



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	19643036011696	October 26, 2023	December 14, 2023

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

Additional Targeted Support and Improvement

This plan is aligned to meet the needs of Title 1 and ATSI groups. Expenditures are prioritized to address the academic and social emotional learning of students with disabilities, English Learners, and economically disadvantaged students. Based on assessment results being low, attendance and academic goals have been created to close the achievement gap for these groups of students.

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.

In keeping with ESSA requirements, the school plan includes opportunities for students in all subgroups to achieve at Ramona Elementary. Ramona's goals are aligned with Bellflower Unified School District's three LCAP goals. Goal 1 is to provide all students with safe, collaborative conditions for learning. Goal 2 is to provide all students with a comprehensive curriculum through data driven instructional practices to ensure all students are college and/or career ready. Goal 3 is to provide ongoing communication and opportunities for stakeholder to advocate for the success of all students.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

All educational partners will complete the Title 1 Fall Needs Assessment and parents will complete the Title I Fall Evaluation. Students in the 5th grade and parents will complete the Healthy Kids Survey every other year.

The results of the Fall 2023 Panorama Survey, shows how students rate their own social emotional skills: 150 3-5th graders and 60 6th graders completed the Panorama survey

66% of students in 3rd-5th grade report that they have a positive relationship with their teachers and 73% of 6th graders report the same

64% of students in grades 3-5 feel that they "belong" at school, while 54% of 6th graders report the same

55% of students report to have a growth mindset,

63% of 3-5th graders and 60% of 6th graders claim social awareness

The biggest improvement was in the area of Emotional Regulation for 3-5th graders and self management for 6th graders.

Overall, the Panorama Social Skills Survey data demonstrates that there is a need to support students social emotional learning and to increase the level of connectedness.

According to the Title I Fall Needs Assessment Survey 2023:

53 adults took the survey

90% of the respondents agree that Ramona is a safe place to learn

87% of the respondents agree that instruction is standards based and curriculum driven

80% of the respondents agree that professional development supports instruction and district initiatives

81% of the respondents agree that the school communication is effective

Overall, the Title I Fall Needs Assessment data demonstrates that those who completed the survey feel the school is a safe place to learn and instruction, communication and professional development are effective. However, based on the low participation from parents and staff, there is a strong need to increase participation in providing input for the betterment of the school. Efforts are being made to increase parental involvement and staff involvement as well by increasing communication with explanations.

Classroom Observations

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

Formal Evaluations are conducted by the principal on an ongoing schedule. First through third year teachers are formally observed 2-3 times a year, tenured teachers are formally observed every other year, and teachers with fifteen years with the district (if satisfactory evaluations) will be evaluated every five years.

Informal classroom visits are conducted by the principal. Data is gathered on the Ramona Site Goals and actions. The district administrators also conduct Instructional Rounds to gather data of instruction and best practices. This happens twice a year where principals from other schools and district office administrators calibrate and discuss the observations. The staff discuss observation evidence and outline next steps for increased goal implementation. Use of Thinking Maps, collaborative conversations, and independent free maps have been observed. Site goals have been updated to include talking off the maps in chunks, assigning roles for and debriefing about collaborative conversations, increased rigor in free maps and independent writing and establishing a collaborative community within the school and classrooms. The upper grade classrooms are on their first year of AVID implementation and observations and feedback are also considered during classroom observations by the principal and district administrators.

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)

The CAASPP State Assessments and local assessments (NWEA Fluency, NWEA MAP Growth Reading, NWEA MAP Growth Language, NWEA MAP Growth Math and District Writing Assessment) are continually reviewed and analyzed to determine if all students are making adequate progress. During the data analysis process teachers and administration examine if the achievement gap is closing for identified groups of students as well as individual students. The results are also shared with advisory committees like the SSC and the ELAC but also at meetings like Coffee with the Principal and PTA Meetings. If or when results do not show positive progress, a plan is created to implement new strategies to address the needs of student learning. CAASPP scores and ELPAC results are used to inform instruction by building upon strengths and targeting areas of need. Local district assessments are used formatively to monitor student progress. NWEA MAP growth assessments in reading, language, and mathematics are administered at the beginning of the school year as a baseline then again in the winter and spring. Formative and summative MAP growth assessments will be used to monitor and evaluate progress. Kindergarten through second grade students take the MAP Oral Reading Assessment three times a year to monitor growth in reading fluency and foundational skills. CAASPP results are used to guide instruction to bridge the gaps that are apparent in instruction through data analysis.

The Summative ELPAC scores are used to monitor the progress of English learners toward attaining English proficiency and in meeting grade-level standards in language. Progress is monitored through the ELPAC, site assessments and writing assessments. The progress of reclassified students is monitored for two years to ensure appropriate instructional placement and to determine any needs for academic support. Parents are provided with information in English/Spanish (written/verbal) at meetings or through written communications on the results of state and local assessments.

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

Teachers meet in PLCs by grade levels each week to review curriculum-based assessment results. They look at student work samples and discuss the attainment of grade-level standards and district performance expectations. Individual and subgroup progress toward proficiency is determined through the data analysis. Areas for growth are addressed through the analysis and plans are created to address the needs for struggling students.

Ongoing analysis of assessment results throughout the school year by SSC, advisory committees, teachers and administrators will be conducted at PLC meetings and professional development site meetings to monitor the progress in academic achievement by individual students and subgroups. Students will participate in interventions based on this data and groups will be adjusted every 6-8 weeks depending on student progress and needs. In addition, teachers will work with the ELA and math intervention teachers on a weekly basis in their grade level PLC to strengthen instructional strategies in order to meet the unique needs of each group of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

At Ramona, all staff members will be recruited as needed, trained, and assisted to ensure the effectiveness of the instructional program and SPSA.

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

All teachers meet the federal criteria for highly-qualified teachers; all instructional aides meet the federal criteria for paraprofessional qualifications.

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

Professional development is focused on research based and standards-based best practices. Professional development is ongoing to have a positive and lasting impact on teacher performance and student achievement. District and site professional development is offered based on the results of staff surveys, data from the Instructional Rounds data tool and the analysis of student assessment data. Professional development focuses on standards-based programs and standards-aligned strategies and practices that have demonstrated effectiveness through research in improving the academic achievement of the targeted students at the school. Current professional development includes the following: SII, ELA word work, Math Standards Shifts in Practices, Thinking Maps, UDL, data analysis, MTSS, SEL, and PBIS. Professional development is of sufficient intensity and duration to have a positive and lasting impact on teacher performance and student achievement.

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

Teachers will participate in professional development for the use of curricula, assessment measures, and instructional strategies specific to English Learners through presentations and demonstration lessons given by the ELA/ELD TOSA. Additional professional development will be given by the PBIS team to support teachers in the continued implementation of PBIS and ideas for working with students who need behavioral support. Thinking Maps trainers will provide instruction on using Thinking Maps to support English Learners and all students in the areas of comprehension and writing strategies. The intervention teachers and instructional leadership team will provide professional development focused on the school site goals. Ramona also has an Instructional Specialist who support the site's classroom teachers and all students with using current research-based best practices as well as assisting in data analysis and facilitating Professional Learning Communities (PLCs). The Instructional Specialist also serves on the school leadership team, MTSS team and helps the principal in planning, monitoring, and analyzing the instructional program. Ramona has 2 Intervention teachers who provide individual and small group instruction to students who are struggling academically. They also assist with monitoring, reporting and communicating student progress and performance.

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

All teachers meet weekly in their grade level PLCs to collaborate and plan lessons to meet all students' needs. Teachers also meet monthly with the ELA and math intervention teachers to review RTI progress and make instructional adjustments as needed. Additionally, grade level planning opportunities are provided 3 times a month during shortened Wednesdays. Once a month K-6 articulation occurs during Wednesday staff development.

Teaching and Learning

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

Eligible students receive core and categorical program services that meet their assessed needs. Students not meeting grade level standards are provided with supplementary and intervention services to close achievement gaps. In all subject areas, report cards and testing are aligned to the California State Content Standards. All curriculum materials are SBE-adopted and align to the content and performance standards. Instruction is standards-aligned and includes a variety of research-based instructional strategies such as SDAIE strategies to address the needs of English Learners..

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

All teachers submit a daily schedule to the principal for certification of required minutes in all subject areas. The district standard for grades K- 3 is ELA daily minutes - 150 and mathematics daily minutes- 50-60. The district standard for grades 4-6 is ELA daily minutes- 120 and mathematics daily minutes- 50-60.

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

Grade level pacing calendars are used by all teachers. Lessons and learning activities are created during PLC meetings. District committees consisting of grade level teachers, district administrators, and site administrators have developed curriculum pacing guides for all teachers. For the ELA adoption, teachers are utilizing the publisher pacing guide, the word work 10-day lesson plans and creating cohesive units within grade level planning time. Teachers have submitted instructional schedules that allow for Response to Intervention time at least three times a week for struggling students.

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

Teachers are provided with grade level instructional materials for all student groups including English Learners and Students with Disabilities.

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

Teachers use SBE adopted and standards-aligned instructional materials in all subject areas as well as during academic intervention.

Opportunity and Equal Educational Access

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

All students have equitable access to all programs, classrooms, and services as required by law. Title I targeted services are provided to students using district guidelines.

Eligible students are identified based on multiple measures for each grade level, which include teacher recommendations and assessments. The intervention teachers provide Tier 1 and 3 intervention to eligible K-6th students. English learners are placed in the appropriate program settings that include Designated and Integrated ELD instruction. English learners are assigned to the appropriate Designated ELD instructional setting based on their English proficiency fluency levels. Grade K-2 students are placed in leveled phonics instruction based on NWEA Fluency assessment results as well as teacher assessments. Grade 4-6 students are placed in Tier 2 Reading Intervention based on the results of NWEA MAP Growth Reading Assessments and teacher assessments. English learners are assigned to an appropriate instructional setting based on their English fluency levels and receive thirty minutes of ELD instruction each day.

Evidence-based educational practices to raise student achievement

Research-based educational practices will be used to raise student achievement including Thinking Maps, Path to Proficiency, Intervention using specialists in ELA/ELD and Math, technology, and NGSS. Implemented research-based strategies include: Structured Interactive Instruction, Universal Design for Learning and Thinking Maps. All supplementary programs and services support standards-based instruction and the district-adopted curriculum. Implementation of supplementary services are meant to close achievement gaps. These include: ST Math, Smarty Ants, Rewards, Fast ForWord, ELOP and small group instruction. Strategies to determine the needs of struggling and underserved populations include: Student Success Teams where an MTSS model is beginning to be implemented.

Parental Engagement

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

Parent workshops and materials are available to help parents work with their children to improve academic achievement. The following opportunities are available to parents to assist them: Kindergarten Visitation Day for parents of incoming K students where they will meet the principal, have a mini-tour of the campus, observe a kindergarten class in action, and receive a "Get Set for School" activity calendar, Ramona Parent Institute, Title I meetings, SSC meetings, ELAC meetings, Coffee with the Principal monthly meetings and goal setting conferences. Ramona also offers parent workshops to support their students. They include: Parenting from the Heart, Disciplina Positiva, and Latino Family Literacy Project. The Latino family Literacy Project teaches parents the importance of establishing a family reading routine with their children, how to share the book and it helps both parents and school age children learn English vocabulary, together as a family. Disciplina Positiva are a series of workshops that is aimed at developing mutually respectful relationships between parents and their students. Parenting from the Heart is a series of workshops that is designed to deliver the latest information and research from psychology, neuroscience, biology, developmental stages, and temperament styles. Parents are given tools, strategies, and life-long parenting skills that allow them to confidently parent with a conscious mind and an open heart. This positive parenting approach will solve many of the challenges parents experience with their children.

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)

All stakeholders (staff, parents, students, and community members) are provided with opportunities to review data for the purpose of monitoring the effectiveness of the implementation of plan strategies and action steps, including academic programs and procedures related to providing a safe school campus. Administrators and staff will continually review student academic achievement results to monitor and evaluate the implementation of the plan. The SSC continually reviews student academic achievement results to monitor and evaluate the implementation of the plan.

Funding

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

Title I funds are used to pay for instructional aides to provide teachers and students with additional support and intervention to struggling students in ELA, Math, and ELD. Instructional assistants support small group ELA and math instruction during school day. Technology devices allow struggling students access to core and supplementary curriculum. Identified target students attend intervention four days a week to improve reading achievement. Supplementary software programs such as Smarty Ants and ST Math enhance students' language skills. A case manager arranges social services such as counseling, food, clothing, medical insurance and tutoring because healthy kids learn better. District categorical funding provides: a Math Intervention TOSA, an ELA Intervention Teacher, an Instructional Specialist, Chromebooks, and professional development.

Fiscal support (EPC)

Ramona receives the following fiscal support: Title I, Supplemental Grant, Concentration Grant, and SISS to fund the strategies and action steps outlined in the plan.

Educational Partner 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 School Site Council is made up of one administrator, one classified staff member, three teachers and five parents. Throughout the school year, the SSC will meet at least six times to review and analyze school budgets, student achievement data, parent, student, and staff surveys, effectiveness of school plan actions and suggestions for school goals. Parents from the English Learner Advisory Committee provided input for the School Plan as well during ELAC meetings. The ELAC committee meets at least five times a year to review the plan as it pertains to English learners.

This input is shared with School Site Council by a parent representative. The SSC reviewed and approved the plan on October 26, 2023. The plan was also shared and discussed with the school leadership team that is made up of teacher leaders and counselors during leadership meetings.

Resource Inequities

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

Fifty-three individuals completed the Title I Needs Assessment survey. This number is low for the amount of students and staff of Ramona.

Respondents on the Title I needs assessment Fall 2023 reported that the importance of attendance is an area that needs to be emphasised more. Almost 20% of respondents were neutral in the quality of professional development, making this an area of need as well for the upcoming school year.

Ramona Elementary has some inequities. Specifically the African American population and Students With Disabilities are the Additional Targeted Support and Improvement groups. In this plan these two groups will be targeted to receive academic and social emotional interventions in an effort to optimise their educational experience at school. The academic interventions will be in reading and mathematics while social emotional interventions will also focus on relevant experiences that lead to increased connections and positive learning experiences.

Additionally, the Fall 2023 Panorama Survey indicates that students in grades 3-6 need to feel a connection and a sense of belonging to the school. The CA Dashboard Data indicate that Chronic Absenteeism is Very High for all students at Ramona and this is including the subgroups of Hispanic/Latino, English Learner, Socio-Economically Disadvantaged, Students with Disabilities, and Black/African American students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.21%	0.21%	.4%	1	1	2
African American	7.97%	8.66%	12%	38	42	55
Asian	1.47%	1.86%	9%	7	9	41
Filipino	2.73%	3.09%	4%	13	15	19
Hispanic/Latino	83.02%	81.44%	81%	396	395	366
Pacific Islander	1.47%	1.44%	2%	7	7	9
White	2.10%	1.65%	1.7%	10	8	8
Multiple/No Response	1.05%	1.65%	%	5	8	0
Total Enrollment				477	485	447

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	70	71	47
Grade 1	67	76	77
Grade 2	60	71	75
Grade 3	68	55	71
Grade 4	66	71	54
Grade 5	71	67	61
Grade 6	75	74	62
Total Enrollment	477	485	447

Conclusions based on this data:

1. The largest ethnic subgroup at Ramona is Hispanic/Latino with over 81% followed by African American with 12%.
2. Enrollment has declined between the 21-22 school year, then had a slight increase in the 22-23 school year and in the 23-24 school year the enrollment is at 447 students.
3. The largest consistent enrollment has been in grades 1, 2 and 3. The largest decreases occurred in Kindergarten and 4th grade.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	140	127	120	29.4%	26.2%	26%
Fluent English Proficient (FEP)	43	37	23	9.0%	7.6%	5%
Reclassified Fluent English Proficient (RFEP)			7	1.8		1%

Conclusions based on this data:

1. The percentage of English Learners at Ramona has remained about 26%.
2. The amount of students who reclassify has decreased to 5%.
3. Students at risk of becoming Long Term EL is increasing by not reclassifying the by 3rd grade.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	69	68	53	0	67	53	0	67	53	0.0	98.5	100.0
Grade 4	68	70	70	0	69	69	0	69	69	0.0	98.6	98.6
Grade 5	73	71	64	0	71	64	0	71	64	0.0	100.0	100.0
Grade 6	70	76	70	0	74	70	0	74	70	0.0	97.4	100.0
All Grades	280	285	257	0	281	256	0	281	256	0.0	98.6	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2399.	2365.		17.91	16.98		19.40	11.32		25.37	22.64		37.31	49.06
Grade 4		2425.	2439.		8.70	17.39		28.99	20.29		18.84	27.54		43.48	34.78
Grade 5		2434.	2438.		7.04	10.94		16.90	15.63		11.27	17.19		64.79	56.25
Grade 6		2512.	2488.		12.16	11.43		31.08	18.57		28.38	32.86		28.38	37.14
All Grades	N/A	N/A	N/A		11.39	14.06		24.20	16.80		21.00	25.39		43.42	43.75

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.45	9.43		58.21	50.94		31.34	39.62
Grade 4		7.25	10.14		57.97	68.12		34.78	21.74
Grade 5		9.86	9.38		47.89	48.44		42.25	42.19
Grade 6		13.51	7.14		54.05	44.29		32.43	48.57
All Grades		10.32	8.98		54.45	53.13		35.23	37.89

