School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ramona Elementary School	56725386055362	October 21, 2021	November 17, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Ramona Elementary School is located on the east side of Oxnard, where the population is predominantly of Latinx descent with a significant immigrant population. Our school is comprised of 99% Latinx, 1% white, 98.3% socioeconomically disadvantaged, and 85.4% English Language Learners. Among the English Language Learners, we have dialects such as Mixtec and Zapotec, which comprise 9.8% percent of the English Language Learners.

Ramona's vision is to empower all students to achieve excellence through hard work, perseverance, and a commitment to lifelong learning. Our Vision for the Dual Immersion Program is to provide students the opportunity to become Bilingual, Bi-Literate, and Multicultural competent through a rigorous academic program to develop to their fullest potential as global citizens. At the same time, providing a safe, nurturing environment where students reach their academic potential and become responsible global citizens.

At Ramona, we have embraced the Power of Collective Efficacy, in which all staff members are committed to the success of all students. As research by Hattie metanalysis (2012) showed, "When staff members work together, collective efficacy is three times more powerful and predictive of student achievement and socioeconomics, double the effect of prior achievement, more than triple the effect of the home environment and parent involvement and three times more predictive of student achievement."

We critically examine and determine what actions empower our students and which areas need further development to achieve greater success. Professional Learning Community teams collaborate after assessment to analyze data from formative assessments such Star 360 Early Literacy, Reading, Math, CAASPP Interim Assessment Blocks. Writing prompts, ELD assessments, curriculum-embedded assessments, and summative (CAASPP, ELPAC) assessments to monitor and identify key learning targets. Teachers use grade-level data to plan lessons, identify instructional strategies, and target students' intervention and acceleration. Acquiring academic English language continues to be an important goal for Ramona School students, especially for our English Language Learners (ELLs).

Our literacy instruction aims for students to learn effective reading and writing strategies and have daily time to apply such strategies through student-centered practice. We believe in the importance of first instruction and the idea that students learn to read and write through an inquiry-based balanced literacy approach. Therefore, the ultimate goal is to provide student-centered education that is overt, engaging and rigorous, but carefully scaffolded and differentiated to meet the various needs of all students. We believe in an inquiry-based balanced literacy approach that includes mastery of foundational literacy skills, as they will be the building blocks for future literacy work. While foundational skills are critical, they must be taught in balance with reading and writing within a meaningful context.

We believe that an inquiry-based balanced literacy model includes a variety of lesson designs to meet the different needs of students, such as independent reading and writing, small group instruction, mini-lessons, and interactive opportunities enhanced by technology and based on a foundation of strong Oracy and background knowledge. In addition, students will have access to an abundance of rich, diverse, and culturally relevant literary and informational texts at both independent and instructional levels to enrich their academic experience. Instruction is standards-based and focused on content literacy organized into interdisciplinary units, promoting critical thinking, inquiry, and social action.

In the case of the district's dual language immersion program, we believe that biliteracy is developed through an inquiry-based balanced literacy model that occurs daily in both Spanish and English. In this context, we recognize the need to heighten the Spanish language to value students' culture and background.

In order to fulfill the above pedagogy, all teaching professionals work collaboratively within and across grade levels as they support the essential components of the district's literacy and biliteracy program while implementing data-driven decision-making and evidence-based practices.

For the 2020-2021 School Year, Ramona Elementary will provide parents the opportunity to enroll their children in a 50/50 Dual Language Immersion Program (DLI) starting in Kindergarten through third grade. Every year we will be adding one grade until every grade Kinder through fifth grade, becomes part of the Dual Immersion Language program.

In addition to the first instruction, students are supported with individualized supplemental applications such Lexia Core5, ST-Math, and Accelerated Reader (AR). Lexia CORE5 enriches academic education and reinforces learning in an adaptive, personalized, and individualized learning that motivates students by creating a customized and personalized learning path. ST-Math starts by teaching the foundational concepts visually and then connects the ideas to the symbols and language. ST Math is a standards-aligned program that creates opportunities to move away from digitized math drills and puts them in the mindset to think creatively. Both Lexia and ST Math programs create personalized learning paths for students of all abilities through adaptive placement and scaffolded activities that align with rigorous standards. The goal for AR is for students to develop the love for reading, which in turn develops the love for learning, providing the opportunity to become lifelong learners.

We are using technology to accelerate learning through individualized and personalized learning while creating critical, independent thinkers. Providing a supportive environment that addresses all students' needs, including nutrition, physical, social-emotional, safety, intellectual growth. Create an environmentally responsible campus.

We will continue developing as professionals and building capacity by attending professional development that enhances our understanding of research-based Common Core State Standards practices. Participating in reciprocal Professional Learning Communities to reflect, improve, and advance instructional practices. Attend training, which supports Inquiry-Based Learning and focuses on developing STREAM-based learning.

We have aligned our mission, vision, and purpose to reflect the Oxnard School District student profile, where our goal is to promote students with the following traits.

Collaborator: Students will be collaborative learners, able to communicate and learn through and with others.

Digital Learner: Students will be technologically, artistically, academically, and linguistically prepared to succeed and lead.

Focused on the Future: Students will be high school, college, and career ready, challenged to select rigorous courses, and equipped with the tools, knowledge, and skills to be prepared for the future.

Global Thinker: Students will be compassionate, multilingual, and inclusive, able to understand and convey pride in their identity, heritage, and history.

Achiever: Students will demonstrate their knowledge of local and state measures in all academic areas.

Problem Solver: Students will be confident and solution-oriented, demonstrate a growth mindset, and advocate for themselves and others.

Innovator Students will be creative writers, successful readers, and mathematical thinkers; able to create, design, and apply new knowledge in various contexts.

Finally, continue to provide educational and social-emotional services due to the COVID19 pandemic.

