

# The Single Plan for Student Achievement

**School:** Ross Elementary  
**CDS Code:** 21 65433 6024673  
**District:** Ross Elementary School District  
**Principal:** Melissa Benson, K-4 Principal / Stacy Marshall, 5-8 Principal  
**Revision Date:** June 14, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**Position:** 5-8 Principal  
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**The District Governing Board approved this revision of the SPSA on June 14, 2017.**

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## School Vision and Mission

### Ross Elementary's Vision and Mission Statements

#### Mission:

Ross School District is committed to engaging learners in a safe, vibrant environment that supports academic rigor to ignite innovation.

#### Vision:

Ross School develops habits of heart, mind and action in all of our learners.

Ross School aims to graduate learners who possess the 5 C's:

- Content Knowledge and Skills
- Confidence in Learning, Demonstrating Resilience, Grit and Perseverance
- Compassion
- Collaborative Practices
- Creative Problem Solving Skills

#### Strategic Initiatives for 2015-2020:

- Invest in Learners
- Invest in Teaching Excellence
- Invest in Community Relationships

## School Profile

The Ross School District is a single-site school district, serving students in kindergarten through eighth grade in the community of Ross, CA. Ross School is an award winning, dynamic school committed to academic excellence and innovation. Habits of heart, mind and action are at the core of all decision making centered on the learner and their experience. Students are expected to apply their thinking and learning in a variety of highly engaging and forward thinking courses.

Curriculum is based upon the Common Core State Standards, grounded in rigor and differentiated supports for all levels of learners. In addition to core academic instruction, students are provided enrichment and innovative curricula taught by specialized teachers for music, art, physical education, reading, Spanish, technology integration, fabrication laboratory and STEM classes as part of the instructional program. The average class size for grades K-8 is 22 students. The average student to teacher ratio is 13:1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	43	46		43	46		41	46		100.0	100	
Grade 4	55	43		55	42		53	42		100.0	97.7	
Grade 5	41	57		41	56		39	56		100.0	98.2	
Grade 6	43	41		41	41		38	41		95.3	100	
Grade 7	23	44		23	42		22	42		100.0	95.5	
Grade 8	39	23		38	23		20	23		97.4	100	
All Grades	244	254		241	250		213	250		98.8	98.4	

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2505.0	2528.8		60	83		21	11		9	7		5	0	
Grade 4	2527.2	2543.6		51	60		25	21		15	17		5	2	
Grade 5	2568.0	2578.3		39	50		44	39		12	7		0	4	
Grade 6	2605.2	2580.3		44	34		37	41		10	17		2	7	
Grade 7	2614.6	2640.8		35	48		43	40		17	10		0	2	
Grade 8	2645.3	2639.3		24	39		21	52		8	4		0	4	
All Grades	N/A	N/A	N/A	44	54		31	33		12	10		2	3	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	54	74		39	26		7	0	
Grade 4	55	60		40	29		6	12	
Grade 5	38	46		62	48		0	5	
Grade 6	53	41		42	39		5	20	
Grade 7	41	64		50	33		9	2	
Grade 8	55	48		40	48		5	4	
All Grades	50	56		45	37		5	7	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	49	67		44	33		7	0	
Grade 4	38	48		57	45		6	7	
Grade 5	46	50		49	38		5	13	
Grade 6	58	46		32	41		11	12	
Grade 7	50	67		50	33		0	0	
Grade 8	60	61		35	35		5	4	
All Grades	48	56		46	38		6	6	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	51	48		44	50		5	2	
Grade 4	30	36		66	62		4	2	
Grade 5	36	36		62	63		3	2	
Grade 6	37	24		61	71		3	5	
Grade 7	50	26		45	74		5	0	
Grade 8	30	39		65	61		5	0	
All Grades	38	35		58	63		4	2	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	66	70		27	28		7	2	
Grade 4	34	48		34	52		9	0	
Grade 5	62	71		38	27		0	2	
Grade 6	55	39		45	54		0	7	
Grade 7	36	64		64	31		0	5	
Grade 8	45	52		55	43		0	4	
All Grades	50	59		40	38		4	3	

**Conclusions based on this data:**

- 1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	43	46		43	46		43	46		100.0	100	
Grade 4	55	43		54	42		49	42		98.2	97.7	
Grade 5	41	57		41	55		41	54		100.0	96.5	
Grade 6	43	41		41	41		41	41		95.3	100	
Grade 7	23	44		22	42		22	42		95.7	95.5	
Grade 8	39	23		38	23		36	22		97.4	100	
All Grades	244	254		239	249		232	247		98.0	98	