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.40	11.32		50.75	45.28		29.85	43.40
Grade 4		17.39	13.04		53.62	59.42		28.99	27.54
Grade 5		5.63	14.06		47.89	39.06		46.48	46.88
Grade 6		21.62	14.29		55.41	52.86		22.97	32.86
All Grades		16.01	13.28		51.96	49.61		32.03	37.11

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.97	1.89		79.10	69.81		14.93	28.30
Grade 4		7.25	4.35		63.77	78.26		28.99	17.39
Grade 5		11.27	6.25		61.97	57.81		26.76	35.94
Grade 6		8.11	4.29		68.92	75.71		22.97	20.00
All Grades		8.19	4.30		68.33	70.70		23.49	25.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.94	5.66		61.19	58.49		26.87	35.85
Grade 4		7.25	7.25		65.22	66.67		27.54	26.09
Grade 5		9.86	14.06		49.30	51.56		40.85	34.38
Grade 6		10.81	15.71		68.92	58.57		20.27	25.71
All Grades		9.96	10.94		61.21	58.98		28.83	30.08

Conclusions based on this data:

1. The 2022-2023 ELA CAASPP participation rate was excellent. However, 28% of student met or exceeded the standard, compared to 71% of students scored near or below the standard based on the overall ELA achievement data.
2. In listening/communication skills and research/inquiry most students scored at or near meeting the standard. However, in both areas the percentage of students scoring below the standard increased.
3. Reading and Writing scores indicate that the number of students below the standard has increased compared to the previous year. In reading, 3rd grade students and 6th grade students showed the biggest drop in performance by about 10% more scoring below the standard. In writing, results also show an increase in the percentage of students scoring below the standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	69	68	52	0	67	51	0	67	51	0.0	98.5	98.1
Grade 4	68	70	70	0	70	69	0	70	69	0.0	100.0	98.6
Grade 5	73	70	64	0	70	64	0	70	64	0.0	100.0	100.0
Grade 6	70	76	70	0	75	69	0	75	69	0.0	98.7	98.6
All Grades	280	284	256	0	282	253	0	282	253	0.0	99.3	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2409.	2385.		16.42	11.76		26.87	25.49		22.39	19.61		34.33	43.14
Grade 4		2431.	2431.		8.57	7.25		17.14	28.99		30.00	26.09		44.29	37.68
Grade 5		2441.	2427.		5.71	6.25		12.86	7.81		18.57	20.31		62.86	65.63
Grade 6		2482.	2458.		9.33	7.25		14.67	15.94		38.67	20.29		37.33	56.52
All Grades	N/A	N/A	N/A		9.93	7.91		17.73	19.37		27.66	21.74		44.68	50.99

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		26.87	19.61		40.30	45.10		32.84	35.29
Grade 4		17.14	18.84		38.57	36.23		44.29	44.93
Grade 5		7.14	4.69		32.86	29.69		60.00	65.63
Grade 6		9.33	4.35		50.67	42.03		40.00	53.62
All Grades		14.89	11.46		40.78	37.94		44.33	50.59

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.90	9.80		43.28	43.14		35.82	47.06
Grade 4		8.57	8.70		41.43	49.28		50.00	42.03
Grade 5		7.14	3.13		41.43	45.31		51.43	51.56
Grade 6		4.00	7.25		60.00	40.58		36.00	52.17
All Grades		9.93	7.11		46.81	44.66		43.26	48.22

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.40	13.73		56.72	62.75		23.88	23.53
Grade 4		8.57	5.80		55.71	55.07		35.71	39.13
Grade 5		5.71	3.13		42.86	46.88		51.43	50.00
Grade 6		12.00	5.80		61.33	49.28		26.67	44.93
All Grades		11.35	6.72		54.26	52.96		34.40	40.32

Conclusions based on this data:

1. The percentage of students who scored standard met or exceeded in the 22-23 administration was 27.28%; compared to the % of students who scored standard met or exceeded in the previous year was 27.66%. There was not a significant difference there, however the percentage of students who scored in the standard not met band increased for grades 3, 5, and 6 by significant percentages. The only grade level that showed improvement in this band was 4th grade.
2. 3rd and 6th grade had the largest % of students scoring below standard in the overall mathematics achievement and also showed an increased percentage that scored in the below standards band.
3. 98.8% of students enrolled in grades 3-6 completed the mathematics test.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1391.6	1452.3	1438.4	1408.2	1446.2	1437.2	1352.3	1466.3	1441.4	12	18	14
1	1440.0	1443.3	1455.4	1443.6	1465.7	1457.7	1435.8	1420.3	1452.7	17	15	18
2	1455.0	1468.1	1455.3	1467.7	1458.2	1463.2	1441.8	1477.5	1446.7	18	17	14
3	1485.3	1466.3	1507.3	1489.3	1465.3	1511.9	1480.9	1466.9	1502.2	24	19	14
4	1503.8	1489.2	1514.1	1518.3	1486.6	1510.2	1488.8	1491.2	1517.5	25	23	22
5	1528.7	1501.4	1521.0	1539.0	1503.8	1527.0	1517.9	1498.5	1514.6	21	24	23
6	1554.5	1546.4	1549.8	1573.9	1552.0	1564.0	1534.5	1540.2	1535.2	12	21	25
All Grades										129	137	130

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	27.78	28.57	33.33	38.89	14.29	58.33	33.33	57.14	8.33	0.00	0.00	12	18	14
1	5.88	13.33	11.11	35.29	26.67	44.44	23.53	46.67	33.33	35.29	13.33	11.11	17	15	18
2	5.56	5.88	0.00	27.78	47.06	28.57	44.44	35.29	50.00	22.22	11.76	21.43	18	17	14
3	13.04	0.00	35.71	26.09	31.58	14.29	47.83	36.84	28.57	13.04	31.58	21.43	23	19	14
4	16.00	13.04	27.27	36.00	26.09	31.82	36.00	43.48	36.36	12.00	17.39	4.55	25	23	22
5	19.05	12.50	21.74	42.86	33.33	21.74	33.33	33.33	47.83	4.76	20.83	8.70	21	24	23
6	45.45	28.57	36.00	0.00	38.10	36.00	45.45	19.05	16.00	9.09	14.29	12.00	11	21	25
All Grades	14.17	14.60	23.85	30.71	34.31	28.46	40.16	35.04	36.92	14.96	16.06	10.77	127	137	130

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	27.78	21.43	41.67	33.33	21.43	41.67	38.89	50.00	8.33	0.00	7.14	12	18	14
1	11.76	26.67	11.11	41.18	40.00	38.89	23.53	26.67	44.44	23.53	6.67	5.56	17	15	18
2	22.22	29.41	7.14	16.67	23.53	50.00	50.00	29.41	42.86	11.11	17.65	0.00	18	17	14
3	21.74	5.26	42.86	56.52	52.63	35.71	17.39	10.53	7.14	4.35	31.58	14.29	23	19	14
4	48.00	26.09	40.91	24.00	47.83	31.82	24.00	13.04	27.27	4.00	13.04	0.00	25	23	22
5	61.90	25.00	26.09	33.33	50.00	65.22	4.76	12.50	4.35	0.00	12.50	4.35	21	24	23
6	36.36	47.62	64.00	36.36	33.33	20.00	18.18	14.29	16.00	9.09	4.76	0.00	11	21	25
All Grades	32.28	27.01	33.08	35.43	40.88	37.69	24.41	19.71	25.38	7.87	12.41	3.85	127	137	130

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	22.22	14.29	16.67	38.89	28.57	41.67	38.89	57.14	41.67	0.00	0.00	12	18	14
1	5.88	13.33	5.56	29.41	20.00	38.89	11.76	33.33	44.44	52.94	33.33	11.11	17	15	18
2	5.56	5.88	0.00	27.78	35.29	28.57	27.78	41.18	35.71	38.89	17.65	35.71	18	17	14
3	4.35	0.00	21.43	8.70	15.79	14.29	56.52	36.84	28.57	30.43	47.37	35.71	23	19	14
4	4.00	4.35	13.64	16.00	8.70	31.82	36.00	43.48	31.82	44.00	43.48	22.73	25	23	22
5	0.00	0.00	8.70	19.05	12.50	13.04	52.38	45.83	34.78	28.57	41.67	43.48	21	24	23
6	18.18	14.29	8.00	18.18	28.57	40.00	18.18	33.33	20.00	45.45	23.81	32.00	11	21	25
All Grades	4.72	8.03	10.00	18.90	21.90	28.46	37.01	39.42	34.62	39.37	30.66	26.92	127	137	130

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	16.67	21.43	83.33	83.33	78.57	8.33	0.00	0.00	12	18	14
1	47.06	20.00	22.22	29.41	73.33	72.22	23.53	6.67	5.56	17	15	18
2	11.11	17.65	14.29	72.22	52.94	78.57	16.67	29.41	7.14	18	17	14
3	21.74	26.32	35.71	56.52	57.89	57.14	21.74	15.79	7.14	23	19	14
4	48.00	43.48	36.36	44.00	47.83	59.09	8.00	8.70	4.55	25	23	22
5	14.29	25.00	21.74	80.95	62.50	73.91	4.76	12.50	4.35	21	24	23
6	27.27	38.10	36.00	54.55	52.38	60.00	18.18	9.52	4.00	11	21	25
All Grades	26.77	27.74	27.69	59.06	60.58	67.69	14.17	11.68	4.62	127	137	130

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	27.78	21.43	75.00	66.67	57.14	25.00	5.56	21.43	12	18	14
1	11.76	13.33	11.11	58.82	80.00	83.33	29.41	6.67	5.56	17	15	18
2	22.22	41.18	21.43	66.67	52.94	78.57	11.11	5.88	0.00	18	17	14
3	47.83	21.05	50.00	47.83	42.11	35.71	4.35	36.84	14.29	23	19	14
4	52.00	13.04	31.82	48.00	69.57	68.18	0.00	17.39	0.00	25	23	22
5	85.71	41.67	65.22	9.52	37.50	30.43	4.76	20.83	4.35	21	24	23
6	63.64	57.14	72.00	36.36	38.10	24.00	0.00	4.76	4.00	11	21	25
All Grades	43.31	31.39	42.31	47.24	54.01	51.54	9.45	14.60	6.15	127	137	130

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	27.78	14.29	66.67	72.22	85.71	33.33	0.00	0.00	12	18	14
1	5.88	21.43	22.22	47.06	28.57	61.11	47.06	50.00	16.67	17	14	18
2	11.11	5.88	7.14	50.00	82.35	57.14	38.89	11.76	35.71	18	17	14
3	4.35	0.00	28.57	39.13	36.84	42.86	56.52	63.16	28.57	23	19	14
4	4.00	4.35	18.18	48.00	43.48	45.45	48.00	52.17	36.36	25	23	22
5	4.76	8.33	13.04	71.43	41.67	34.78	23.81	50.00	52.17	21	24	23
6	18.18	19.05	8.00	18.18	47.62	52.00	63.64	33.33	40.00	11	21	25
All Grades	6.30	11.76	15.38	49.61	50.00	52.31	44.09	38.24	32.31	127	136	130

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	27.78	50.00	33.33	61.11	35.71	33.33	11.11	14.29	12	18	14
1	5.88	13.33	5.56	52.94	60.00	77.78	41.18	26.67	16.67	17	15	18
2	0.00	23.53	14.29	55.56	58.82	57.14	44.44	17.65	28.57	18	17	14
3	17.39	0.00	21.43	65.22	73.68	50.00	17.39	26.32	28.57	23	19	14
4	4.00	13.04	22.73	52.00	60.87	63.64	44.00	26.09	13.64	25	23	22
5	0.00	4.17	13.04	76.19	70.83	69.57	23.81	25.00	17.39	21	24	23
6	27.27	28.57	28.00	72.73	66.67	56.00	0.00	4.76	16.00	11	21	25
All Grades	10.24	15.33	21.54	59.06	64.96	60.00	30.71	19.71	18.46	127	137	130

Conclusions based on this data:

1. The number of EL students who took the Summative ELPAC decreased from 137 to 130 in Kindergarten through 6th graders. Sixth grade has the highest number of English learners with 25 students.

2. The percentage of students scoring in the overall Level 4 increased from 14 to 23 (all grades combined). Third through sixth grade percentages of level 4 increased while Kinder through second grade percentages of Level 4 decreased or stayed similar.
3. Overall, there was gains in Level 4 in the Writing Domain with a 5% increase. The largest gain was in the Speaking domain with a 11% increase of Level 4. The Listening Domain stayed the same and the Written Language Domain increased by 2%.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
477	89.7	29.4	1.0
Total Number of Students enrolled in Ramona Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	140	29.4
Foster Youth	5	1.0
Homeless	5	1.0
Socioeconomically Disadvantaged	428	89.7
Students with Disabilities	65	13.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	38	12.0
American Indian	2	0.2
Asian	7	1.5
Filipino	13	2.7
Hispanic	396	83.0
Two or More Races	5	1.0
Pacific Islander	7	1.5
White	10	2.1

Conclusions based on this data:

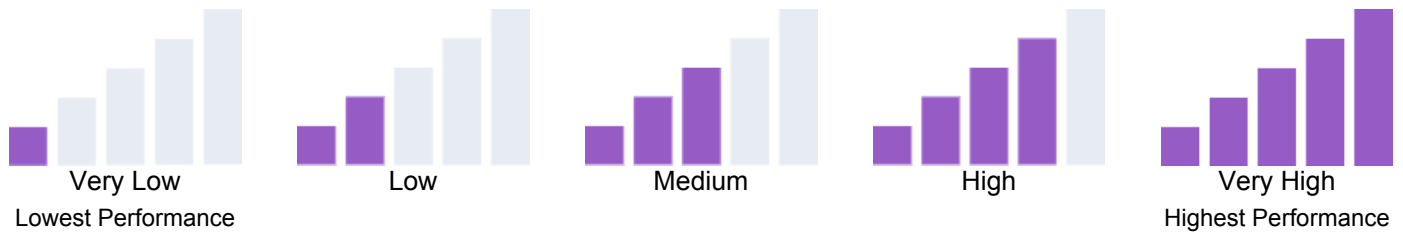
1. The largest subgroup for the LCAP at Ramona is the socio economically disadvantaged subgroup at 89.7%.
2. The Hispanic subgroup is the largest group by ethnicity at 83%
3. The African American subgroup is the second highest ethnic group at Ramona at 12%

School and Student Performance Data

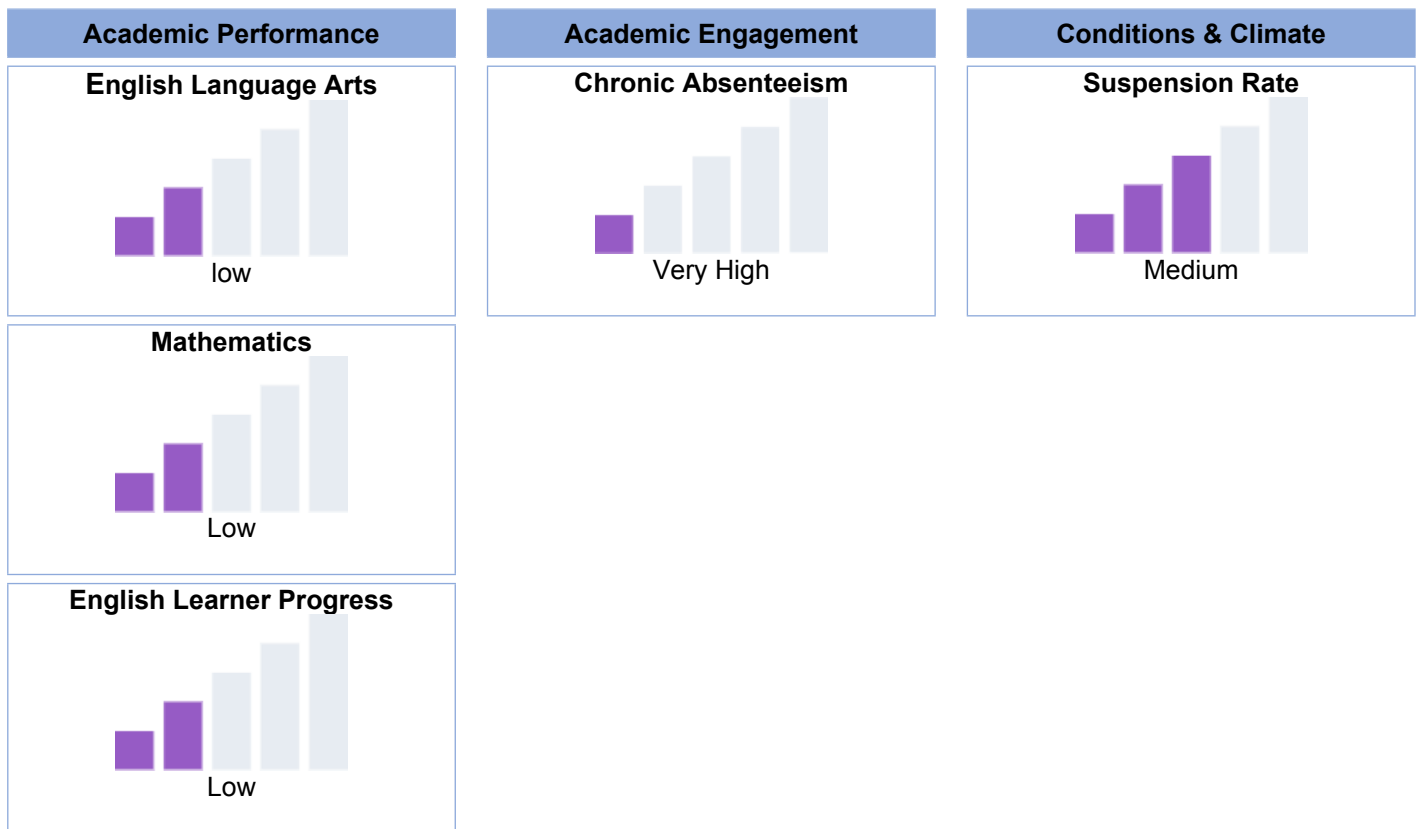
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. ELA and Math scores remain low. EL students did not make sufficient progress. Intervention and supports will be reevaluated for their effectiveness and impact on students.
2. Suspension rate was medium. PBIS systems were revisited to support positive student behavior on campus.