Table of Contents

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The site administrator conducted formal and informal classroom observations to collect data in grades PK/TK-5th Grades throughout the school year. During classroom walkthroughs, it was observed that the "Look-Fors" were evident in many of the classes, however inconsistently. Some of the Look Fors included students being aware of and understanding the lesson's learning objective, ensuring that students were doing most of the talking, with purposeful and academically focused conversations. Ensuring students understood the activity, participated in cooperative learning, problem-solving, creative projects, and high-level thinking, and provided meaningful student participation. These observations provide information to develop goals, actions, and services. Then addressed during staff development days, Professional Learning Communities (PLCs), and grade-level meetings. As a site team, we are also very aware of the significant loss of instruction during Distance Learning due to the Covid Pandemic. As we were on distance learning all year, many students had challenges connecting through the internet or didn't' have the right learning environment.
For that reason, we have established our School-Wide goals and Instructional "Look Fors" with this data at the forefront. We will continue to work as a Professional Learning Community and go through the Cycle of Inquiry to meet the needs of our students and provide the best First Instruction to our students.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Ramona uses formative and summative assessment data to inform and improve instruction and student achievement. Formative assessments include the Star 360 Early literacy, Reading and Math, Spanish for Dual immersion programs, CAASPP, Interim assessment blocks, and district writing assessment prompts. Students take the CAASPP and ELPAC as part of the Summative Evaluation for ELA, Mathematics, and Science in the spring.
Panorama Survey is given to students three times to unify the district SEL work and measure students' progress in engagement, social awareness, growth mindset, self-management, emotional regulation, sense of belonging, and teacher-student relationships. The Panorama survey is part of a comprehensive data-driven decision-making process on improving school climate and student learning environments for overall school improvement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In order to address the needs of all students and specifically underperforming students, teachers are provided time to meet as a grade level. The purpose is to increase student achievement and teacher awareness of students' levels. After each assessment, teachers review the data and plan accordingly.
Within a Professional Learning Community context, grade-level teams frequently collaborate to analyze data from both formative (Star 360 Early Literacy/Reading/Math (Spanish and English for DLI students), CAASPP Interim Assessment Blocks, writing prompts, ELD assessments, and curriculum-embedded assessments) and summative (CAASPP, ELPAC) assessments to monitor student achievement and identify key learning targets within the Common Core State Standards to target and modify instruction. The teacher also tracks formative and summative data to support student learning, including the progress on assessments and tools that provide students opportunities to address their individual educational needs through Lexia and ST Math programs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered "highly qualified." This is monitored by the district's Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors and Managers who support Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services, and Equity and Family and Community Engagement. An Instructional Specialist for science and a Math Manager works directly with teachers to support science and math instruction. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers before the start of school for students. Professional development was provided in the following areas:
All grade levels: Literacy strategies and Culturally Responsive Teaching
TK-5: new standards-based report cards, math strategies
Grades 6-8: PBIS strategies; SEL data collection; math, science, and PE for content teachers
Special Education: Curriculum, NCI Training, SEL behavior support

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level collaboration is provided in which teachers identify learning targets, develop and agree on common assessments, analyze data, and create a plan to address student learning. DLI teachers also include discussion of the biliteracy units, planning, developing, implementing, and evaluating. Leading questions include, what do we want students to know? How do will we know if they have learned it? What will we do if they have not learned it? And what will we do if they have?

The Tier System of Supports model provides specific and aligned intervention strategies to underperforming students at Tier I, II, and III levels. Students' progress and response to these intervention strategies are monitored by using pre and post-assessment data. The teacher provides tier I support, and our literacy teacher provides tier II and III in conjunction with the classroom teacher.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

At Ramona, we use a Multi-Tier System of Supports to help our under-performing students meet grade-level standards. This instructional model includes universal screening, multiple tiers of supports (Tier I, Tier II, and Tier III), data collection, and reviews to inform interventions in each tier. During regular student monitoring by teacher and grade level collaboration, students who are not achieving as expected are initially provided interventions within the classroom by the teacher as part of Tier I interventions. During these times, the Instructional Support Teachers support students and teachers to reduce teachers' ratio to students and provide targeted instruction. These interventions typically last 6-8 weeks and are specific to the student's needs. Student progress is monitored, and teachers adjust the interventions accordingly to ensure students reach the expected goals. If the student shows little to no growth, they are referred to the Coordinated Service Team (CST) for further interventions where the team suggests interventions. Students who are not meeting Tier II interventions' expectations are referred to the Student Success Team (SST). Parents are crucial to student success; thus, they are informed of a teacher's concern as soon as Tier 1 interventions start. Parents are invited to SST meetings to create a successful plan for interventions. Those students who are still not demonstrating adequate progress may be referred to for a Special Education evaluation. This process can involve school specialists such as the Psychologist, Resource Teacher, Speech Therapist, Occupational Therapist, and district nurse.

Evidence-based educational practices to raise student achievement

Teachers will consistently use evidence-based educational practices as part of the good first instruction to raise student achievement. These practices may include, but are not limited to, having a clear focus/purpose for the lesson, effectively communicating it to students, providing opportunities for student engagement with content, monitoring and checking for understanding, and providing corrective feedback.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Ramona provides several opportunities for parents to become involved in their children's education through a variety of educational and advisory opportunities throughout the year that will strengthen the family-school partnership. Parents are encouraged to participate and support Ramona Elementary students by becoming involved in parent training workshops in various areas including, but not limited to:

- Parent Project, Loving Solutions, social skills, and discipline
- Family Literacy Nights with a focus on ELA/Math and technology
- IPad and application programs such Lexia, ST-Math, MyOn, and Canvas
- STREAM Night where students present Inquiry-Based Projects
- Parent Book Club

Parents are encouraged to participate in school, district, and community events, including, but not limited to:

- VCBH Logrando Bienestar
- MICOP, Viviendo con Amor
- Class and field trip volunteers
- PTA events
- School Site Council
- English Language Advisory Committee, ELAC monthly meetings
- Parent Nutrition Classes
- Parenting classes
- Coffee with the Principal/Title 1 meetings
- Read across America
- Awards Assemblies
- Project 2INSPIRE

These meetings allow parents to voice any concerns, receive information, and have input into critical decisions. The meetings also allow an opportunity to explain testing, scores, safety, and other school-related programs and activities. Our ORC and counselor offer support by connecting families with necessary services to address social-emotional needs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Ramona Elementary will continue to prioritize parent involvement during the 2021-2022 school year. Parents, community representatives, classroom teachers, and other school personnel serve a vital role in guiding the planning, implementation, and evaluation of ConApp programs. Parent representatives on the School Site Council, English Language Advisory Committee, and Parent-Teacher Association are elected annually or biennial. School or district-adopted bylaws govern these committees' protocols and decision-making process to ensure annual goals and fiscal spending is centered on student success. Throughout the 2020-2021 school year, the school staff, community, and governance stakeholder groups will continue to monitor the actions identified to support the SPSA goals and to determine the school's effectiveness in meeting these goals. School Site Council and the English Language Advisory Committee meet monthly to discuss and monitor the school's progress towards meeting the SPSA goals and review the implementation of supports, programs, and services identified within the SPSA. The Principal will meet with classroom teachers and other school personnel to analyze and monitor student achievement data to improve curriculum, instruction, and assessment. Transitional meetings and presentations are held yearly by the middle School Counselors to inform 5th-grade students of programs offered in the middle school, such as AVID and pathways to college and career readiness. In addition, the principal and school counselor present A-G requirements for all 5th-grade students and parents.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are dedicated to improving student academics by providing resources, enrichment, and interventions to all students with evidence-based teacher teaching collaboration focused on analyzing and monitoring data to inform classroom and school-wide instructional programs and practices. Categorical funds were also used to support the continued development of our PBIS approach, which benefits all students in their behavioral and academic progress.
The following services were funded through categorical funds to enable underperforming students to meet the standards.

