development information is shared with the Board of Trustees and the School Site Council. Teacher-principal meetings are used to assess professional development activities, and student performance data are collected and analyzed mid-year and at the end of the year per the school's Local Control Accountability Plan. The emphasis is on Common Core math, Common Core English Language Arts and science.