3. Despite interventions, chronic absenteeism remains very high. This is the first time we have been at red at the dashboard. This year, we have increased positive incentives for students and classes with excellent attendance.

School and Student Performance Data

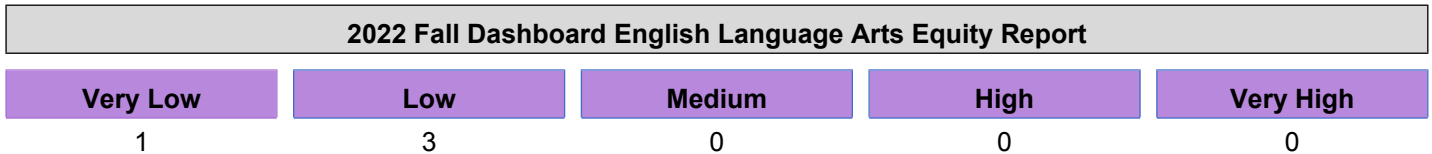
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

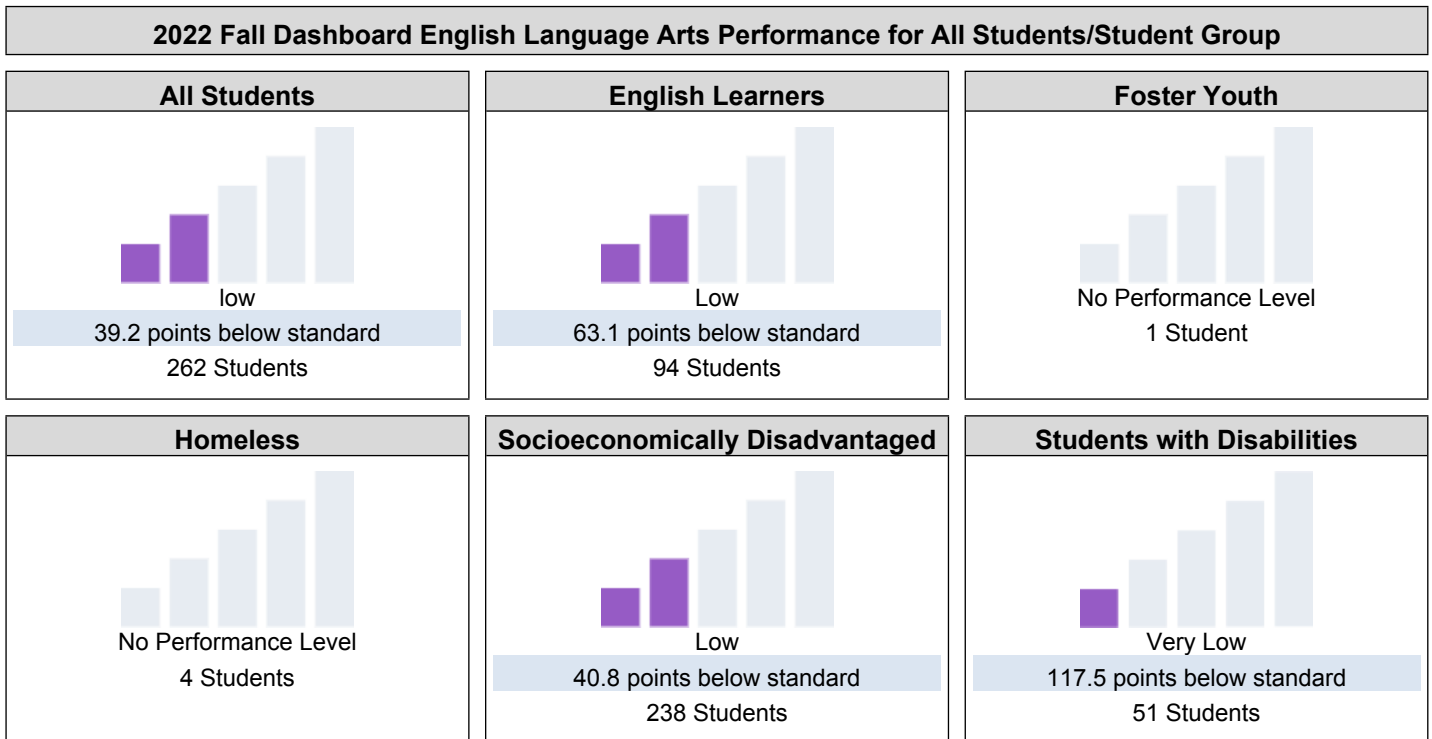
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



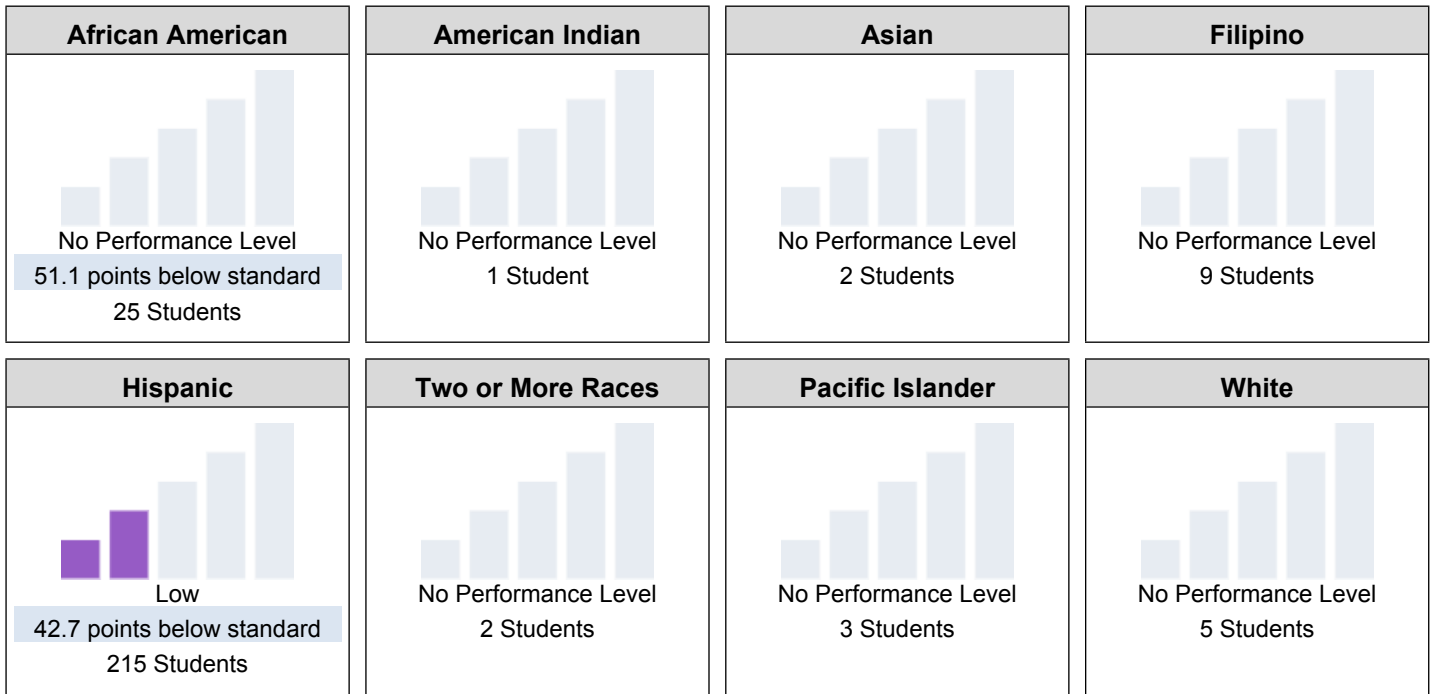
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83.9 points below standard 77 Students	31.2 points above standard 17 Students	33.3 points below standard 145 Students

Conclusions based on this data:

- 262 students completed the state testing last year, and on average students performed 39.2 points below standard.
- EL students underperformed English only students, though reclassified EL students performed above standard.
- SWD performed very low on the state testing (117.5 points below standard). Interventions and support for SWD need to be reevaluated .

School and Student Performance Data

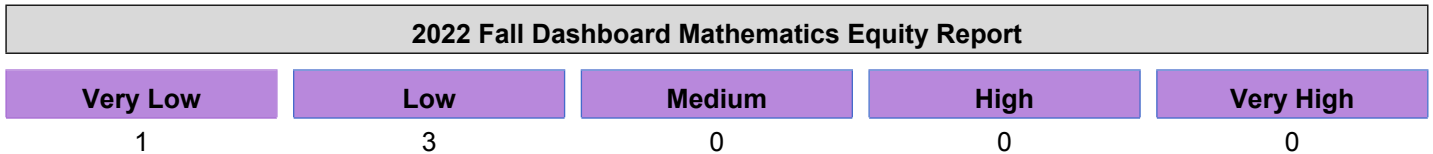
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

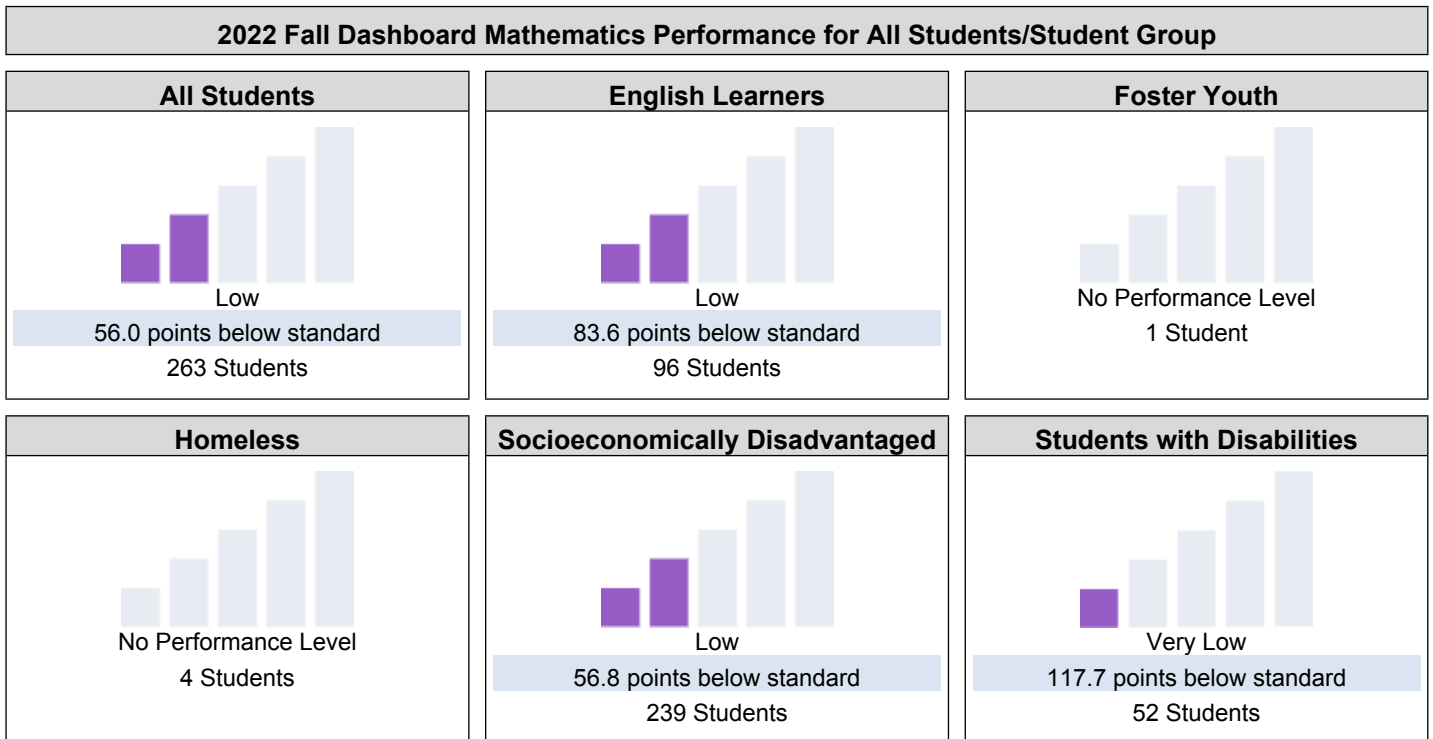
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



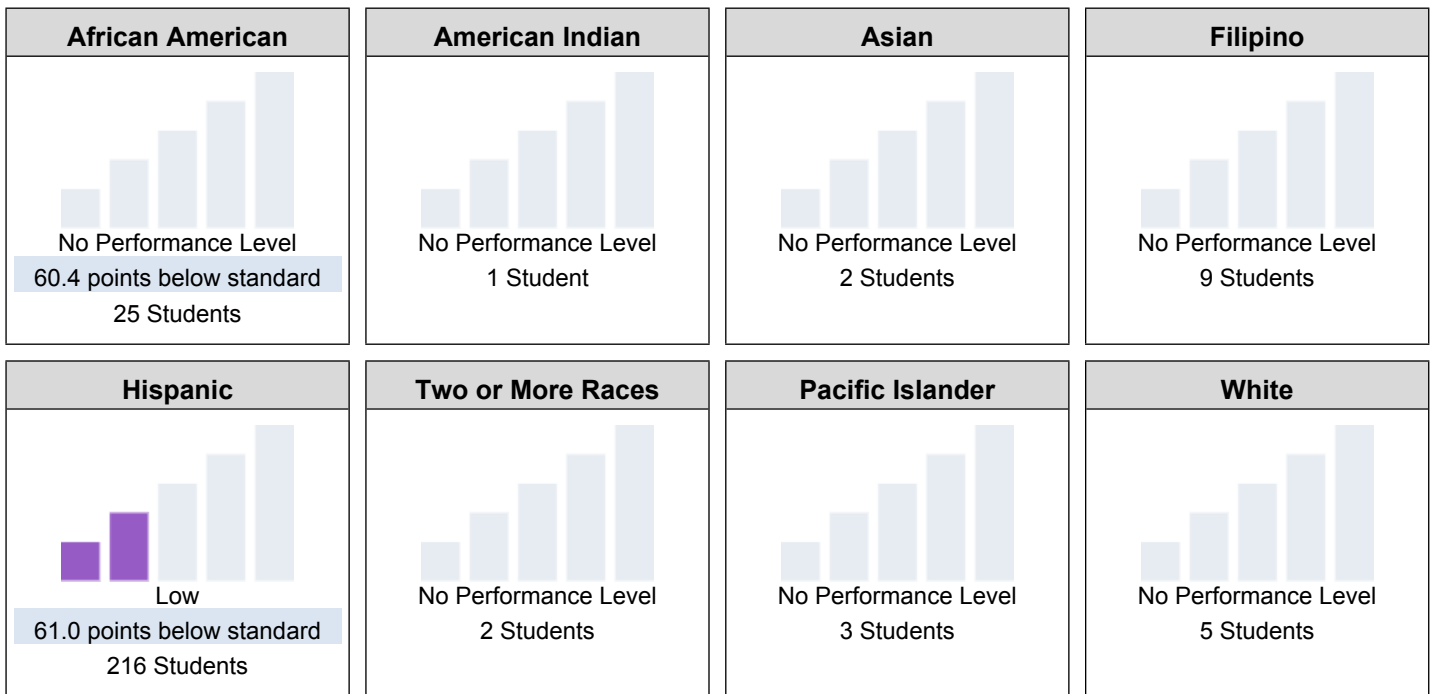
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #d9e1f2;">103.4 points below standard</p> <p>79 Students</p>	<p style="background-color: #d9e1f2;">7.9 points above standard</p> <p>17 Students</p>	<p style="background-color: #d9e1f2;">47.8 points below standard</p> <p>144 Students</p>

Conclusions based on this data:

1. African American students performed 60.4 points below standards (25 students)
2. Hispanic students performed 61.0 points below standard.
3. Reclassified English Learners performed better than English Learners and English Only students.