- Tutoring before and after school
- Staff Collaboration
- Professional Development and conferences
- Parent Conferences
- Enrichment Field Trips
- Substitutes for CST/SST/IEP meetings
- Intervention Support Provider (ISP)
- Babysitting for EL parents
- Verbal Translation for meeting with EL parents
- Overtime for Counselor, ORC, and Clerical staff for EL parent support

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students, and sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites to provide any necessary additional services or resources to support English Learners. The district receives Supplemental, and Concentration LCFF funding and school sites are allocated a portion of these funds to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Ramona SPSA was developed with the input of the School Leadership Team and reviewed with parents during our Title I and ELAC meetings. ELAC and parent groups submitted their recommendations to the School Site Council for actions to be included in the SPSA. SPSA was presented to the School Site Council and reviewed during the October meeting. All parent committees (PTA, ELAC, SSC, and Title I) participated in developing the SPSA. School Site Council reviewed and approved the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Throughout the year, regular teacher substitutes continued to be a challenge by not having adequate teachers and classified substitutes to cover the different positions throughout the school. Lack of substitutes challenges extended to other positions, and the principal, counselor, or other available staff had to be taken out of their roles to ensure students' learning and safety. Lack of personnel also affects well-developed plans to provide extended time for professional learning communities.
Since the March of 2020 school year when the COVID 19 pandemic affected us locally and globally. It also highlighted the many inequalities that have existed with technology access. Many of our students lacked proper access or had no access to wifi. The lack of wifi access outside the school and a stable learning environment further widen the educational inequities that are prominent with poverty.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0%	0%	0%	0	0	0
African American	0%	0%	0%	0	0	0
Asian	0%	0%	0%	0	0	0
Filipino	0%	0%	0%	0	0	0
Hispanic/Latino	99.34%	99.48%	99.6%	602	578	552
Pacific Islander	0%	0%	0%	0	0	0
White	0.66%	0.52%	0.4%	4	3	2
Multiple/No Response	0%	0%	0%	0	0	0
			Total Enrollment	606	581	554

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	136	135	120
Grade 1	89	88	96
Grade 2	84	88	85
Grade3	97	82	87
Grade 4	97	92	76
Grade 5	103	96	90
Total Enrollment	606	581	554

Conclusions based on this data:

Overall the student population at Ramona School has minimally changed from one year to the next. The Mixtec indigenous population represents the second greatest subgroup in the school as well as in the district. Currently, we host about 70 families who speak Mixtec and Zapotec and represent about 10% of our developing bilinguals.
Overall our student population remains essentially unchanged from 99.5% Latinx and 0.3% White.
Our student enrollment declines from 606 students in 2018-2019 to 554 in 2021-2022 school years, a difference of 52 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	516	470	438	85.1%	80.9%	79.1%
Fluent English Proficient (FEP)	52	82	76	8.6%	14.1%	13.7%
Reclassified Fluent English Proficient (RFEP)	34	83	32	6.7%	16.1%	6.8%

Conclusions based on this data:

The 2020-2021 preliminary ELPAC data for students show 79.1% English Learners; 13.7% are Fluent English Proficient, and 6.8 are Reclassified Fluent English Proficient (RFEP). The data shows a slight decrease of 0.4% of Fluent English Proficient Students and a 9.3% decrease of reclassified Fluent English Proficient Students. Ramona increased the percent of reclassified students between 2017-2019 from 34-83, and we increased from 6.7% to 16.1%, respectively. The ELPAC was not administered in the spring of 2020 due to the covid19 pandemic.
Data for 2021 is not available yet, but based on the data we have, we need to continue to provide daily designated and integrated ELD instruction to our students. English Language learners students receive either designated or integrated ELD. K-3 received integrated ELD through the biliteracy units, and 4th and 5th grade received 45 minutes daily designated ELD. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening, and speaking to levels more representative of language proficiency and fluency. Classroom teachers will integrate verbal and written language supports and scaffolds throughout all core subject areas to enable English Learners to access grade-level subject matter. The two main languages spoken at Ramona are Spanish and Mixtec language.

School and Student Performance Data

Star Early Literacy

		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score
Grade K	92	41	45%	15	16%	13	14%	23	25%	557
Grade 1	94	33	35%	24	26%	17	18%	20	21%	664
Grade 2	9	9	100%	0	0%	0	0%	0	0%	602

Ramona Elementary School

Conclusions based on this data:

Early Literacy:

The STAR Early Literacy data above indicates that 43% of our students who took the Early literacy test tested at level 1 (urgent intervention), 20% at level 2 (intervention), 15% at level 3 (on watch), and 22 % at level 4 (at or above benchmark).
In the Fall of 2020, we had an overall Proficiency of 25.1%, Winter 36.5%, Spring of 2021, 21.9%. Our students decreased overall by 3.2% over the year.
The above data is significant as our proficiency rate has decreased dramatically as to what we expected at the beginning of the year and end. Ninety-four students in first grade and nine students in 2nd grade took the Early literacy at the end of the 2020-2021 school year, whereby this time, they should have taken the Star Reading test. As a site team, we are also very aware of the significant loss of instruction during Distance Learning. As we were on distance learning all year, many of the students had challenges connecting to the internet and having an appropriate learning environment conducive to learning. As a site team, we have established our School-Wide goals and Instructional "Look Fors" with this data at the forefront. We will continue to work as a Professional Learning Community and go through the Cycle of Inquiry to meet the needs of our students and provide the best First Instruction to our students.