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2493.2	2516.1		40	63		49	33		7	2		5	2	
Grade 4	2489.5	2536.0		15	40		33	40		37	17		6	2	
Grade 5	2519.5	2566.3		17	39		29	39		39	19		15	4	
Grade 6	2596.4	2584.7		46	41		34	39		15	10		5	10	
Grade 7	2622.0	2640.7		59	52		23	31		9	14		9	2	
Grade 8	2625.0	2653.4		32	59		39	23		16	14		8	5	
All Grades	N/A	N/A	N/A	32	48		36	35		22	13		8	4	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	60	78		35	20		5	2	
Grade 4	29	55		49	36		22	10	
Grade 5	17	50		54	43		29	7	
Grade 6	56	49		34	39		10	12	
Grade 7	68	62		18	36		14	2	
Grade 8	36	64		53	23		11	14	
All Grades	42	59		42	34		16	7	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	47	65		49	30		5	4	
Grade 4	20	55		71	38		8	7	
Grade 5	22	35		56	56		22	9	
Grade 6	34	51		63	37		2	12	
Grade 7	68	64		23	36		9	0	
Grade 8	56	64		33	32		11	5	
All Grades	38	54		53	39		9	6	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	65	72		30	26		5	2	
Grade 4	27	43		51	50		22	7	
Grade 5	24	43		61	44		15	13	
Grade 6	44	41		46	44		10	15	
Grade 7	55	67		45	31		0	2	
Grade 8	31	36		58	59		11	5	
All Grades	40	51		49	41		12	8	

**Conclusions based on this data:**

1. Based on CAASP testing results, student performance "Increased significantly" by 26.5% in mathematics
2. Based on CAASP testing results, student performance "increased" in ELA by 9.8%

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Academic School Goal</b>
<b>LEA/LCAP GOAL:</b>
Increase student achievement for all students in English Language Arts and Mathematics
<b>SCHOOL GOAL #1:</b>
For the 2017-2018 school year, students fourth through eighth grades will increase their performance on the CAASPP by 1% in mathematics and show growth on local assessment data.
<b>Data Used to Form this Goal:</b>
Smarter Balanced Assessment Consortium (SBAC) and other local assessments
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
Track progress and proficiency of individual student and grade level performance through annual, benchmark, and local assessments.



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development 2017-2018	<ul style="list-style-type: none"> <li>• New Teacher Orientation August 17-22 focused on instruction and assessment</li> <li>• Provide ongoing BTSA Support</li> <li>• September 23rd/24th - (Developing Assessment Practices (NWEA/Standards based grading, assessing progress and proficiency, investing in staff and student culture)</li> <li>• October 23rd/24th- assessment and instruction</li> <li>• March 26th/27th - assessment and instruction</li> <li>• Continue investment in NBCT certification</li> </ul>	Administration	Increased Professional Development Support for Probationary and Temporary Certificated Staff.		General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Focus on Reporting and Assessment	Establish Standards based grading system, assessing progress and proficiency.	Administration				
Provide Community Engagement Opportunities to all Stakeholders	Speaker Series Ross School Coffee	Administration & teachers	General Fund			
(August 2016- June 2017) Redesign K-5 STEM Program	Continue membership with Silicon Valley Mathematics Initiative (SVMI) for professional development opportunities, materials, and assessments	STEM teacher, elementary teachers, MS science teachers, MS math teachers, Fab Lab teacher and MS art teacher	SVMI membership	4000-4999: Books And Supplies		
Provide ongoing Professional Development Support for Veteran Staff	(August-May) National Board Certification					
(August 2016- June 2017) Middle School electives classes include rigorous academic options	(Quarterly 2016-2017) Students are provided choice in elective courses. Assessment of enrollment numbers provides information about student interest and decisions about ongoing course offering. Include multiple mathematics pathways	Administration & MS teachers	Planet Bravo		Local Revenue-Parcel Tax	
Addition of opportunities period	ongoing					



## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Social Goal</b>
<b>LEA/LCAP GOAL:</b>
Invest in Community Relationships: Create a culture of caring
<b>SCHOOL GOAL #2:</b>
All students in the Ross School District will show growth in their perception of connection to peers, staff, and community members
<b>Data Used to Form this Goal:</b>
California Healthy Kids Survey (CHKS) and local surveys
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
The Ross School Site Council, Administration and Counseling Department will evaluate school climate by analyzing results from the annual CHKS and other assessment information as part of the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collect more extensive data and information about student connectedness. This additional data and the results of the CHKS will be used to assess school climate.	<p>August 2017-2018</p> <p>Provide multiple opportunities for feedback on peer-to-peer relationships. Conduct CHKS and review growth over time to identifying next steps. Conduct student/teacher programs, including Bear Families; Second Step guidance lessons; mentor program; and middle school Advisory.</p> <p>Expansion of middle school electives</p>	Site Council Members, Administration, School Counselor	Partial funding of School Counselor			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase student voice in ways to improve school climate and student teacher connectedness	<p>Work collaboratively with the middle school student leadership on ways to improve school climate and for an opportunity to include student voice in decision-making.</p> <p>Continue student participation of site council and broaden leadership opportunities and organizations for student voice and choice</p>	Site Council Members, Administration, School Counselor				
Finalize a Collaboration Rubric that is vertically articulated K-8	Work with stakeholders to develop a rubric to assess knowledge and skills in the area of collaboration	Administration, teachers and School Counselor				

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	12,000.00



## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Melissa Benson	X				
Jessa Hager		X			
Christina Leone		X			
Robyn Luhning				X	
Tracy Reid			X		
Melissa Slayen				X	
Jason Traut		X			
Brett Collins				X	
Hope Garbo				X	
Carrie Weinstein				X	
Nancy Svendsen				X	
Annelisa Svendsen					X
Martha Fishburne					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>4</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.