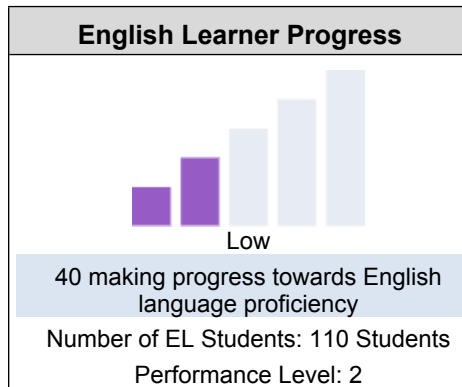
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
29.1%	30.9%	5.5%	34.5%

Conclusions based on this data:

- 110 students (40.0) ELL students are making progress towards English language proficiency.
- Less than half of our ELA students progressed at least one ELPI level.
- More students are increasing than decreasing a level.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

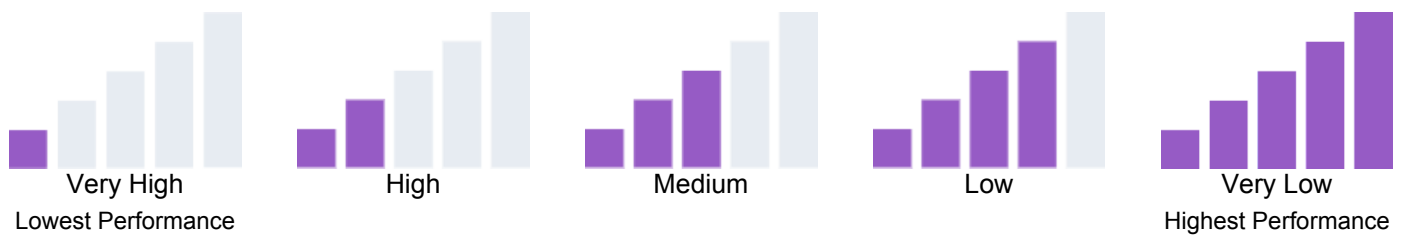
1. N/A
2. N/A
3. N/A

School and Student Performance Data

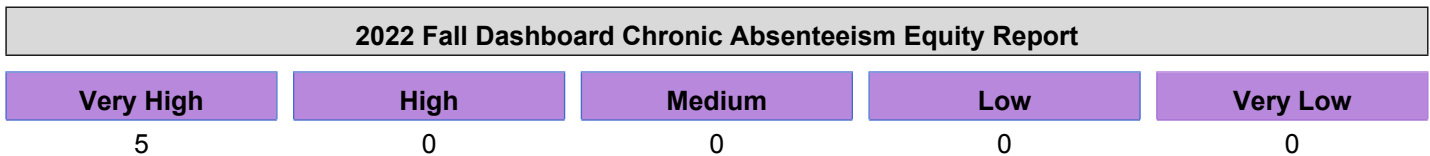
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

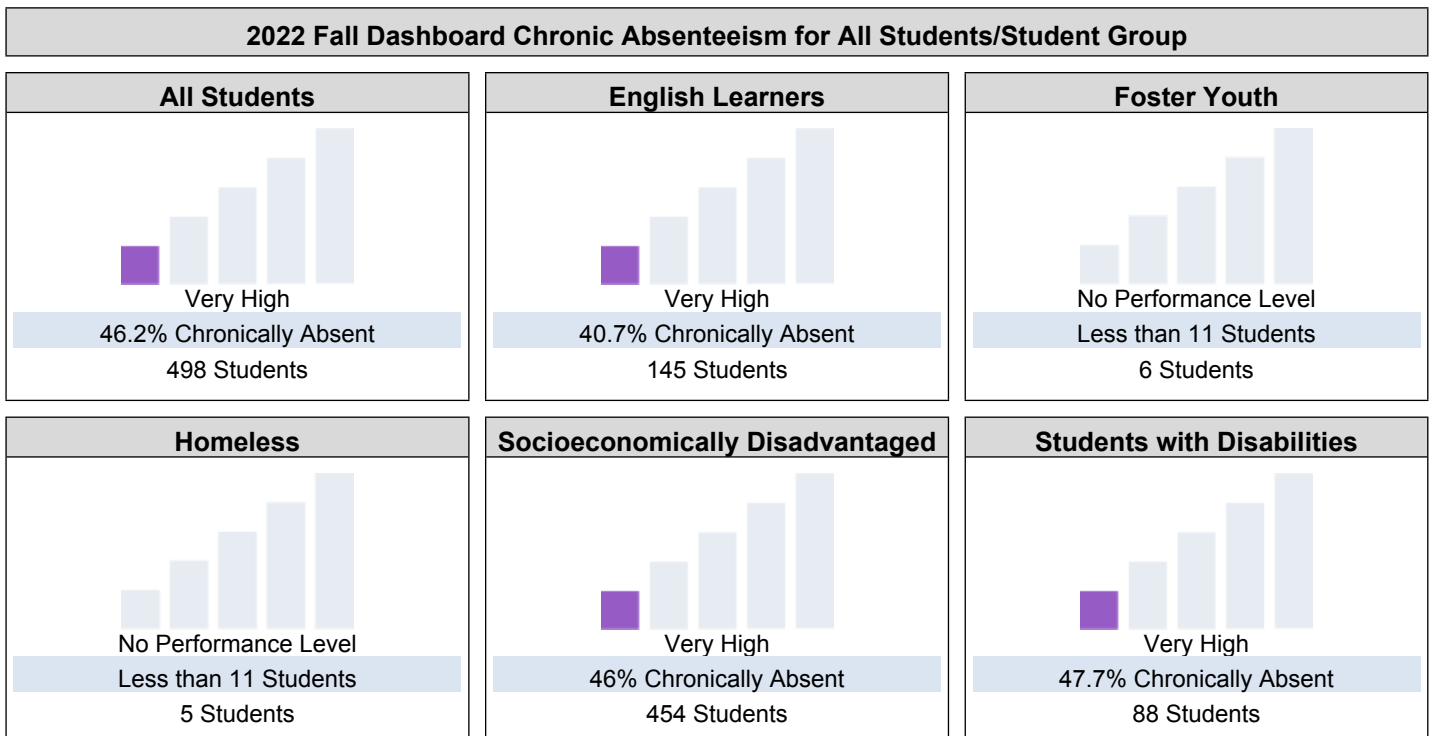
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



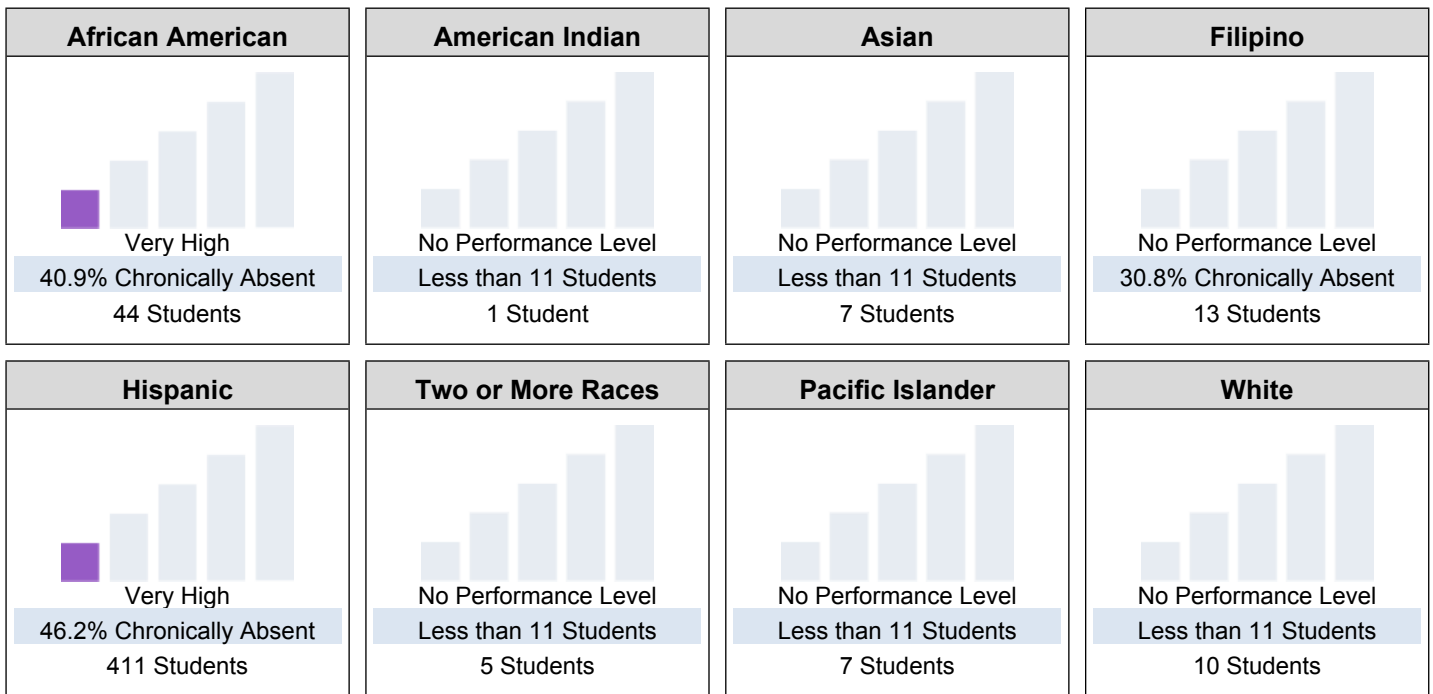
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

- 42.6% students are chronically absent - which is very high.
- The Hispanic subgroup have the highest absence rate, (46.2%) with African American being the second highest (40.9%).
- Socioeconomically disadvantaged students also have a very high absent rate at 46%.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Low Medium High Very High
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

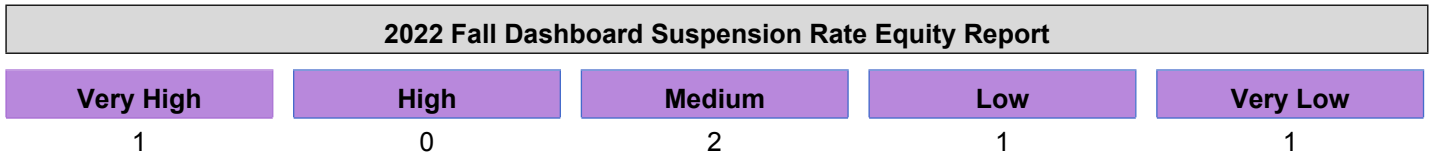
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

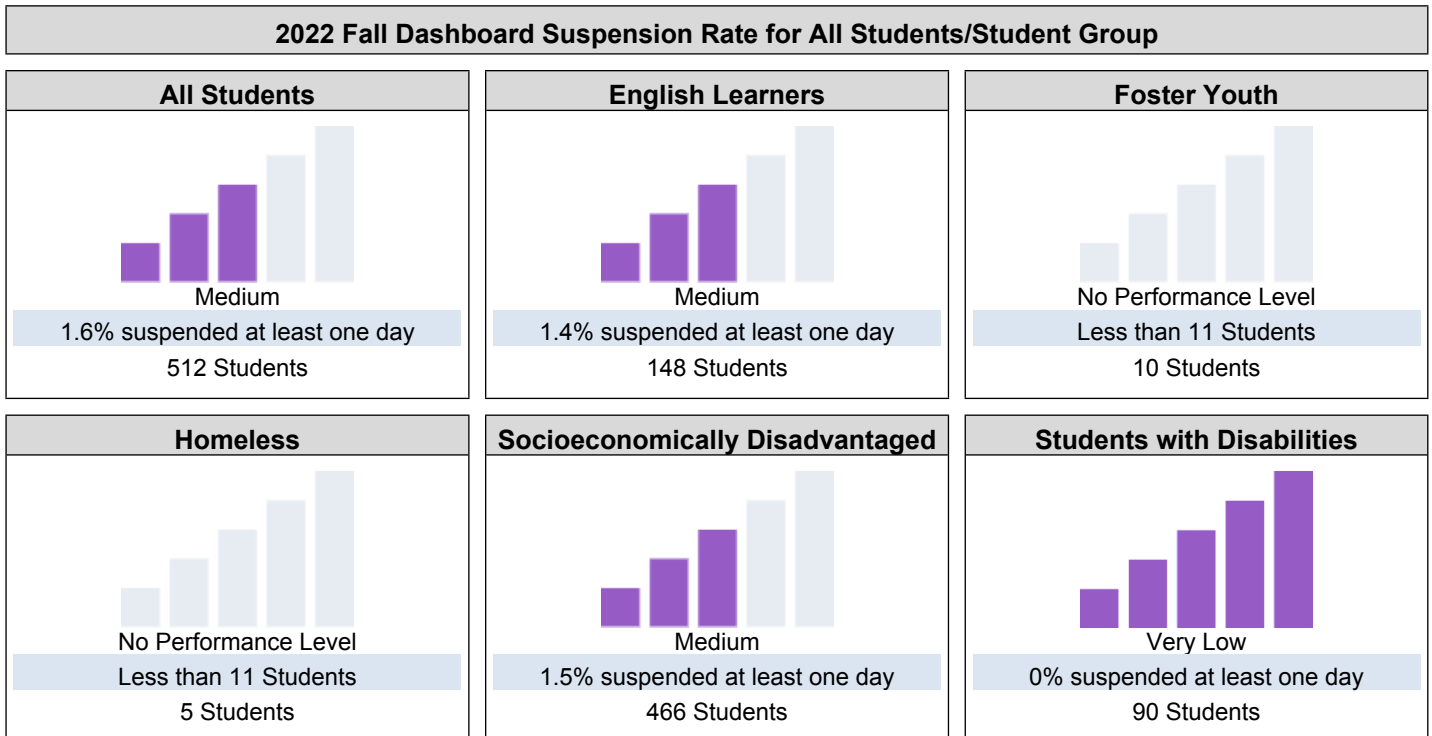
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



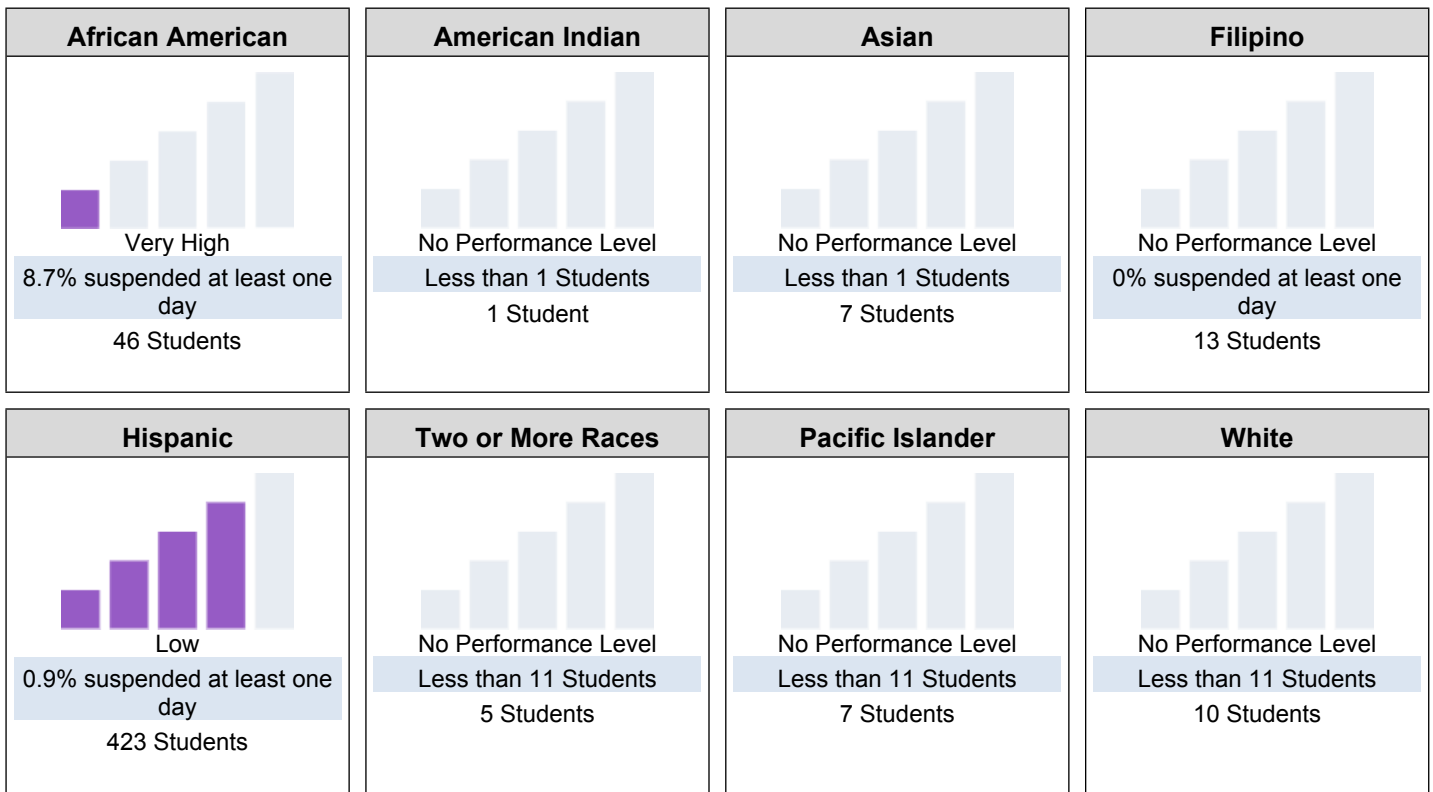
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Overall suspension rate is at medium. 1.6% of students were suspended at least once.
- African American students had the highest suspension rate at 8.7%.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The Bellflower Unified School District will provide all students with safe, collaborative conditions for learning.