School and Student Performance Data

Star Reading

		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	73	21	29%	18	25%	18	25%	16	22%	2.4	215
Grade 3	83	32	39%	19	23%	10	12%	22	27%	2.3	321
Grade 4	75	21	28%	25	33%	11	15%	18	24%	2.3	394
Grade 5	90	37	41%	21	23%	17	19%	15	17%	2.1	434

Ramona Elementary School

Conclusions based on this data:

Star Reading
The STAR Reading data above indicates that 35% of our students who took the Star Reading test were tested at level 1 (urgent intervention), 26% at level 2 (intervention), 17% scored at level 3 (on watch), and 22 % level 4 (at or above the benchmark).
In the Fall of 2020, we had an overall Proficiency of 19.6%, Winter 25.2%, Spring of 2021, 24.8%. Our students increase overall by 5.2% over the year.
As a site team, we are also very aware of the significant loss of instruction during Distance Learning. As we were on distance learning all year, many of the students had challenges connecting to the internet and having an appropriate learning environment conducive to learning. As a site team, we have established our School-Wide goals and Instructional "Look Fors" with this data at the forefront. We will continue to work as a Professional Learning Community and go through the Cycle of Inquiry to meet the needs of our students and provide the best First Instruction to our students.

School and Student Performance Data

Star Math

| | Total # Tested | Urgent Intervention | | Intervention | | On Watch | | At/Above Benchmark | | Star Math Average | |
| | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | | |
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Ramona Elementary School											
Grade 1	94	22	23%	24	26%	19	20%	29	31%	2.6	323
Grade 2	77	34	44%	14	18%	11	14%	18	23%	2.2	404
Grade 3	82	26	32%	18	22%	10	12%	28	34%	2.5	513
Grade 4	75	21	28%	26	35%	6	8%	22	29%	2.4	575
Grade 5	90	29	32%	22	24%	14	16%	25	28%	2.4	611

Conclusions based on this data:

Star Math

The data above indicates that on average 32% of our students who took the Star Math test scored at level 1 (urgent intervention), 25% scored at level 2 (intervention), 14% scored at level 3 (on watch), and 29% scored at level 4 (at or above the benchmark).

In the Fall of 2020, we had an overall Proficiency of 39.3%, Winter 38.2%, Spring of 2021, 29.1%. Our students' scores decreased by 10.2% over the year.

As a site team, we are also very aware of the significant loss of instruction during Distance Learning. As we were on distance learning all year and many of the students had challenges connecting. As a site team, we have established our School-Wide goals and Instructional "Look Fors" with this data at the forefront. We will continue to work as a Professional Learning Community and go through the Cycle of Inquiry to meet the needs of our students and provide the best First Instruction to our students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction.
To provide equipment, materials, and technology resources that support high-quality instruction
To provide opportunities for teachers to collaborate to improve teaching and learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Data	CAASPP was not given in the 2020 or 2021 school years. 2018-19 CAASPP Data (All Students): 27.0 % Met/Exceeded 24.7% Nearly Met 48.3% Not Met The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closures.	Students will demonstrate growth by moving one or two levels across the different bands in the SBAC, and 10% of the student will move from approaching to meeting or exceeding. 2021-2022 CAASPP Expected Outcomes (All Students): 37.0% Met/Exceeded 24.7% Nearly Met 38.3% Not Met The data above is from 2018-19, and the conclusions remain unchanged due to the COVID-19 school closures.
CAASPP Math Data	2018-19 CAASPP Data (All Students): 14.7% Met/Exceeded 30.0% Nearly Met 55.0% Not Met	Students will demonstrate growth by moving one or two levels across the different bands in the SBAC, and 10% of the student will move from approaching to meeting or exceeding.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closures.	2021-2022 CAASPP Expected Outcomes (All Students): 24.7% Met/Exceeded 30.0% Nearly Met 45.0% Not Met The data above is from 2018-19, and the conclusions remain unchanged due to the COVID-19 school closures.
STAR 360 Reading	The Percentage of students at or above on the district benchmark on the Fall Star360 2021 Reading test Assessment K-Early Literacy Spanish 48% K- Early Literacy English 14% 1st Grade Early Literacy Sp 23% 1st Grade EarlyLiteracy En 9% 2nd Grade Early Literacy SP 17% 2nd Grade Early Literacy En 2% 2nd Grade Star Reading 6% 2nd Grade STAR Reading Sp 30% 3rd Grade Star Reading En 3% 3rd Grade Reading Spanish Sp 40% 4th Grade Star360 Reading 15% 5th Grade Star360 Reading 11%	Students will demonstrate growth by moving at least one or two levels across the different bands on Star360. K-Early Literacy Spanish 68% K- Early Literacy English 35% 1st Grade Early Literacy Sp 40% 1st Grade EarlyLiteracy En 26% 2nd Grade Early Literacy SP 79% 2nd Grade Early Literacy En 29% 2nd Grade Star Reading 30% 2nd Grade STAR Reading Sp 50% 3rd Grade Star Reading En 22% 3rd Grade Reading Spanish Sp 59% 4th Grade Star360 Reading 34% 5th Grade Star360 Reading 30%
STAR 360 Math	The Percentage of students at or above on the District benchmark on the Fall Star360 Reading test Assessment 1st Grade Star360 Math 1%	Students will Demonstrate growth by moving at least one or two levels across the different bands on Star360. The Percentage of students who will score at or above will increase by at least 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2nd Grade Star360 Math 0% 3rd Grade Star360 Math 1% 4th Grade Star360 Math 1% 5th Grade Star360 Math 1%	1st Grade Star360 Math 18% 2nd Grade Star360 Math 17%% 3rd Grade Star360 Math 20% 4th Grade Star360 Math 20% 5th Grade Star360 Math 21%
English Language Learners	Based on 2021 ELPAC data: 153 students 33% of all students scored at Level 1 (Beginning Stage) 159 Students 34%% of students achieved at Level 2 (Somewhat Developed) 122 Students 26% of students achieved at Level 3 (Moderately Developed) 31 Students 6% of students achieved at Level 4 (Well Developed)	Students will demonstrate growth by moving one or two levels across the different bands in the ELPAC, and 10% of students will move from approaching to meeting or exceeding.
ST-Math	Syllabus Progress during the 2020-2021 School year School Average 63%	ST Math is supplemental grade-level math that reviews and reinforces grade-level standards and first instruction. The goal will be for Ramona school to be able to cover 67% of the grade-level curriculum according to ST Math Data.
Lexia CORE 5 Language Arts	Lexia CORE5 results for the Fall 2021 School year; Fall: Reached End of the Year Benchmark: 5% On grade level: 21% One or two or more grades Below 74%	The goal for the 2021-2022 school year is to have students meet usage and to have 50% of the students at grade level or above as measured by Lexia Core5. EOY Reached End of the Year Benchmark: 25% On grade level: 36% One or two or more grades Below 39%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Accelerated Reader	2020-2021 Number of students who met their comprehension and point goal. AR data will be added at the end of trimester 1. 1st grade: 0 2nd-Grade: 8 Third-Grade 15 4th- Grade: 36 5th Grade: 25	Increase the number of students Meeting their Accelerated Readers Goal by 10% each trimester using 1st trimester as a baseline (1st grade doesn't start AR until the second trimester) Note: These are exceptional times in which we must celebrate every accomplishment for each and every one of our students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implementation of District adopted curriculum reading program as aligned with CCSS. Ensure the appropriate time for English Language Arts, Mathematics, English Language Development and Physical Education instruction at each grade level
Professional Development opportunities will be provided from district, county and outside agencies.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) | Source(s)

District Funded

Curriculum

Strategy/Activity 2
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The STAR 360 Reading, Math, and Early Literacy assessments will be administered four times per year. The STAR 360 Spanish Literacy or STAR360 reading will be given to those students in the Kindergarten to third-grade Dual Immersion Language, DLI.
The CAASPP, English Language Arts and Math test, will be given to grades third through fifth.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1043.00	LCFF 4000-4999: Books And Supplies Materials and Supplies (Headphones/privacy dividers)
4000	Title I 1000-1999: Certificated Personnel Salaries Certificated extra pay (support during CAASPP testing, proctors)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will use grade-level collaboration and Professional Learning Communities (PLCs) to plan and examine student assessments work samples to ensure students are mastering grade level standards. Teacher collaboration and observation will occur in order to best address the needs of all students and share best practices to evaluate and analyze formative assessment data on student achievement through PLCs to inform instructional practices.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2446	LCFF

| | 1000-1999: Certificated Personnel Salaries Grade Level Collaboration |

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Math, Science, and Technology mentors (CANVAS) will support and assist classroom teachers with planning, instruction, and implementation of Math and ELA curriculum and provide professional development, as well as assisting in the integration of technological tools and software to support students and teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF 2000-2999: Classified Personnel Salaries Classified salary: IT Tech
737	LCFF 1000-1999: Certificated Personnel Salaries Professional Development

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implementation of Dual Immersion Education in Kinder to 3rd grade following the district's Master Plan
Provide Dual Language Professional Development throughout the school year for Dual Language Development and Enrichment.
Provide an additional hour per teacher of Para support in the DLI-Kinder and first grade to reinforce literacy

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded DLI Professional Development
3000	LCFF 4000-4999: Books And Supplies Books and other materials
25000	LCFF - Intervention 2000-2999: Classified Personnel Salaries Paraprofessional Support for Transitional Kinder, Kinder and parent contact

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implementation of the District Master Plan for English Language Learners. Grade levels to differentiate instruction according to student English proficiency level during integrated and designated ELD. Teachers will work with the EL department to support classroom ELD instruction. Reclassification Assembly will be held to recognize individual students' language achievements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded EL TOSA
	District Funded Reclassification Medals
200	Title III 4000-4999: Books And Supplies Reclassification Recognition Refreshments

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English
Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will focus on creating and implementing CCSS units to address grade-level STREAM
strands.
Students will have access to a "Makerspace," where students will have the opportunity to explore,
make, learn, share and collaborate as it pertains to the school STREAM strands.
Students will showcase their projects and findings to peers, parents, and community members
during STREAM nights.
Attend Professional Learning Development

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding
source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as
applicable), Other State, and/or Local.

Amount(s)	Source(s)
2800	Title I 1000-1999: Certificated Personnel Salaries Professional development
4000	LCFF 4000-4999: Books And Supplies Materials and Supplies
3000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries STREAM project support before and afterschool

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English
Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Site Canvas Liaison and District IT collaborate and support teachers with the development of
canvas pages and student assignments.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding
source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as
applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated
	District Funded EL TOSA
	District Funded Certificated salary: Canvas Liaison

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Students will take field trips related to grade level STREAM strands (i.e., Science Center, Agricultural Museum, Pumpkin Patch, Santa Barbara Zoo, and Universities). Virtual field trips will be optional if continuous restriction continue due to COVID19. Following OSD safety guidelines for COVID19

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	LCFF 5700-5799: Transfers Of Direct Costs Admission fees Transportation (as permitted per OSD COVID19 Safety Guidelines)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide GATE enrichment for students in third through fifth grade. Provide opportunities for teachers to develop professional capacity by attending CAG conference and other Professional Learning Development on student engagement and integration of differentiated instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 1000-1999: Certificated Personnel Salaries Professional Development

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Promote literacy and the love of learning by engaging students in a reading competition through Accelerated Reading (AR) and MyOn programs with individual, grade level, and school-wide recognition.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF 4000-4999: Books And Supplies Academic Incentives for AR
	District Funded Renaissance STAR360-AR contract
	District Funded MyOn contract

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Library Media Technician supports students' biliteracy by creating a supportive environment that supports learning, including books clubs before and after school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4920	LCFF - Intervention 4000-4999: Books And Supplies Books Materials and Supplies
1000	LCFF - Intervention 2000-2999: Classified Personnel Salaries Classified extra pay

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Site assign Media Tech and District IT department will maintain equipment and software to support student learning through technology.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Site assigned Tech

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Canvas Liaison will support and assist classroom teachers in developing lessons design through the canvas learning platform. Canvas Liaison will create activities that support technology

integration into various curriculum areas and train teachers to use the current technology to meet district curriculum goals.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 1000-1999: Certificated Personnel Salaries Tech Mentor

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Apps and subscriptions support first instruction and accelerate and solidify student learning and mastery of CCSS. LEXIA Core5 Reading-Foundational reading skills specifically written to support CCSS, targeting intervention and acceleration in an individualized learning program. ST-Math, students will develop a Growth Mindset, which is critical to developing perseverance and crucial when facing difficult situations that require persistence. BrainPOP is curriculum-based animated movies, learning games, interactive quizzes, and primary source activities that teachers and students utilize to introduce lessons or reinforce learning. it includes BrainPOP, BrainPOP Jr. and BrainPOP Español.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded LEXIA CORE5
270	Title III 5800: Professional/Consulting Services And Operating Expenditures STAR Fall
	District Funded ST-Math

| | Title III
5800: Professional/Consulting Services And Operating Expenditures
Brain POP, BrainpoJr, BrainPOP Español (no expense for 2021-2022) |