Goal 1

Ramona Elementary will provide all students and staff with a safe and positive learning environment. This includes paying close attention to the physical and emotional safety needs of students with disabilities, English Learners, and African American students who have been identified as ATSI sub groups.

Site Social Emotional Learning Goal: Implement daily social emotional learning opportunities for students through an SEL curriculum, Restorative Practices, and PBIS to create a positive and healthy school community.

Site Professional Growth Goal: Improve the quality of Tier I instruction in all classrooms through professional development opportunities, effective teacher planning/collaboration using the PLC model, and integration of district initiatives. Classroom lessons will continue to be taught by highly qualified teachers.

Site Attendance Goal: To increase student attendance school wide and decrease the amount of chronic absenteeism as it was over 40% the last school year.

Site Facilities Goal: Maintain facilities in good repair and ensure safety of students and employees through custodial, maintenance and operations, and staff services.

Identified Need

Improve SEL for all students at Ramona by increasing Restorative Practices as alternatives to suspensions and full implementation of school wide PBIS.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama SEL Survey (Fall 2023)	55 % of students report having a Growth Mindset	Increase to 85%
Panorama SEL Survey (Fall 2023)	40% and 49% of student report having emotional regulation	Increase to 70%
Panorama SEL Survey (Fall 2023)	64 %and 54% of students report a sense of belonging	Increase to 85%
Staff Listing and Credentials	100% of students are taught by highly qualified teachers	100% of students are taught by highly qualified teachers

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard/Etruancy Reports/Aeries Reports	46 % Chronic Absenteeism	10% decrease in chronic Absenteeism
Title 1 Needs Assessment (Fall 2023)	89% of parents report that our school is a safe place to learn	Increase to 96%
CA Healthy Kids Survey (School Climate)	N/A	N/A

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)

All Students

Strategy/Activity

The school will be regularly maintained, cleaned, and be a safe, and welcoming environment for all students and staff. Custodial staff is in charge of conning off drop off zones, keeping gates and doors closed to the public. The school is a closed campus and visitors must first check in through the main office to access the campus. Custodial staff ensures that cleaning supplies and safety supplies are replenished in a timely manner. The school safety team will also monitor and advise regarding environmental safety issues in the school.

The school custodian will maintain the gardens in and around the school campus to keep the greenery looking nice an calming.

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)
8,000	SISS 4000-4999: Books And Supplies Custodial Supplies to maintain cleanliness/campus environment
4078	SISS 7000-7439: Other Outgo Develop and Maintain community Garden for the school

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

School wide PBIS implementation to norm the behavior expectations in classrooms, on the playground, and in other common areas.

PBIS Strategies and staff training, including an incentives program to reward positive behaviors. RAMS points or "gotchas" will be given for good behavior. A prize cart funded by PTA for students to spend their "gotcha" points on a monthly basis. Implement Tiered Interventions and Supports by training and supporting staff to work specifically with Tier 2 and Tier 3 behaviors. The implementation of Tier 1 and Tier 2 strategies will be monitored by a PBIS Team and leader.

Ramona staff will attend PBIS training through state offered opportunities and LACOE. This will allow the PBIS team to review expectations and make improvements to the current implementation. The team will use a PBIS matrix to self evaluate the implementation and develop next steps. Information will be shared through the leadership team, and then with the whole staff. Through the PBIS training and implementation, all teachers and staff will be on the same page regarding rewards systems and consequences for unwanted behaviors while adopting a common language that students with disabilities, English Learners, and African American students can respond to while feeling emotionally safe.

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)
0	5800: Professional/Consulting Services And Operating Expenditures PBIS Training through LACOE - District Funded
2200	Concentration Grant 1000-1999: Certificated Personnel Salaries Substitute Teacher cost for PBIS training days
2800	Supplemental (EL) Grant 1000-1999: Certificated Personnel Salaries PBIS Leader Stipend

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All students will have access to school counselors. Two school counselors will meet with students individually, in small groups, and in whole class settings to address social emotional learning needs. Second Step Curriculum lessons will be delivered by counselors. The lessons focus on

classroom survival skills, friendship making, dealing with feelings, alternatives to aggression and dealing with stress. Classroom lessons will address teacher concerns regarding whole class student interactions and behaviors will be done as needed.

The school counselling team also designs lessons and activities for anti-bully week. Students are encouraged to be kind, not be a by-stander and politely stand up against bullies. The counselor team designs lessons and activities for college/career week. This allows students to set educational goals for their future college/career. This will expose students to a variety of colleges and universities as well as career choices with keeping in mind students from low socio economic backgrounds, English Learners, and students with disabilities.

Enrich LA Garden Project will bring nature and learning together through STEAM based lessons for all students to have a calming community garden to attend to. School activities to promote belonging and acceptance will be ongoing through out the school year including gardening classes. The garden will be accessible to all students and staff.

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)
0	1000-1999: Certificated Personnel Salaries District funded - Full time elementary counselor
0	1000-1999: Certificated Personnel Salaries District funded - SEL/Wellness elementary counselor
0	Concentration Grant 4000-4999: Books And Supplies Second Step SEL Curriculum - District Funded
25,500	Concentration Grant 4000-4999: Books And Supplies Enrich LA Garden for School SEL Community

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parents and families will be connected with community service agencies to assist families with barriers to attendance and academic success.

Caring Connections district case manager and counselor team will meet with families to assess needs and make referrals to agencies for medical (including insurance enrollment), dental, vision care, food and clothing, counseling, and other services. Follow up will be provided to ensure that families are receiving and accessing services offered. Caring Connections district case manager will help families get connected and improve the attendance of students, offer parenting classes,

and focus on parent outreach. The case manager is bilingual and able to connect with families in need.

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)

0

2000-2999: Classified Personnel Salaries
Case Manager - District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The school has selected PTA representatives who meet regularly to plan and create extra curricular learning opportunities for students as well as parent involvement opportunities for parents and families. The Ramona school community participates in Red Ribbon Week by conducting a variety of activities focused on encouraging students to choose to remain drug free for life. This is also known as school spirit week where students engage in different activities that make them feel connected to other students and staff. The PTA plans activities for students both during school (lunch time) and after school to provide opportunities for families to engage in activities that build a sense of community and belonging in the 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)

0

PTA Funded, District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students and students that are English Learners

Strategy/Activity

Staff members will be recruited as needed, trained, and assisted to ensure the effectiveness of the instructional program and the SPSA.

All teachers at the school will meet the federal criteria for highly-qualified teachers; all instructional aides will meet the federal criteria for paraprofessional qualifications.

Teachers with the appropriate authorizations will provide integrated ELD strategies and use SDAIE strategies to provide English learners with access to the core curriculum.

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 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional development will focus on standards-based programs and standards-aligned strategies that have demonstrated effectiveness in improving academic achievement. Professional development will be on going and of sufficient intensity and duration to have a positive and lasting impact on teacher performance and student achievement. Professional Development in the are of English Language Development will be emphasized to improve the overall effectiveness of the ELD program at Ramona as measured by language fluency data and monitoring.

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)

0

5800: Professional/Consulting Services And Operating Expenditures
District Offered PD

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will be trained in and will implement the following programs and strategies to improve student academic achievement. A team of teacher and teacher leaders will attend the California Bilingual Educators conference to gain knowledge and increase collaboration with other ELD partners and educators. The ELD Teacher Leader will be planning and preparing for ELD students

to engage in the appropriate ELD program based on the most recent Summative ELPAC data. Reclassification and monitoring will be lead by this teacher.

ELD designated and integrated strategies CABE Conference in Anaheim Ca
 Analyzing formative assessment data
 ELA Adopted Curriculum refresher trainings
 Professional Learning Communities
 Response to Intervention (RTI)
 ST Math supplemental program for mathematics

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)
0	1000-1999: Certificated Personnel Salaries District EL & ELA TOSAs
6,266	Supplemental (EL) Grant 1000-1999: Certificated Personnel Salaries CABE Conference in Anaheim CA
904	Supplemental (EL) Grant 1000-1999: Certificated Personnel Salaries Subs for CABE

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional development reflections will be adopted after each site based professional development meeting. Teachers will fill out a google form to reflect and give feedback to the Instructional Leadership Team at the site. This data will guide our practice and inform our need for PD. PD will also be provided to all teachers by the District Office Administrators, District Office TOSAs, and/or site TOSAs on an ongoing basis. The use of adopted curriculum, assessment measures, and instructional strategies specific to English learners will be monitored. The Integration of math, social studies, science, ELD, and ELA curriculum for all grade levels will be reviewed and monitored by school administration. Research-based strategies in the area of reading fluency, vocabulary development, comprehension and writing will be monitored and modeled by school based TOSA.

Teachers will participate in professional collaboration through:
 PD Reflections and Rounds
 Staff Inservices (1-2 times per month)
 Cross-grade (K-6) articulation meetings

Peer Instructional Rounds (2-3 times per year)
Professional Learning Community Meetings (weekly)
Grade level facilitators/leaders to lead their independent grade level PLC time

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)

0

Source(s)

5000-5999: Services And Other Operating Expenditures
District Offered PD

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Two Intervention teachers and a part time ELD TOSA will provide guidance and modeling of specific teaching strategies and practices to individual teachers in regards to fundamental skills in reading, mathematics, and ELD instruction. They will also provide coaching and lead teams of teachers to conduct instructional rounds at least two times a year. They will visit classrooms while giving productive feedback on implementation of ELD strategies and AVID strategies (such as note taking and quick writes) that are best practices for all students and in particular for students that are acquiring English Language fluency. Intervention teachers and ELD TOSA will also meet with PLCs to collaborate on best teaching strategies based on assessment data and classroom observations.

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)

0

Source(s)

1000-1999: Certificated Personnel Salaries
District EL and ELA TOSAs - District Funded

0

1000-1999: Certificated Personnel Salaries
Part time ELD TOSA (Stipend) District Funded

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers meet regularly (weekly) with their grade level team as a Professional Learning Community (PLC) to focus on instructional practices to meet the needs of all students. Instruction will be planned and learning activities will be aligned to key standards or standards not met based on student performance. Ramona teachers are committed to strengthening their use of time and resourced in PLCs.

- Grade-level pacing calendars and common assessments will be used by all teachers.
- Teachers will share best practices as evidenced by assessment results
- Teachers will implement new effective strategies learned at professional developments as appropriate to their instructional program.

Teacher Summer Academic Planning time. Teachers will meet in the summer for a couple of days as a PLC. They will be directed to analyze the previous year's academic data to better prepare and meet the needs of students in the following school year. They will work in collaborative planning teams to examine academic data critically and discuss standards-based learning expectations for students. They will backwards plan and develop units of study that will drive their instruction for the following year. Teachers will begin the year with a clear vision and plan to drive academic improvement. Teams will develop a common unit plan incorporating the selected strategies and identify the type of student work each teacher will use to demonstrate 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)

0

None Specified
Weekly PLCs during PE

22,462

Title I
1000-1999: Certificated Personnel Salaries
Collaborative Planning Time in the Summer to
Analyze Data and Prepare for the following
school year

4,851

Title I
3000-3999: Employee Benefits
Collaborative Planning Time in the Summer to
Analyze Data and Prepare for the following
school year

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students & ATSI sub groups

Strategy/Activity

Address the issue of chronic absenteeism by providing students with Incentives and certificates will be awarded to students with good and excellent attendance each month, trimester, and end of the year.

Attendance data for Students with disabilities, English Learners, and African American students will be reviewed by administration, counselors, and attendance clerk to offer parents and students with support as needed.

Principal will share information regarding absenteeism and chronic absenteeism with parents and families at the beginning of the school year during Coffee with the Principal, SSC meetings, and ELAC meetings.

The importance of regular attendance will be communicated during all parent committee meetings such as ELAC, SSC, PTA, Title I, GATE, and AVID. The SIA Attention to Attendance system will be monitored closely to track attendance and letters will be generated and sent home when absence limits are exceeded. The principal and counselors will conference and meet with parents who continue to exceed attendance limits and are receive formal absenteeism letters. SART meetings will be scheduled for students whose attendance issues continue.

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)

0

Source(s)

District provided

Annual Review

SPSA Year Reviewed: 2022-23

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 has been maintained as a clean, safe, and welcoming environment for all students and staff. Ramona is currently staffed by one full-time day custodian and two in the evening. Each classroom is cleaned daily. Bathrooms are cleaned and checked hourly and the cafeteria is cleaned after each use.

The school is now served by two full time counselors who work with students in small groups based on need, conduct SEL classroom lessons, and provide teachers with professional development on

behavior management and support. Students are participating in their counseling sessions and are benefitting from the support provided. Students enjoy weekly "lunch bunch" with the counselor, it is a way for them to relax and spend time with their peers. CHKS and Panorama surveys were taken in the fall and winter of each school year. A partnership with the Community Family Guidance Center has also allowed students/families to have access to therapy services. The counselor worked to implement Second Step curriculum to support students' social emotional learning; teachers received some training to assist with the implementation of Second Step curriculum in their classroom.

The COVID pandemic has required our school to evaluate and adjust how we are supporting our students with social emotional learning. Increase in SEL for students remains a goal for the staff of Ramona. Analysis of the Fall 22-23 Panorama data showed increases in grades 3-5 social awareness, self-management, and emotional regulation. The greatest increase was in social awareness. Grit will remain an area of focus as that dropped 2% from the previous administration. Growth mindset will also remain a focus as that number did not show any growth from the last panorama survey data. In grade 6, all areas saw growth. The largest area of growth was growth mindset which increased 14%. Teacher-student relationships also had growth (6% and 10%), as did sense of belonging.

Strategies and activities included making SEL more accessible to students, better communication with parents and students.

A full time behavior assistant was hired in the 22-23 school year to help with students who need additional support (district funded). The behavior assistant will be housed in the Wellness Center; the Wellness Center will be created to promote students' physical, mental and emotional health. The Wellness Center is in the planning phases but we anticipate that it will be fully operational by January 2023.

PBIS team attended several trainings sponsored by the Los Angeles County Office of Education; this training will allow the team to revisit PBIS and retrain staff, as well as make adjustments to our expectations for students based on current need. Team will also come up with classroom activities to continue to support expected behavior on campus. The PBIS Leadership Team has updated school wide behavior expectations and behavior matrix. The Leadership Team disseminated information to whole staff and got input for implementation for the 23-24 school year.

100% of Ramona students are taught by highly qualified teachers.

Ramona is also served by a part-time case manager who meets with families to assess needs to make referrals to agencies for medical, dental, vision care, food and clothing, counseling and/or other services.

Ramona participated in Red Ribbon Week in October 2022; Red Ribbon Week was also an opportunity for families to connect with the school. Ramona's PTA help decorate the front of the school to celebrate Red Ribbon Week.

The District and school site continues to offer Professional Development for its teachers to help them improve academic achievement of students. Teachers had opportunities to attend various professional development to improve reading and language arts instruction. Ramona maintained its implementation of Professional Learning Communities with the Intervention teachers and instructional specialist serving as PLC guides. Ramona teachers recognize that the fundamental purpose of our school is to ensure high levels of learning for all students and the extent to which

the school is successful in achieving that purpose will have a profound effect on the short-term and long-term success of students. Ramona teachers also recognize that they cannot fulfill that fundamental purpose of learning if they work in isolation, so they continue to work together collaboratively to address those issues that have the greatest impact on student learning and they take collective responsibility that learning takes place in all classrooms. PLCs meet multiple times per week to analyze data, collaborate, review instructional practices and discuss how to improve them to meet the needs of our students. Ramona teachers constantly seek evidence and indicators of student learning and they use this evidence to identify students who need additional time and/or support for learning and to inform their instructional practices in the classroom.

In the Summer of 2023, a team of 10 staff members (counselors, teachers, administration) attended the AVID training. The training allowed staff members to learn AVID methodologies and strategies that they begin to use in their classrooms. Roll out has been slow; this year the focus has been organization with a few strategies introduced to students in the upper grades. We will continue to offer AVID professional learning opportunities to more staff with the goal of all teachers being trained so that Ramona can become an AVID Elementary School.

Daily phone calls, letters, home visits and placement in Expanded Learning have served as interventions for students with multiple absences.

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 not major differences between the intended implementation and budgeted expenditures.

In 22-23, counselors conducted presentations in classrooms, as well as small group and individual counseling for students.

PD for new teachers is funded by the district. Professional Learning during the school day was limited, but the district offered multiple professional learning opportunities after the school day.

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.

There are no major changes to this goal. Highly qualified teachers will continue to be hired at the district level. Strategies to provide incentives and recognition for students with excellent attendance will be increased.

The PBIS Leadership Team has updated school wide behavior expectations and behavior matrix. The Leadership Team disseminated information to whole staff and got input for implementation for the 23-24 school year. The PBIS Team will meet in the Summer of 2023 to create a meeting schedule for the 23-24 school year. Also, the team will create school wide lessons to use at the start of the 23-24 school year to review behavior expectations, create incentives for students for demonstrating and modeling positive behavior expectations. Materials and supplies to support implementation. PBIS team will also meet to progress monitor the implementation of recommended strategies for improvements throughout the school year.

School counselors will continue supporting classroom teachers with implementation of SEL curriculum and restorative practices, as well as, mindful culturally responsive lessons and individual counseling for students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The Bellflower Unified School District will provide all students with a safe and collaborative learning environment that prepares them for college and/or career.

Goal 2

Ramona Elementary will provide high quality instruction and learning opportunities to increase student performance in Mathematics, English Language Arts, and English Language Development as measured by local and state assessments.