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide extra support to parents to fill out emergency information, parent compact, income forms and other paperwork after regular hours.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title III 2000-2999: Classified Personnel Salaries Classified extra pay

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Use of laminator, Duplo and copy machines to make necessary copies to support instruction, along with a parent, teacher and school communication.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1150	LCFF 5000-5999: Services And Other Operating Expenditures Site Duplo Machine

Strategy/Activity 18
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Literacy teacher and ISP will provide Tier II interventions and enrichment for targeted services for students throughout the day in kindergarten to fifth grade.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Certificated Salary: Literacy Teacher
28880	Title III 1000-1999: Certificated Personnel Salaries Certificated Salary: ISP Teacher
28880	Title I 1000-1999: Certificated Personnel Salaries Certificated Salary: ISP Teacher

Strategy/Activity 19
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Students will have opportunities to access enrichment through the Homework/Project Club, which supports students who might not have access to a quiet place or need additional support with homework. In addition, to help with supplemental programs such as Lexia, ST-Math, and MyOn.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4500	LCFF - Intervention 2000-2999: Classified Personnel Salaries Certificated extra pay

3000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Classified extra pay

Strategy/Activity 20
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide site-based, district, county (VCOE) and other agency professional development in technology to promote student engagement and learning.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF 5000-5999: Services And Other Operating Expenditures Professional development, Conference fees and expenses
1000	LCFF 5000-5999: Services And Other Operating Expenditures Professional development, Conference fees and expenses

Strategy/Activity 21
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Staff will monitor at-risk students through the Multi-Tiered Systems of Supports (MTSS) process; School will hold Student Success Teams (SST) and Coordinated Services Team (CoST) meetings to collaborate on the needs of at-risk students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Substitutes

Strategy/Activity 22
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Use data to target specific educational needs of developing bilinguals and foster youth students and provide appropriate support and interventions before and after school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2210	Title III 1000-1999: Certificated Personnel Salaries Certificated extra pay

Strategy/Activity 23
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 24
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Decrease the number of at-risk LTEL students by analyzing student individualized data, targeting and addressing students needs
Provide opportunities for teachers to build capacity in the areas of instructing Developing bilinguals by attending Professional Development.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated extra pay/tutoring
1758	LCFF - Intervention 4000-4999: Books And Supplies Materials and Supplies
1000	LCFF 1000-1999: Certificated Personnel Salaries Professional Development

Strategy/Activity 25
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity
Regular meetings are scheduled to support students with IEPs and 504s to continue monitoring progress.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2425	LCFF 1000-1999: Certificated Personnel Salaries Substitute teachers

Strategy/Activity 26
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The After School Program, ASP, will be offered to students in grades Kindergarten through 5th and provide enrichment for students through collaboration and hands-on academic activity opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES
	After School Program

Strategy/Activity 27
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

A Teacher Liason will be designated for the ASP program to coordinate communication with the ASP coordinator and support school needs by organizing the curriculum, providing modeling, and professional development for after-school staff. Teacher Liaison will meet monthly with the ASES administrator and other school staff to coordinate regular school days with the after-school program to evaluate program needs, challenges, highlights, and upcoming events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES
	Teacher ASP Liaison

Strategy/Activity 28
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Site admin will attend professional development to continue to build capacity.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Administrative substitute (Teacher in Charge)
3000	LCFF 5000-5999: Services And Other Operating Expenditures Travel and Conference

Strategy/Activity 29
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Leadership Team will meet to discuss, plan and monitor school development and school improvement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF 1000-1999: Certificated Personnel Salaries Certificated extra pay

Strategy/Activity 30
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The Custodian and Clerical Staff will support school programs and events such as Back to School Night, Talent show, and STREAM Night.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	LCFF 2000-2999: Classified Personnel Salaries Classified extra pay

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Throughout the 2021-2022 school year, Ramona School will continue to emphasize the Power of Collective Efficacy by involving all staff members and collaborating across grade levels. In addition, we will be highlighting the OSD student profile to involve students and promote a sense of pride and accomplishment. Teachers will focus on First Instruction to give all students the best opportunity to learn standard-based, grade-level content skills. We will continue to provide time for PLCs and hire an Intervention Service Provider to support students in small group instruction. After each assessment, Professional Learning Community will collaborate to analyze data from formative assessments such as STAR360 Early Literacy, Reading, Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, curriculum-embedded and summative (CAASPP, ELPAC) assessments. Teachers will identify key learning targets within the Common Core State Standards to target and modify instruction based on outcomes. At the same time, students will be encouraged and be supported to meet their individualized and personalized goals in Accelerated

Reader reading goals, Lexia Core5, and ST Math. Teachers will monitor students and provide support and feedback.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in implementation and/or budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Analysis of the 2020-2021 SPSA and school achievement outcomes resulted in the need for improved, systemic, purposeful, and evidence-based collaboration. For the 2021-2022 school year, we have increased the number of star 360 formative assessments, and meetings have been scheduled after each assessment to monitor student achievement more closely. We will continue the emphasis on academic writing across all core subject areas and continue to focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem-solving skills in the area of Mathematics.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
To increase positive behavior
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data	Chronic absenteeism rate for the year 2019-2020 was 6.67%	Continue to decrease or maintain the chronic absenteeism rate below by 1%. Will continue to use the same base data due to COVID19 Pandemic School Closure.
Student Suspension rates	2018-2019 suspension rate 0.16%.	Decrease or maintain suspension rates at the 2018-2019 rate Will continue to use the same base data due to COVID19 Pandemic School Closure.
Panorama Survey	Emotional Regulation 47% Spring 2021	Increase student emotional regulation above 52% as measured by the Studnet Well-being Panorama Survey
Panorama Survey	Growth Mind Set 53% Spring 2021	Increase school Growth Mind Set to or above 55% as measured by Student Well-Being Survey Panorama

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey	Self Management 62% Spring 2021	Increase school Self Management to or above 72% as measured by the Student Well-Being Survey panorama

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The School Comprehensive Safety Plan Committee/ Leadership and PBIS teams will monitor the Comprehensive Safety Plan and make revisions as necessary.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Materials and supplies, Walkies-Talkies/Batteries/Safety Supplies; School Safety
840	LCFF 5000-5999: Services And Other Operating Expenditures Ensure confidentiality and storage of students crucial documents and sensitive student information

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

All staff and students will participate in periodic monthly safety drills alternating between fire, earthquake, lock-down, and school evacuation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	All Staff- No cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Campus Supervisors will monitor students and support Positive Behavior before, during and after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6392	Title I 2000-2999: Classified Personnel Salaries Campus Assistants to increase supervision and safety
	District Funded Campus Assistants to increase supervision and safety

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Student attendance will be monitored and incentives for good attendance will be provided to individual students and classes.

Provide support for parents, staff, and students with the development of self-efficacy in order to develop resiliency which will result in increased attendance.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	LCFF 4000-4999: Books And Supplies Attendance Incentives

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Staff will fully implement CHAMPS, PBIS program at all grade levels. Positive student behavior incentives Provide opportunities for staff to develop capacity in Trauma-Informed Care and the development of self-efficacy, grit, mindfulness, and resiliency, which will benefit students' well-being. In the areas of Emotional Regulation, growth Mindset, Self-Management, and Social Awareness.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Professional development (Certificated and Classified staff)
1500	LCFF 4000-4999: Books And Supplies Materials and Supplies (Posters, Books and other Supplies)
1500	LCFF 4000-4999: Books And Supplies Student incentives

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Restorative Justice (RJ) will be implemented to teach students how to get their needs met using positive social-emotional skills.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Professional development

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Certificated Salary: Counselor
1500	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Counselor Extra hours

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Positive Behavior Intervention Support (PBIS) maintains a school climate and culture whereby students are supported toward engaged learning and meaningful participation within a safe and respectful environment.
PBIS Site Committee to review the Panorama Survey given to students, parents, and staff and create an action plan to implement with students and staff.
Student discipline data will be monitored through the PBIS committee at intervals throughout the year to determine students/families who will receive a referral to outside agencies for additional support.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Professional Development (district and county)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct Multi-Tier System of Support (MTSS), CoST, Student Study Team(SST), 504, IEP meetings to address student academic and Social-Emotional and academic needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Outreach Consultant
	District Funded Counselor
	District Funded Special Education Teacher

	District Funded
	Psychologist

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide drug, alcohol and tobacco prevention awareness (Red Ribbon Week)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF 4000-4999: Books And Supplies Student incentives

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School wide classroom lessons on bullying prevention.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
	Counselor, teacher, ORC and Principal

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Regular social skills and discipline assemblies will be held throughout the year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Counselor, teacher, ORC and Principal

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Counselor organizes and leads student support groups such as the Student Leadership Team and other groups that support social-emotional and academic needs. Students will participate in field trips that will enhance their goals to attain higher education. Develop a reading club to support student leadership.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF - Intervention 5700-5799: Transfers Of Direct Costs Admission fees Transportation
1000	LCFF - Intervention 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide students access to outside services, for dental, vision, health and SEL.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded ORC

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide opportunity to students to join extra curricular activities, such as Basketball, Cheer, Flag Football, and Track.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	PTA/PTO 5700-5799: Transfers Of Direct Costs League registrations and materials
500	PTA/PTO 5700-5799: Transfers Of Direct Costs Uniforms
1000	PTA/PTO 5700-5799: Transfers Of Direct Costs Ribbons, Medals, Trophies and Award Ceremony

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Student, staff, and parents will participate in the Panorama School Survey in order to gather data to support the social-emotional health of all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Online Surveys through iPads

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Ramona Elementary will continue to build on its success to address students' and families' challenges attending school regularly. The attendance team will monitor student attendance periodically and develop and implement appropriate systems to increase students' attendance. Students' social, emotional, and behavioral needs will be identified through the CST and SST process and receive individual or small group counseling services by our school counselor. Our progressive discipline matrix will assist teachers and administrators with clear guidelines for student behavior at both the classroom and school levels.

Our PBIS/School Safety Team meets regularly to analyze student discipline data, identify areas of focus, and provide school staff recommendations to strengthen our school's positive learning environment. Awards Assemblies honor and recognize students' hard work and positive choices by rewarding students with praise, recognition, and incentives.

School staff will support families and recommend or refer students or parents to Ventura County-based social services, counseling, or other community-based services or programs to offer families support to address barriers that negatively impact student attendance.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences were identified. Ramona Elementary is continuing to focus on building strong foundations in social and emotional learning supports, while ensuring a safe and positive school climate for all students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Ramona Elementary PBIS committee will frequently analyze student discipline data to identify focus areas and provide recommendations to school staff to strengthen our school's positive learning environment. The committee will also collaborate with school staff to develop learning activities that reinforce school-wide expectations for student behavior across all areas of the campus, including the playground, hallways, bathrooms, cafeteria, and front office. In addition, the PBIS and Safety Team will monitor and analyze the Covid virus impact on attendance, chronic absenteeism, and suspension rate data over the last two years.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance at Parent Conferences	Ninety percent attended parent conferences	Increase the numbers attending parent by 5%conferences
Parent attendance for ELAC	The average attendance at each meeting was 30 parents.	Increase average attendance to 35 parents per meeting
Parent attendance for Coffee with the Principal	Average attendance for the 2020-2021 school year was 25 parents.	Increase average attendance 15 parents per meeting
Panorama Survey	Family Efficacy 64% as Measured by the Parent Panorama Survey	Increase parent Family Efficacy to 69% as measured by the Parent Well-Being Survey

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue to implement the school Parent Compact and Parent involvement Policy to strengthen home-school partnerships
Title I meetings to inform parents of:
- Back to School Night
- Parent Involvement Policy
- Parent Compact
- Program improvement status to share school goals, programs, and activities.
- Coffee with the Principal
- Parent Workshops (virtual during the pandemic).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Monthly parent meetings including, but not limited to Title I, Coffee with the Principal, School Site Council (SSC), English Learners Advisory Committee (ELAC), (Parent Teacher Association (PTA), and parent workshops.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title III 2000-2999: Classified Personnel Salaries Translation
500	Title III 4000-4999: Books And Supplies Parent refreshments

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

English Language Advisory Committee (ELAC) will meet and discuss topics according to district and state guidelines.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title III 2000-2999: Classified Personnel Salaries Classified extra pay (ORC)
300	Title III 2000-2999: Classified Personnel Salaries Classified extra pay (babysitting)
	District Funded 2000-2999: Classified Personnel Salaries Translation

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Outreach to assess and connect student and family needs with school and community services to support student well-being and academic growth.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded ORC

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School Counselor will provide social-emotional support to students to encourage engagement and enhance academic success.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Counselor

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct Multi System of Support (MTSS), CST, Student Study Team(SST) and Individualized Education Plan (IEP) meetings to address student academic and social-emotional concerns.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Centralized Services SST/IEP Team comprised of School Counselor, ORC, RSP Teacher, OT, SLP, and Admin.
	District Funded Mixteco Translator