Identified Need

ELA: Subgroups including African American students, Students with Disabilities, and English Learners have scored below the overall average for the school. Based on fluency data over 50% of students in 1st and 2nd grade are below grade level or approaching grade level in foundational reading skills. To increase the number of students who successfully transition to middle school and high school and are prepared for college and career, Ramona will provide all students with quality Tier 1 Language Instruction with a focus on foundational skills, reading comprehension, fluency and writing skills. Ramona will provide Tier 2 intervention for struggling learners to accelerate learning and target specific learning needs.

Mathematics: Teachers will provide all students with high-quality Tier 1 Math Instruction with a focus on math fluency, problem solving, and mathematical reasoning skills. Students will be engaged in math lessons that require them to use procedural, conceptual, and relational math daily. Teachers will provide Tier 2 intervention for struggling learners by targeting specific learning needs.

ELD: Ramona will provide English Learners with high quality integrated and designated ELD instruction and learning experiences. The instruction for English Language Development will be focused on improving listening, speaking, reading and writing skills as measured by local assessments and the ELAPAC. All English Learners will acquire language proficiency by the fifth year of being in the program. English Learners will make progress in the areas of listening, speaking, reading and writing each year until they reach level 4 in the ELPAC. They will engage in relevant lessons that that require them to use accountable talk to help them use complete sentences, they will also use Thinking Maps to help them write and speak off the map when responding to a prompt or a challenging text. Students will also be taught specific language and vocabulary development strategies, they will be provided with sentence frames, and teachers will use SDAIE strategies during designated and integrated ELD instruction.

Site College/Career Ready Goal: Facilitate a system to prepare students for college, career and/or post-secondary opportunities through the implementation of AVID strategies. Students will demonstrate the knowledge, skills, and values to successfully transition to middle school and high school and be productive citizens in the 21st century. Students will demonstrate academic knowledge and skills necessary to be career and college ready through rigorous, culturally relevant and engaging instructional learning environment.

Site Civic Engagement Goal: Implement a sustainable educational support system that will enhance and increase civic learning so that they can become productive democratic citizens. Social Sciences implement elements of civic action development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>School Wide NWEA Map Growth Reading Test K-6, and informal assessments will be used to guide instructional moves.</p>	<p>41% low, 22% low average, 18% average, 15% high average, 4% high</p>	<p>Students who score under the 21st percentile in Reading will decrease by 3% each year.</p> <p>Students scoring over the 41st percentile in Reading will increase by 3%.</p> <p>Student will increase their percentile by one band. Example: student in the low band (<21%) will increase to at least the low average band (21-40%).</p>
<p>NWEA Map Growth Language Test 2-6, ELPAC, SBAC, formative and informative assessments will be use to guide instructional moves in the area of language.</p>	<p>38% low, 20% low average, 21% average, 14% high average, 7% high</p>	<p>Based on NWEA results, students scoring in the 21st percentile will decrease by 3% and students scoring over the 41st percentile in Language will increase by 3%.</p> <p>Student will increase their percentile by one band. Example: student in the low band (<21%) will increase to at least the low average band (21-40%).</p>
<p>NWEA Map Growth Math Test K-6, formative and informative classroom assessments will be used to guide instructional moves in Mathematics instruction.</p>	<p>42% low, 29% low average, 16% average, 10% high average, 3% high</p>	<p>Based on NWEA results, students scoring in the 20th percentile in Math will decrease by 3% and students scoring over the 41st percentile in Language will increase by 3%.</p> <p>By June 2023 each student will increase their percentile by one band. Example: student in the low band (<21%) will increase to at least the low average band (21-40%).</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessment of California (ELPAC) results will be used to measure language acquisition and Reclassification criteria.	Level 4 = 16.8% Level 3 = 23% Level 2 = 37.2% Level 1 = 23%	English Learners will show progress towards language acquisition by increasing Level 4 scores by 3% in the ELPAC or move up one band in their overall score.
CAASPP 2023 ELA	3rd Grade 37% not met, 25% nearly met, 19% met, 17% exceeded 4th Grade 43% not met, 18% nearly met, 28% met, 8% exceeded 5th Grade 54% not met, 11% nearly met, 16% met, 7% exceeded 6th Grade 28% not met, 28% nearly met, 31% met, 12% exceeded	All students will show improvement within their current level or will move up to the next level based on the next CAASPP ELA assessment. The percentage of student in the not met band will decrease by 3% and the students in the met or exceeded will increase by 3%.
CAASPP 2023 Math	3rd Grade 34% not met, 22% nearly met, 20% met, 16% exceeded 4th Grade 44% not met, 30% nearly met, 17% met, 8% exceeded 5th Grade 62% not met, 18% nearly met, 12% met, 5% exceeded 6th Grade 37% not met, 38% nearly met, 14% met, 9% exceeded	All students will show improvement within their current level or will move up to the next level based on the next CAASPP Mathematics assessment. The percentage of student in the not met band will decrease by 3% and the students in the met or exceeded will increase by 3%.

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)

All Ramona students have access to highly qualified teachers, academic intervention programs, and categorical program services that meet their needs. Targeted students in grades Kinder through sixth grade will be identified to receive additional support based on academic assessment data.

Strategy/Activity

Professional Learning Communities

Teachers will meet in grade level teams during the school day, during Physical Education Time, twice a week as a Professional Learning Community (PLC). They will review and evaluate assessment results and plan instructional moves to increase students' academic performance.

Teachers' capacity will be examined and built to improve the school culture of learning. Teachers will participate in relevant professional development that is directly linked to the school's goals and relevant to improving the academic growth of Students with Disabilities, African American students, and English Learners. Teachers will have intentional collaboration time with the Instructional Leadership team during PLC at least once a week. They will have the opportunity to walk through classrooms once a year during one of the site's three site reflections walk throughs. During the walkthroughs teachers will look for evidence of specific school wide strategies such as Thinking Maps, PBIS, and AVID Strategies. The purpose of the walkthroughs is to build community among the staff and engage in thinking strategies and conversations to improve the learning of all students. An emphasis on quality professional development is in place to hold teachers accountable but also to support them with their own needs of their classroom. A professional development at a glance calendar was created and shared that outlines the topics of the professional development and meetings taking place during early dismissal Wednesdays throughout the school year. Some of the Professional Development topics for the school year include how to support Students with Disabilities, English Learners, and African American students.

Before, during, and after school programming will be offered by staff to support student learning at school. Students not meeting grade level standards based on NWEA Data will be provided with Tier 2 and 3 Intervention services to close achievement gaps. Teachers will review the CAASPP and NWEA assessment results of individual and student groups to provide interventions and to determine specific content standards to reteach and interventions to provide for students.

Supplementary services in ELA and Math will be provided to students. Services will: 1) be based on scientifically-based instructional strategies and methods, 2) strengthen the core academic program, 3) provide extended learning time, and 4) provide a high-quality, accelerated curriculum. Teaching staff will follow the school's MTSS plan which ensures every student from struggling to grade level to high achievers receive targeted instruction and intervention to help them succeed and excel.

Ramona Elementary also recognizes the importance of students feeling safe, accepted, and recognized. This is why the school is also implementing student centered and Social Emotional Learning activities that foster a positive school environment that is caring for all students. Some examples include, Hispanic Heritage Month lessons and celebrations, Black History Month lessons and celebrations, Anti Bullying lessons and activities, Asian American Month lessons and celebrations, PTA led activities, and PBIS activities. Monthly Award Assemblies where students are recognized for their academic excellence, citizenship, and improvement area also enhancing a positive culture of learning for students and their parents. The PBIS team meets regularly to review discipline data and support behavior interventions that allow for a positive learning environment. The PBIS program is in its third year of implementation and working on improving the incentives program as well as the alternatives to suspensions.

ATSI groups students with disabilities and African American students will be closely examined by looking at their attendance rate, suspension rate, and academic growth in ELA and Mathematics on an ongoing basis. Students will be offered PaperTutoring for at home 24/7 assistance with homework, projects, or 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)
0	Paper Tutoring - District Funded
0	None Specified Physical Education Teacher - District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students including English Learners, African American Students, and Students with Disabilities

Strategy/Activity

Supplemental Materials to support struggling Readers and Mathematicians

Teachers utilize pre-approved standards-based supplementary programs and materials that address the specific needs of individual students not meeting standards (including English learners, African American students, homeless students, foster youth, and other subgroups). These include:

- * Culturally responsive materials and lessons, and sensitive activities and services
- * Differentiated instruction to meet needs of all students
- * Individual or small group instruction with the teacher, intervention teacher, or instructional aide
- * Supplementary instructional software programs that have been approved by administration and district office
- * Intervention teachers and Instructional Assistants will provide remediation in literacy.
- * ASES staff members will provide standards- based assistance in the homework centers and instructional programs during the after-school program.

Adding a Math Instructional Aide to support students with Mathematics foundational skills and early interventions will help struggling students. This IA will primarily work with students in grades three through sixth and after state testing work with K-2 to help prepare them meet the math grade level standards before culminating the year.

The Instructional Aides will be under the guidance and monitoring of a teacher leader who will plan and prepare with the aides to deliver targeted interventions and instruction for students who are targeted due to their low reading s cores.

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)
7,065.83	Title I 2000-2999: Classified Personnel Salaries Instructional Assistant to work with students in small groups and help with Tier 2 Math Interventions
34,318	Title I 2000-2999: Classified Personnel Salaries Two Instructional Asistants to work with EL students
22,062.81	Title I 2000-2999: Classified Personnel Salaries Benefits
2000	Title I 4000-4999: Books And Supplies Purchase Student Planners to support AVID
2,721	Supplemental (EL) Grant 1000-1999: Certificated Personnel Salaries Teacher Leadership Stipend
587.74	Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries Benefits
4960	Concentration Grant 2000-2999: Classified Personnel Salaries Benefits for IA
2,695.07	Title I 2000-2999: Classified Personnel Salaries Instructional Aid - Extra Duty
11750	Title I 3000-3999: Employee Benefits Benefits for IA

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students & ATSI Student Groups

Strategy/Activity

Title I services will be provided to all students using district guidelines in the areas of Reading Language Arts and Mathematics. Low-performing students will be identified based on multiple

measures such as NWEA results, CAASPP Results, ELPAC results as well as teachers created formative assessments and observations.

All students will have equitable access to all programs, classrooms, and services as required by law. Students with disabilities, English Learners, and African American Students have been identified as having challenges in English Language Arts and Mathematics. These groups will receive Tier 2 academic interventions such as Fastforward, and Intervention Teacher small group instruction.

Research-based strategies and programs will be implemented to close achievement gaps.

Teachers will implement research-based strategies and programs that will address the identified instructional needs of students. Supplemental programs include, ST Math, Fastforward, FEV, and WordStudy.

Teachers will share and discuss student results to evaluate the implementation of new strategies and programs.

Instructional Assistants will provide language development interventions to ELD students who are "new comers" and students who are not showing adequate progress in their ELPAC scores making them at risk of becoming Long Term English Learners. Instructional Assistants and Intervention teachers will implement FastForward/Reading Assistant Plus, and Rewards for struggling learners as part of the ELD Intervention program.

All students will be given the opportunity for wide reading at their instructional level and slightly above to increase fluency and comprehension.

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 4

Students to be Served by this Strategy/Activity

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

EL Students & Students in grades 2-4

Strategy/Activity

Meet the Masters is a program to bring art appreciation and education to students. It teaches art appreciation through engaging, educator-led presentations. Art education can improve students' scores in core subjects up to 20%. A teacher leader has volunteered as an adjunct duty to keep the rest of the teaching staff organized and in coordination with the contractor. This program is offered to all students in grades Kinder through sixth grade.

Education Through Music Los Angeles (ETMLA) s a music program where a music teachers provides instruction once a week for 40 minutes to students in grades 2-4. Education through music is offered as a means to address the whole child and give ATSI students another opportunity for

success in hopes to increase reading and math skills as well as increase their creativity and social 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)
26,122	Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures ETMLA
0	District Funded None Specified Meet the Masters Program

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Enhance and increase civic learning so all of our students will be better prepared for citizenship. At the monthly student of the month awards assemblies students who display positive citizenship will be recognized with an award. Parents are invited to the awards ceremonies and celebrated for their achievements. Continue to support Ramona support struggling learners with civic awareness so that Ramona could maintain California Democracy School designation. Student Council is lead by a team of teachers who volunteer their lunch time once a month to provide leadership and guidance to the Student Council members.

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)
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The use of up to data technology and technology based programs. We will continue to update technology equipment and replace damaged technology equipment as needed.

The instructional program will continue to be improved in alignment with school goals by implementing the Ramona Site Goals and Action Plan with fidelity. This includes integrating the use of technology for academic enhancement and academic interventions. For instance, the use of the following academic computer based programs: ST Math, Mimio, and other research proven computer-based, standards-based programs.

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)
16,732	Concentration Grant 4000-4999: Books And Supplies Purchase, Replacement, Repair of Supplemental materials, equipment, technology, and software. Update technology as needed - including computers, headphones, computer mice
11,179.40	Concentration Grant 4000-4999: Books And Supplies Updated ChromeBooks
11272	Concentration Grant 4000-4999: Books And Supplies Update Teacher Laptops
2820.60	Concentration Grant 4000-4999: Books And Supplies Headphones for Students
27649	Concentration Grant 4000-4999: Books And Supplies Additional Materials and Supplies as needed

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Additionally Targeted Support and Improvement student groups

Strategy/Activity

Reading Intervention Teacher works with flexible groups of students. Based on NWEA Data and other formative assessments, the Intervention teachers works with groups of students to help them improve specific reading skills such as letter-naming, initial sounds, phoneme segmentation, and comprehension strategies. The Reading Intervention teacher works with classroom teachers to help improve reading and language arts instruction. The Reading Intervention Teacher helps other classroom teachers diagnose reading strengths and weaknesses and match these skills with appropriate techniques and materials, such as a 2nd dose of Word Study.

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)
0	Title I 1000-1999: Certificated Personnel Salaries Title 1 Reading Intervention Teacher - District Funded
0	Title I 3000-3999: Employee Benefits Benefits - District Funded

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All ELD Students

Strategy/Activity

ELD students will be identified and targeted based on Language Proficiency Level as measured by ELPAC Data. The ELD Program will be divided into the "Newcomer Program" the ELD Designated Program, the Integrated ELD Program, and the RFEP Monitoring Program. All students who participate in any of these programs will be tracked through ELLEVATION by the school Leadership Team and the ELD Instructional Leader. The ELD Instructional Leader is a teacher who participates in leadership meetings, ELD meetings with the principal, ELAC, and ELD trainings to build capacity and monitor the ELD programs at Ramona.

The progress of English learners toward attaining English proficiency and in meeting grade-level standards will be monitored through various assessment, including the ELPAC, NWEA Map scores, and district assessments. Instruction for English Learners will be enhanced through the collaboration of teachers, the Instructional Leadership Team, and the ELD Instructional Leader.

The progress of reclassified students will be monitored for two years to determine any needs for academic support services post reclassification. This will be tracked through the technology database ELLEVATION that is district funded.

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)
0	Ellevation Database - District Funded

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students and ATSI students

Strategy/Activity

The Instructional Specialist at Ramona assists in the implementation of district and school-wide instructional initiatives such as SII, Thinking Maps, Word Study, FastForward, etc. The Instructional Specialist assists with the development of the planning and implementation of professional development opportunities for all teachers as they relate to reading, writing, and mathematics but not limited to the core and non core curriculums.

The Instructional Specialist will coordinate and plan Instructional Reflections to give teachers an opportunity to visit other classrooms and reflect on the school wide goals and best practices.

The Instructional Specialist supports classroom teachers by modeling and discussing current research-based best practices as well as assisting in data analysis and facilitating grade level Professional Learning Communities (PLCs). The Instructional Specialist also serves on the site based Instructional Leadership Team (ILT), MTSS Team and assists the principal in planning, monitoring and evaluating the instructional program. The Instructional Specialist also assists in the planning, development and implementation of Intervention Programs such as WIN (What I Need) time and Tier 2 and Tier 3 academic interventions for 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)
2260	Concentration Grant 1000-1999: Certificated Personnel Salaries Teacher Sub Pay for Instructional Reflections
6900	Concentration Grant 1000-1999: Certificated Personnel Salaries Thinking Maps PD
1490	Concentration Grant 3000-3999: Employee Benefits Teacher benefits for PD days

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

The ELD Lead attends district led professional development and provides support for English learners and their teachers by collaborating with ILT regarding both designated and integrated ELD lessons for teachers. This lead is expected to collaborate during PLCs to evaluate English learner progress and design appropriate lessons. Provide staff development training for designated and integrated ELD, academic vocabulary, ELD standards, English learner supports, Thinking Maps, and English learner components in the new curriculum. They support the training of teachers in the

use of Ellevation to monitor the RFEP students and necessary EL data. They also present data, teaching strategies, and communicate with English learner parents during ELAC meetings. The ELD Lead collaborates with administrators to design appropriate professional development sessions, target teacher coaching to specific needs, reclassify English learners, and analyze student progress towards ELD standards. They also create resources for classrooms, such as sentence frames and conversation starter posters. This Teacher Lead will have a sub four times a year to complete ELD compliance tasks, such as RFEP monitoring, and reclassifications.