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parents will meet with staff regarding reclassification for English Language Learners.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide Parent training workshops on various areas such as, but not limited to:

- Parent Project, Loving Solutions, social skills, and discipline
- Family Literature Nights
- Latino Family Literacy
- iPad Training
- Math Nights
- STREAM nights
- Parent Book Club
- School, district and community events; i.e., VCBH, Logrando Bienestar, MICOP, Viviendo con Amor.
- My body belongs to me

Meetings will follow OSD Safety Covid Guidelines

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1637	LCFF 1000-1999: Certificated Personnel Salaries Certificated extra pay
600	LCFF 2000-2999: Classified Personnel Salaries Classified extra pay: babysitting
200	LCFF 5700-5799: Transfers Of Direct Costs Refreshments

1000	Title III 4000-4999: Books And Supplies Study books for parent book club

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parent Communication: • Fall and Spring Conferences will be held to share student opportunities for achievement and improvement. • Ramona web-page, web-calendar through iPads, meal calendar, transportation, and other services • Flyers • Brochures • Parent ConnectEd: Phone, text, email, social media • Newsletter • Homework Folders

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1536	Title I 4000-4999: Books And Supplies Materials and Supplies
1800	LCFF 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

PTA will promote family engagement, facilitate communication and establish financial safeguards through various activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	PTA/PTO Events and activities

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Ready Set Go! Parent workshops to support the transition of incoming kindergarten students without Pre-K experience.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2200	Title I 1000-1999: Certificated Personnel Salaries Certificated extra pay

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide Kindergarten Workshops and necessary support materials to parents of incoming kindergarten students.
Meet and greet parents of incoming Transitional Kindergarten/Kindergarten students.
Hold Informational meetings for Dual Language Immerssion throughout the year
Transition from elementary to middle school

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	Title I 1000-1999: Certificated Personnel Salaries Certificated extra pay
500	Title I 2000-2999: Classified Personnel Salaries Translators
1000	Title I 4000-4999: Books And Supplies Material and supplies

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Support Transitional Kindergarten and Kindergarten students in transitioning during the first days of school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3750	Title I 1000-1999: Certificated Personnel Salaries Certificated Substitute Teachers

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Collaborate with middle schools to inform students of expectations of social-academic opportunities and to assist the transition of special needs students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English
Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Promotion Ceremony will be held to celebrate the transition from fifth to sixth grade and academic
achievements.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding
source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as
applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	LCFF 2000-2999: Classified Personnel Salaries Classified extra pay (Custodian)
600	Title I 4000-4999: Books And Supplies Materials and Supplies (decorations)/Refreshments

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English
Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide a parent-teacher meet and greet during the day prior to the first day of school and Back to
School Night.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding
source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as
applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parents will be invited to awards assemblies for each trimester to celebrate student achievements.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	LCFF 4000-4999: Books And Supplies Materials and Supplies (medals, certificates and student incentives)

Strategy/Activity 18
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

After School program parent nights are offered to provide parents with nutrition education, hands-on tips, games, and strategies parents can employ to assist students with healthy habits and school work.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No Cost

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parent engagement is a critical component for students to be successful in their education. For this reason, Ramona School provides ample opportunities for parents to engage and learn how to navigate the education system and how to support their children's education and well-being. Engagement is provided through our English language Advisory Committee (ELAC), Parent Teacher Association (PTA), School Site Council (SSC) in coordination with our Outreach Coordinator.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences were identified. Throughout the 2020-2021 school year, Ramona Elementary will continue to focus on building strong parent and family engagement to support student success for all students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on analysis of the 2020-2021 SPSA, the parent needs assessments, and parent requests, Ramona Elementary will continue to provide communication in the form of flyers. In addition, messages sent home through our parent connect will be done in English, Spanish and Mixtec dialects. School staff will also continue to support parents in aligning structures and positive reinforcement strategies implemented during the school day to those offered within the home environment to connect academic, social, and emotional learning between the school and the home

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$91,018.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$206,874.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount ($)
Title I	$55,658.00
Title III	$35,360.00

Subtotal of additional federal funds included for this school: $91,018.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount ($)
LCFF	$56,678.00
LCFF - Intervention	$56,678.00
PTA/PTO	$2,500.00

Subtotal of state or local funds included for this school: $115,856.00

Total of federal, state, and/or local funds for this school: $206,874.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	55,658.00	0.00
Title III	35,360.00	0.00
LCFF	56,678.00	0.00
LCFF - Intervention	56,678.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	56,678.00
LCFF - Intervention	56,678.00
PTA/PTO	2,500.00
Title I	55,658.00
Title III	35,360.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	16,245.00
2000-2999: Classified Personnel Salaries	LCFF	2,900.00
4000-4999: Books And Supplies	LCFF	22,343.00
5000-5999: Services And Other Operating Expenditures	LCFF	7,990.00
5700-5799: Transfers Of Direct Costs	LCFF	7,200.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	17,500.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	30,500.00
4000-4999: Books And Supplies	LCFF - Intervention	7,678.00

5700-5799: Transfers Of Direct Costs	LCFF - Intervention	1,000.00
5700-5799: Transfers Of Direct Costs	PTA/PTO	2,500.00
1000-1999: Certificated Personnel Salaries	Title I	45,630.00
2000-2999: Classified Personnel Salaries	Title I	6,892.00
4000-4999: Books And Supplies	Title I	3,136.00
1000-1999: Certificated Personnel Salaries	Title III	31,090.00
2000-2999: Classified Personnel Salaries	Title III	2,300.00
4000-4999: Books And Supplies	Title III	1,700.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	270.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	164,719.00
Goal 2	19,232.00
Goal 3	22,923.00

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:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Dr. Andres Duran, Principal	Principal
Maria Bassuk	Classroom Teacher
Antonio Sandoval	Classroom Teacher
Martha Amezcua	Classroom Teacher
Jeffrey Carranza	Other School Staff
Mario Solano	Parent or Community Member
Vanessa Velasquez	Parent or Community Member
Paola Morales	Parent or Community Member
Edith Vazquez	Parent or Community Member
Adriana Ornelas	Parent or Community Member

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.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/21/2021.

Attested:

	Principal, Dr. Andres Duran on 10/21/2021
	SSC Chairperson, Paola Morales on 10/21/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/21/2021.

Attested:

	Principal, Dr. Andres Duran on 10/21/2021
	SSC Chairperson, Paola Morales on 10/21/2021