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)

600

Supplemental (EL) Grant
1000-1999: Certificated Personnel Salaries
PD/Planning sub pay for ELD TOSA

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students in grades 4-6

Strategy/Activity

Establish a foundational component of the AVID College Readiness System, close the achievement gap by preparing all students for college readiness, prepare students for Bellflower Middle School which is beginning their implementation of AVID in 7th grade and 9th grade. Ramona students feed into BMS. Proposed amount includes training for staff and cost of program.

Implementation of AVID Strategies Schoolwide:

- Instructional supplies, materials and personnel support
- Provide professional development opportunities (AVID Conference, Strand training, AVID Summer Institute, in AVID Strategies for all grade levels to support our instructional focus to support students
- Implement WICOR strategies to help students organize ideas and tackle questions using depth of knowledge
- Provide field learning experiences opportunities to students (college campus visits, cultural experiences, etc.)

AVID Coordinator will assist the principal with the implementation, monitoring, and professional development. This coordinator will plan and design activities for staff and students to advance the implementation of AVID strategies school wide. Activities will include field trips for students to visit colleges and universities to gain exposure and participate in campus tours.

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)
6803.89	Title I 2000-2999: Classified Personnel Salaries AVID Coordinator Hours
5071.2	Title I 5800: Professional/Consulting Services And Operating Expenditures AVID Contracted Service Fee
3500	Title I 4000-4999: Books And Supplies AVID Programs, Materials and Curriculum
11,459.20	Title I 5000-5999: Services And Other Operating Expenditures AVID Lead Teacher Pay
2475	Title I 3000-3999: Employee Benefits AVID Lead Teacher Benefits
1390	Title I 4000-4999: Books And Supplies Student Planners
21000	Title I 5000-5999: Services And Other Operating Expenditures AVID Summer Institute Fees
3,000	Concentration Grant 5000-5999: Services And Other Operating Expenditures AVID College Field Trips
7,000	Concentration Grant 5000-5999: Services And Other Operating Expenditures Field Trip Transportation

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The Interventionist is a Teacher on Special Assignment who is responsible for supporting student achievement in the area of Mathematics with special attention to Tier II and III instruction. The Interventionist provides individual and/or small group instruction to students who are struggling academically. This position is also responsible for monitoring, reporting, and communicating student progress and performance. The Interventionist is part of the school based Instructional Leadership Team. Supports implementation of assessment tools and data management systems

The Interventionists provides high quality mathematics instruction to individual students and small groups that have been identified as performing below grade level based on assessment data to provide instruction to bring their skills to grade-level and assists with identifying students for placement in intervention groups.

Collaborates with teachers, administration, and families to help identify best practices for individual students, small groups of students and school wide trends. The Interventionist uses research-based interventions and maintains data-based documentation of continuous monitoring of student performance and progress. They provide data to PLCs and participates in decisions about student progress and instructional moves. They communicate with teachers, administration, and families regarding student progress.

Participates in leadership meetings, meetings with teachers, administration, and families to discuss student placement and progress including Student Success Team (SST) meetings.

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)
0	Title I 1000-1999: Certificated Personnel Salaries Intervention Teacher - District Funded
0	Title I 3000-3999: Employee Benefits Benefits - District Funded

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Two ELD Instructional Aides will provide thirty minutes of small group instruction each week to small groups of "newcomer" students, in addition to their designated ELD. The ELD IAs will work closely with the ELD Instructional Teacher Leader and the Intervention Teacher to provide academic support to all ELD students; one will work with grades K-3 and the other with grades 4-6.

Reading Intervention programs such as FastForward and PaperTutoring will be offered to all EL students, in addition to the thirty minutes of designated ELD by their general education teacher. The ELD IAs will also support teachers during designated and integrated ELD time. Students progress will be monitored and students will be moved accordingly based on achievement data.

Teachers will be trained in and will implement the following programs and strategies to improve ELD student achievement:

Integrated ELD

- ST Math
- FastForward/Reading Assistant Plus

- Literacy and close reading Strategies
- Writing strategies emphasizing writing structure using Flee Maps
- Response to Intervention (RTI)
- SII
- Thinking Maps
- Participation & Attend CABE conference

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)
65,545.09	Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries Classified Support Salary
28,643.20	Supplemental (EL) Grant 3000-3999: Employee Benefits Classified Benefits
0	None Specified 4000-4999: Books And Supplies Fast ForWord - District Funded
0	None Specified 4000-4999: Books And Supplies Paper Tutoring - District Funded

Annual Review

SPSA Year Reviewed: 2022-23

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 and its staff remain committed to providing high quality instruction and learning opportunities for all Ramona Scholars in grades Kindergarten through 6th grade. Students will receive core and categorical program services that meet their assessed needs. Students not meeting grade level expectations will be provided with interventions to close achievement gaps. The intervention support will be provided by intervention teachers, instructional specialist, as well as instructional aides.

The Rewards Program was used with some of our upper grade students to assist them in decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word and

passage reading fluency, building academic vocabulary, and deepening comprehension along with building confidence.

FastForward, is an online reading intervention program designed for students who are struggling with language and reading well below grade level. It will be implemented in grades K-6 as a Tier 3 intervention. Students will be identified based on their NWEA scores. Students who are assigned to FastForward, will be expected to log in 3 to 4 days a week for at least 30 minutes each session. Teachers will see exercise progression and overall reading gains for individual students and for whole classes or groups. Usage reports help teachers know which students need targeted support and which skills their students need to develop the most.

Additional leadership stipends for both intervention teachers to be part of the leadership team has proved to be highly effective. The intervention teachers lead joint PLCs and have a vertical overview of instruction from kindergarten to 6th grade which has proved to be very beneficial when coaching and leading their peers.

Intervention teachers work with students to help them improve their reading skills and provide a 2nd dose of Word Study; she continued to work collaboratively with teachers to diagnose reading strengths and weaknesses and match these skills with appropriate techniques.

ST Math was implemented K-6. Students worked on the program for a total of 60-90 minutes weekly depending on the grade level.

Students will demonstrate the knowledge, skills, and values to successfully transition to middle school and high school and be productive citizens in the 21st century. Students will demonstrate academic knowledge and skills necessary to be career and college ready through rigorous, culturally relevant and engaging instructional learning environment.

Establishment of the AVID College and Career Readiness System continues to be a long-term goal for Ramona. AVID Elementary's implementation resources, professional development, and philosophy are all grounded in the idea that the growth mindset can be taught to students, and it is through the growth mindset that AVID students succeed in following their dreams and fulfilling their aspirations. The hope is that AVID will prepare all students for college readiness, as well as, Bellflower Middle School. Staff was introduced to AVID in the 2021-2022 school year, with early stages of implementation to be in the 2022-2023 school year. This began with a team of teachers, counselor and principal attending the AVID Summer Institute online. In the 2022-23 school year, the focus has been organization and the use of student planners. Plans for additional teachers to attend the Summer Institute in August 2023 have been made; this time the training will be done in person. This will also allow teachers to collaborate with other AVID Elementary schools and allow Ramona teachers to learn best practices from other schools.

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

Our focus in the 22-23 school year has been foundational skills, particularly at the primary grade levels. Our intervention teachers have been working to provide a double dose of Word Study and writing instruction to support students. Intervention teachers also support math, but our main focus has been literacy. Effective literacy instruction is paramount to student success in all content areas, so early literacy intervention was our primary focus. Our intervention teachers were no longer

designated as "reading" or "math," but they were to serve all students in our greatest area of need: reading.

Grade Level Professional Learning Community (PLC) meetings are on going on a weekly basis. The instructional specialist and the intervention teachers provide teachers with resources, leadership, and targeted professional development opportunities about essential skills in reading and math. ST math continues to be implemented and used by all students in all grade levels. Students maintain their progress and participation minutes from home and school. School and class progress regarding ST Math is shared with all teachers on a regular basis.

A group of Teaching Staff attended the AVID Summer Institute the summer of 2023. To have more participants, teachers attended the Summer Institute in late July 2023 rather than June 2023; funded from the 23-24 budget. AVID implementation remains a priority. New student desks (with a Whiteboard top) were purchased in the 22-23 school year for 4th, 5th and 6th grade classrooms, including the upper grade SDC class. The purchase of the white board desks provides an opportunity for teachers and students to apply WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies and initiate AVID tutoring strategies.

As we continue the AVID journey, lessons and activities will be designed to foster student interactions and discourse across all content areas. Students will learn from each other when they work collaboratively and are motivated and engaged in these learning conversations. Students will learn not only from the the group they are working with, but from all students in the classroom. The whiteboard desks will promote risk-taking and problem-solving as students find their thoughts easier to erase and try again. Whiteboard desks will allow students to use the desk surface to write information (ideas, Thinking Maps, etc) while allowing the teacher to circulate, gather students thinking, and provide immediate feedback to students both corrective feedback and positive feedback. The desks allow for visual strategies such as Thinking Maps, quick writes, and they can be easily rearranges for small group instruction, Tier 2 Interventions, and small group collaboration.

Our ATSI data indicates that Students With Disabilities and African American student groups need additional targeted support. In designating an ATSI plan, teachers are working to make sure that students are receiving quality Tier 1 instruction by their general education teachers. In PLCs, teachers are analyzing data to identify specific students and student groups who may need Tier 2 and Tier 3 support in reading, writing, and foundational skills. The school Instructional Leadership Team meets to discuss data and make instructional decisions that will guide the Tier 2 and Tier 3 intervention strategies and plans.

The school's library is being enhanced to support the reading needs of all students. Ramona Elementary participates in the Scholastic Book Fair to fund raise but also to bring visitors to the library and increase the love of reading. Students visit the library regularly and are able to check out books of their choice and interest. Additionally, culturally responsive books for our African American students will be purchased and read during library time.

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.

Math scores are still not where they were pre-pandemic. However, our students are showing growth from their baselines. Students will continue to be supported with the strategies and actions in goal 2.

The goals and actions in the plan will continue as they are positively impacting the achievement of EL students at Ramona. The teachers will continue to work with the district ELA/ELD coaches on the PLC process to ensure the needs of EL students are met during standards-based instruction. EL students are showing growth and particularly in the middle and upper grades. The ELA intervention teacher will work closely with the teachers in K-2 to ensure we are providing varied opportunities for EL students to engage in collaborative conversations with peers daily.

Support for students include:

Reading in Kinder-2nd Grade

Word Study in K-2 for all students

Double Dose of Word Study (Struggling ATSI students based on data)

Fast ForWord (ATSI Student Groups-EL, SWD)

Math TK-6th Grade

ST Math-Supplemental for all students

ST Math Individualized Plan based on MAP Growth Scores (ATSI student groups)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The Bellflower Unified School District will provide ongoing communication and opportunities for stakeholders to advocate for the success of all students.

Goal 3

Ramona Elementary will build strong relationships with students, families, staff, and the community to increase trust and shared responsibility.

Identified Need

Increase the amount of parents attending Parent Education events at Ramona and increase the participation of parents/families in data collection surveys.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Survey Fall Needs Assessment 2023	53 participants	65% Parent Participation and 95% Staff Participation
Title 1 Survey Fall Needs Assessment 2023	The highest parent knowledge of event is from Back to School Night 96% and Parent Conferences 86%%	90% state they are well informed of all parent involvement possibilities.
Title 1 Survey Fall Needs Assessment 2023	81% agree or strongly agree that the school communicates effectively	Increase to 95%

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)

All Students & English Learners

Strategy/Activity

Parents and staff will participate in surveys that guide instructional practices and development of school culture.

Parents, staff, students, and community members will participate in developing, implementing, and evaluating core and categorical programs.

School Site Council (SSC) will review data on the effectiveness of instructional practices, to monitor and evaluate plan implementation, determine needs, and to revise, the plan for the following year.

SSC reviews and approves the Safety Plan and submits it to the district for review and approval, in consultation with a representative from the Los Angeles County Sheriff's Department. The plan is submitted for review and approval by the Board of Education.

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)

All Students and EL students

Strategy/Activity

Parents will participate on advisory committees, including SSC, DELAC, and ELAC to provide input into the development of the SPSA. A representative from the committees will report to the SSC on their recommendations. All meetings will also be translated in Spanish.

Parents of Title I students will attend the annual Title I meeting to plan, review, and improve the school's Title I program, in the review of the parental involvement policy and the school-parent compact. A copy of the district and school compact will be provided to all parents. Sections will be summarized for parents in the weekly newsletter for added accessibility.

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 3

Students to be Served by this Strategy/Activity

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

All students and ATSI subgroups

Strategy/Activity

There is a high need to train and inform parents as to why attendance is important and the definition of chronic absenteeism and what the short and long term effects of poor attendance can have on a child. At parent meetings called Coffee with the Principal, information on the curriculum, attendance, ATSI groups, school climate, assessments and the proficiency levels of students will be provided.

Opportunities will be given to parents to provide input into needs regarding parenting education programs and student achievement. Parent input will be considered when planning learning activities and future parent meetings. Parent feedback regarding student attendance is considered heavily. According to parents and teacher input, students want to attend school when there is a fun activity taking place in their classroom or in the school which goes along with the need of feeling connected and sense of belonging.

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)

0

Title I Part A: Parent Involvement
None Specified
Communication to parents via email, Smore, Blackboard District Profided

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Training and materials to help parents work with their children to improve academic achievement will be provided.

The following opportunities will be available to parents to assist them to acquire skills to help their children with the academic coursework:

Kindergarten Visitation Day for parents of incoming K students where they will meet the principal, have a mini-tour of the campus, observe a kindergarten class in action, and receive academic activities.

Parenting education classes

Coffees with the Principal

School newsletter (English and Spanish)

Parent conferences and meetings with translators available

ASES (After School Education and Safety) parent meetings

Student Study Team (SST) / Psychologist evaluations

Leadership skills development on SSC and advisory committees

Title I parent meetings

Parent Handbooks

Data review and analysis on SSC and advisory committees

Notifications and information on school programs, activities, meetings, and events will be sent home in English and Spanish, including state and local assessment results. All school-site documents sent home will be translated into Spanish. Interpreters will be available at meetings.

Parenting education programs will include workshops in English and Spanish. Families and parents will be encouraged to become involved in the school to improve student academic achievement. Parents will be invited to serve as volunteers, to attend principal meetings, to participate in the PTA, and to volunteer at the school or in classrooms.

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)
0	5900: Communications Smore Weekly Parent Newsletter Communication for parents - District Funded
2311	Title I 5800: Professional/Consulting Services And Operating Expenditures Disciplina Positiva (remaining balance)
3000	Title I 5800: Professional/Consulting Services And Operating Expenditures Latino Family Literacy Night
1475	Concentration Grant 2000-2999: Classified Personnel Salaries Case Manager Extra Hours
2689	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Disciplina Positiva
1159	Concentration Grant 3000-3999: Employee Benefits Case Manager Extra hours benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students Grades K-6

Strategy/Activity

The Think Together Expanded Learning After School Program is available for Ramona students in all grade levels. The registration forms are made available to all parents and acceptance is based on a first come first serve basis and based on capacity and need for the program. The program runs from immediately after school until 6:00 pm each school day. It provides students with after school academic support (such as homework help) and enrichment activities that may otherwise not be available to students due to cost, time, or resources that parents and families may not have

or may not be available in the immediate community. The Think Together program's objective is to change the odds for kids through exposure to new and engaging extracurricular activities under the direct supervision of caring adults in their own school campus.

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)

0

None Specified

District Provided

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

BUSD and Ramona have partnered with the YMCA to provide a Before School Program that is funded by the district. This program provides parents, families, and students with a safe place for students to engage in enrichment activities in school starting as early as 6:30 am until the school opens for egress. Students are supervised and fed breakfast during the morning program. They are able to complete homework and build social skills with other students in a small class setting. Opening the doors early for students and families who need this service is building trust and community.

The YMCA also provides two staff to demonstrate to students how to play with playground equipment in a safe and productive way during recess and lunch time for all students in grades K-6. The objective is to keep students safe physically and emotionally when out in the playground. These staff work closely with the rest of the team to provide students with a safer playground experience and inclusion.

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)

0

District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Incoming Kindergarten Students

Strategy/Activity

Incoming Kindergarten students will be assisted with the transition from preschool, early childhood programs, or home by:

Transition meetings between TK/K teachers and preschool teachers where records are transferred at the end of the school year (assessment results, writing samples, and anecdotal records). In these meetings, teachers communicate regarding program activities, student needs, and expectations in regards to mastery of skills to be ready for kindergarten.

Parent meeting to orient parents on the Kindergarten expectations and some skills parents can begin working on during the summer in preparation for first day of Kindergarten.

Preschool program linked to services at the school: Caring Connections case manager or guidance technician, Health Aide support, shred playgrounds, Expanded Learning Programs, and the Food Services nutritional program.

Pre and post assessments help to determine the effectiveness of the program.

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)

Annual Review

SPSA Year Reviewed: 2022-23

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.

All parent meetings and workshops and communications sent home are in Spanish and English. Parents were represented on all committee including School Site Council, ELAC and PTA. Parent attendance at Back to School Night, parent-teacher conferences, IEP, and SST meetings was excellent. Open House is planned for Spring.

Workshops were offered to parents both by school site and District. Workshops included Disciplina Positiva, Latino Family Literacy Project. The decision to offer workshop to support student emotional needs were from the results of the Panorama student survey.

Other opportunities to further involve parents will be explored in Spring 2022. For example, Kindergarten Visitation Day will be held in May 2023 to introduce parents to Ramona, meet the principal, observe a kindergarten class and receive academic activities/materials to help them prior

to the 22-23 school year. Through the collaborative effort of Kindergarten teachers, a packet of materials will be prepared so that parents can work with students over the summer.

Translators were made available for any parent meetings - IEPs, PTA, Parent Teacher Conferences, SSTs, etc.

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

Parent engagement returned to in-person, but some meetings were still held virtually for the convenience of families. Parent teacher conferences returned to in-person, though parents were given the option to have virtual meetings. The Ramona parent institute (Disciplina Positiva) was conducted online and parents were provided with strategies to help their children at home with reading and writing. This year, we also offered the Latino Family Literacy Project in person, with families meeting weekly during the months of February and March 2023. The program engaged the parents in reading with their children; books centered around universal themes and reflected the experiences of Latino families. Materials books and curricula used were bilingual. Books used were appropriate for reading levels in grades 1-4 and teaches the parents the importance of establishing a family reading routine with their children, how to share the book and helped both parents and students learn English vocabulary together as a family.

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.

Technology has allowed us to explore other ways to communicate with parents that we will keep doing even after we returned to campus and there are some meetings (such as PTA and SSC) that will continue to be held virtually as an option for the duration of the school year for parent convenience. Ramona partnered with Ernie Pyle Elementary to provide a series of workshops on Positive Discipline in English and Spanish. The decision to offer the Latino Family Literacy Project centered around our school's focus on reading and reading instruction. We are continuously working to help parents encourage their students to read and learn English vocabulary together as a family. Weekly Parent Newsletters are sent as ongoing communication with parents to keep them updated on events, meetings or ways that they can be involved in the school community.

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	\$0
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	\$438,768.03

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	Allocation (\$)
Title I	\$164,215.00
Title I Part A: Parent Involvement	\$2,689.00

Subtotal of additional federal funds included for this school: \$166,904.00

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

State or Local Programs	Allocation (\$)
	\$0.00
Concentration Grant	\$125,597.00
District Funded	\$0.00
None Specified	\$0.00
SISS	\$12,078.00
Supplemental (EL) Grant	\$134,189.03

Subtotal of state or local funds included for this school: \$271,864.03

Total of federal, state, and/or local funds for this school: \$438,768.03

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
Zaira De Leon	Parent or Community Member
Amy Ocampo	Parent or Community Member
Nataly Lemus	Parent or Community Member
Daisy Cortes	Parent or Community Member
Alicia Sanchez	Parent or Community Member
Vanessa Velasquez	Other School Staff
Malorie Claes	Classroom Teacher
Melinda Guess	Classroom Teacher
Shannon Slagger	Classroom Teacher
Tanya Esqueda	Principal

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



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 10/26/2023.

Attested:



Principal, Tanya Esqueda on 11/1/2023

SSC Chairperson, Vanessa Velasquez on 11/2/23

Ramona Elementary
English Learner Advisory Committee (ELAC)
AGENDA

11/7/23

8:30 AM

Room 2

Mandated Topics: (Check the topic(s) that were discussed at the meeting)

	1. Assist in the development of the schoolwide needs assessment
X	2. Assist with efforts to make parents aware of the importance of regular attendance
	3. Advise on the effectiveness of the school's program for English learners
X	4. Provide input to the School Site Council (SSC) on the development of the School Plan for Student Achievement (SPSA)
X	5. Receive training to assist members in carrying out their legal responsibilities
	6. Elect representative(s) for the District English Learner Advisory Committee (DELAC)
	7. Other

I. Call to Order

II. Welcome and Introductions

III. DELAC Report (brief summary of DELAC meeting)

A. Review of Calendar: [DELAC 2022-2023 Calendar](#)

IV. ELAC Mandated Topics

A. Review of last meeting's Agenda (N/A)

B. Roles & Responsibilities of the ELAC

C. Review and approval of SPSA 2023-2024

V. Unfinished or New Business

VI. Public Comments

VII. Announcements

VIII. Adjournment 10:00 am

Next ELAC Meeting - December 14, 2023 at 8:30 am

Minutes of the Meeting: [Slidedeck](#)

Meeting commenced at 8: 35 am

Roles & Responsibilities of the ELAC were explained. The importance of advising the school regarding the ELD program to close the achievement gap of English Learners were discussed.

Review and approval of SPSA 2023-2024

The draft was shared

Pg. 9, 10, 12, 14,18 - Look at our Assessment Data

Pg. 33 Goal 1 - Safe & Positive Learning Environment

Pg. 45 Goal 2 - Instructional Program (ELA, Math, & ELD)

Pg. 48 Goal 3 - Build Strong Relationships and Trust

Committee input and questions:

- Designated ELD - 30 minutes with ELD Teacher not online programs.
- Students need to write instead of type on chromebook, depending too much on chromebooks
- Student numbers in class 24 for k-3, 34 for 4-6th. Numbers are high parents would like to see: K-3 - 20 & 4-6th - 25-30.
- Students with behavioral problems, what can we do to improve this? PBIS
- Teachers - can they get workshops for trauma informed practices, how to work with students with behaviors.

Meeting adjourned at 10:00 am.



ELAC 11/7/23

RAMONA ELEMENTARY SCHOOL
Visitor / Volunteer Sign-in Sheet

	Date	Name	Time in	Time out	Reason for Visit
1	11/7/23	Alicia Sanchez			
2	11/7/23	Muchelis Benzetti			
3	11/7/23	Sonia Villanueva	8:37		ELAC
4	11/7/23	Zaira De Leon	8:38		ELAC
5	11/7/23	Fajola Cuvas	8:38		ELAC meeting
6	11/7/23	Diana Lopez	8:39		
7	11/7/23	Alma Hernandez	8:43		ELAC
8	11/7/23	Ana Caravel			
9	11-7-23	Martha Rojas	8:49		
10					
11					
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17					
18					
19					
20					

Title I School Parent and Family Engagement Policy
Ramona Elementary School

Ramona Elementary School, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

- School Site Council (SSC) collaborates to write and review the Title I School Parent and Family Engagement Policy annually.
- Title I School Parent and Family Engagement Policy is uploaded into Data Confirmation through Aeries to be distributed to all families at Title I schools at the beginning of the year.
- Title I School Parent and Family Engagement Policy is discussed during the annual Title I Parent Meeting at the beginning of each school year.
- School Site Council meets regularly to monitor programs at Ramona Elementary School, including the Parent Involvement Program.
- The role of School Site Council is to monitor current programs involving parents, evaluate effectiveness, and expand and/or modify program strategies and components as necessary.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may share their suggestions or concerns with SSC as they are reviewing and updating the Title I School Parent and Family Engagement Policy.

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

- The LEA Title I Parent and Family Engagement Policy will be reviewed and updated annually. The LEA policy will be updated and shared with site level SSCs at all Title I schools to receive input.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and

Title I School Parent and Family Engagement Policy
Ramona Elementary School

family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

- BUSD's Local Control and Accountability Plan (LCAP) is shared with multiple parent advisory groups: District Advisory Group, Parent Advisory Committee, and District English Language Advisory Committee. During each presentation of the LCAP, diligent notes are taken with respect to parent comments and discussions.
- BUSD's LCAP survey solicits input from all educational partners including staff, parents, and community members. Comments are collected in a digital format and addressed accordingly through our advisory committees as the LCAP is reviewed and updated.
- BUSD shares educational partners' feedback and BUSD responses to the feedback at all advisory committee meetings, with the Board of Education, and submits this information to the State with the LCAP as part of the educational partners feedback section.

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

- Ramona Elementary School's annual Title I Parent Meeting is held at the beginning of each school year during Back to School Night, as this is an event with maximum attendance.
- The annual Title I Parent Meeting presentation explains Title I requirements and regulations in detail. It also provides specific information about site Title I funds and expenditures, parent notifications and participation, and parent involvement opportunities.
- Translation to Spanish is available as needed.
- Parents are notified of the meeting date and time and follow up efforts are made in order to make them aware of the importance of their participation in the education of their child.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

- Ramona Elementary offers flexible meeting times for parents so that they can remain involved.
- Meetings are held in the mornings, afternoons and evenings.
- Parents are also given the opportunity to attend virtually if it is more convenient for their schedule.

Title I School Parent and Family Engagement Policy
Ramona Elementary School

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

- During the annual Title I Parent Meeting, specific details regarding Title I services are reviewed. We also review the process for writing and reviewing the School Plan for Student Achievement. The Annual Title I Parent Meeting also reviews all of the parent notification requirements for Title I, including the family engagement policy. Specific information about the school's Title I program and services is shared and reviewed. Parents are welcome and encouraged to provide input.
- All parents are welcome to attend English Learning Advisory Committee (ELAC) meetings. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. ELAC reviews and provides input for the School Plan for Student Achievement, which includes the Title I program and services.
- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may participate in the planning, review and improvement of the School Plan for Student Achievement, which includes the Title I program and services, and the Title I School Parent and Family Engagement Policy.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]):

- During the annual Title I Parent Meeting, specific information is shared about the Title I program and services, the adopted curriculum, academic assessments, and analysis of school data which includes achievement levels as measured by California state content standards.
- During Back to School Night, teachers share about the Title I program and services, the adopted curriculum, and academic assessments with the parents of students in their individual classes.

Title I School Parent and Family Engagement Policy
Ramona Elementary School


- During annual parent conferences, teachers discuss the Title I program and services, the adopted curriculum, academic assessments, and individual achievement data which includes achievement levels as measured by California state content standards and how they pertain to each individual student.
- Each year the school site council assesses the needs of parents and children using a variety of measures (e.g. questionnaires and surveys) and then tailors the Title I program to meet those needs.
- Parents will be notified of workshops and other programs that will be made available to meet their needs and of the importance of their responsibility to attend.
- Childcare (if needed) will be provided during some parent workshops and programs in order to facilitate parents' attendance.

Describe how the schoolwide program plan, ESSA Section 1114(b), if not satisfactory to the parents of participating children in Title I, Part A programs, can submit any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may participate in the planning, review and improvement of the School Plan for Student Achievement, which includes the Title I program and services. Parent input and comments are documented on the SSC minutes, which are submitted with the School Plan for Student Achievement, for review by district administration and the Board of Education.

Ramona Elementary School's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on March 29, 2023. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before September 12, 2023.

Typed Name of Principal: Arlene Whitney

Signature of Principal: 

Date: 3/29/2023

Bellflower Unified School District



Title I School Parent and Family Engagement Policy

Ramona Elementary School

Bellflower Unified School District
Title I School-Parent Compact
Ramona Elementary



Ramona Elementary, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Describe how the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children’s learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Ramona Elementary will be responsible for:

- Providing highly qualified teachers who meet ESEA requirements.
- Teaching the adopted curriculum, which aligns with California State Standards.
- Providing all students safe, collaborative conditions for learning (BUSD LCAP Goal 1).
- Establishing regular two-way communication with families that focuses on the child’s academic progress in reaching proficiency in grade level standards

- Providing translated clear two-way communications from home to school and from school to home.

As a parent, I will be responsible for:

- Supporting my child’s learning by providing a quiet place for completing homework, monitoring homework completion, and communicating with the teacher with any questions regarding homework.
- Participating, when able, in school events and the school community to understand academic expectations and support my child’s education.
- Encouraging my child to participate in enrichment opportunities that expand learning during extra-curricular time.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement;
- (B) frequent reports to parents on their children’s progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and

(D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

Ramona Elementary will be responsible for:

- Parent-teacher conferences are conducted at the beginning of each school year and the Title I School-Parent Compact is discussed. Additionally, parents and teachers will complete one of the following forms: Parent Conference Guide, IEP, AIP, GATE-IPD or a teacher developed form. Spring parent-teacher conferences are held for all students who are performing below grade level standards to review progress and update conference forms.
- Report Cards are distributed to parents three times per year.
- Progress Reports are distributed to parents of students who are performing below grade level or whose grades have dropped three times per year.
- Parents who would like to volunteer in class can do so with the teacher's permission and upon completion of the volunteer application process.
- Parents who would like to observe classroom instruction can do so, but must follow the BUSD Visitor's Policy.
- Broadly recruit parents to serve on task forces, advisory committees, action teams and other participatory activities. Provide a regular, accessible, well-published process.
- Encourage families to regularly meet with principal, counselor, teachers and school staff to discuss classroom issues which concern them and any ideas they may have to improve their children's learning.
- Provide families with clear information on district and school issues including expectations for student behavior, achievement standards, available community resources and services for assisting families.

As a parent, I will be responsible for:

- Attending and actively participating with parent-teacher conferences.
- Reviewing Report Cards and always encouraging my child to try his/her best on all academic tasks.
- Reviewing Progress Reports and always encouraging my child to try his/her best on all academic tasks.
- Contacting the school and communicating with all school staff and my child's teacher as needed.
- Making sure my child is at school on time every day.
- Promoting high standards and regular study by providing a quiet suitable place for completing homework.
- Reading all school-home communicating and contacting school when I have questions or concerns.

This Compact was established by Ramona Elementary on May 10, 2023 , and will be in effect for the period of 2023-2024 School year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on or before September 12, 2023.

Typed Name of Principal: **Arlene Whitney**

Signature of Principal: *Arnell Whitney*

Date: 5/10/2023

Ramona Elementary
School Site Council Meeting Agenda

Date: **October 26, 2023**

Location: GoogleMeet/RM. 2

Proposed Start/Ending Time: 8:00 am - 8:40 am

Participants at the Meeting: see sign in box below

GoogleMeet:

Meeting link

meet.google.com/fkj-ioty-aqa

Agenda Item	Action Required	Responsible Person(s)	Time Limit
Welcome Call the meeting to order/Bienvenida Orden del Dia	None	Chair	1 minute
Roll Call/Toma de lista de asistencia	Teacher 1- Ms. Claes (Present) Teacher 2 - Ms. Slager (Present) Teacher 3 - Ms. Guess (Present) Principal - Tanya Esqueda (Present) Other Staff - Vanessa Velasquez (Present) Other Staff - Francesca Dones (Alternate) Parent 1 - Nicole Ahumada (Virtual) Parent 2 - Nataly Lemus (Virtual) Parent 3 - Amy Ocampo (Virtual) Parent 4 - Daisy Cortez (Virtual) Parent 5 -TBD *Please sign in	Secretary	2 minute
Approval of Agenda/Aprobar la agenda	Approval/modifications of the agenda <u>Agenda:</u> I. Welcome II. SSC Roles & Responsibilities (video) The main task of the SSC is to develop a Single Plan for Student Achievement (SPSA) for the school every year. The intent of the Single Plan for Student Achievement is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching state academic standards.	Chair & Principal	2 minutes 10 mins

	<p>I. Review and revise School Plan for Student Achievement (required)</p> <p>III. Next Time – Calendar rest of the SSC Meetings for SY 22-23 <i>(Second Thursday of each month at 3:00 pm/ first semester via zoom, and in person)</i></p>		20 mins
Approve minutes from last meeting/ Aprobar los minutos de la junta anterior	Approval of the meeting minutes N/A	Chair	1 minutes
SSC Training: Roles and Responsibilities of SSC <i>entrenamiento del SSC (SPSA video)</i>	https://www.youtube.com/watch?v=nfagMDbGQpA&t=32s	Chair	10 minutes
Recommendations from D/ELAC/ Recomendacion del ELAC	Review and give input to SPSA as it pertains to ELLs.	Principal	1 minute
Public Comment	2 minutes each up to 3 speakers		
Adjourn Meeting/Clausura de la reunion	Time: 8:49 am	Chair	1 minute

***Next meetings SAVE THE DATE: December 14, 2023 (Tentatively)

10/26/23 Meeting Minutes:

- Meeting commenced at 8:04 am
- Roll Call was taken (staff in person and parents via virtual attendance)
- Discussed the main role of the SSC and the composition of the SSC.
- The Draft of the SPSA was presented by the principal. The SSC looked at the data and Goals 1-3.
- The ATSI group data was discussed.
- Teacher input and questions -

- Can classroom size reduction be considered? Teachers would be better able to teach and connect with students if there were just a few less students.
 - Can we keep Moby Max? Teachers present expressed that it helped them differentiate instruction for SWD and struggling students.
- Parent Input and Questions-
 - For the math instructional aide, who will they be working with? All grade levels?
 - If it is with all grade levels then they will be spread thin and may not make such a great impact.
 - Will better instructional curriculum/materials be purchased this year?
- Staff was asked to review the SPSA (shared electronically) and sign the document Monday-Tuesday in preparation for submission on Wednesday, 11/1/23.



RAMONA ELEMENTARY SCHOOL
School Site Council Meeting

In Person *

Date	Name		Signature	Time In	
1/10/26	Selene Millan			8:00	
2/10/26	Shannon Slager			8:00	
3/10/26	Melynnda Gress			8:00	
4/10/26	Vanessa Velasquez			8:00	
5/10/26	Malomi Claes			8:00	
6/10/26	Tanya Esqueda			8:05	
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RAMONA ELEMENTARY SCHOOL
School Site Council Meeting

Google meet *

	Date	Name			Signature	Time In	
1	10/26	Nataly Lemus				8:00	
2	10/26	Amy Ocampo				8:00	
3	10/26	Daisy Cortez				8:00	
4	10/26	Nicole Ahumada				8:00	
5	10/26	Zaira De Leon				8:00	
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