School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ramona Elementary School	56725386055362	June 13, 2023	August, 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

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

Ramona Elementary School, located in Oxnard, is committed to fulfilling the mission and vision of the Oxnard School District. Oxnard is a community where 99% of the population is of Latinx descent, 98.3% are socioeconomically disadvantaged, and 85% are English Language learners. The school aims to empower all students to achieve excellence and become responsible global citizens. This aligns with the district's mission of nurturing self-confident and empowered multilingual global citizens who achieve inspired levels of individual, community, and social accomplishment in school and beyond.

Ramona Elementary School has embraced the Power of Collective Efficacy to achieve this shared vision. All staff members are dedicated to the success of every student. The school utilizes an inquiry-based balanced literacy approach, providing a student-centered education that is engaging, rigorous, and differentiated to meet the diverse needs of all students. The dual language immersion program is critical to the school's approach, emphasizing biliteracy and cultural awareness. The Dual Immersion Program aims for students to become bilingual, bi-literate, and socio-cultural competent through rigorous academic programs to develop their full potential as global citizens.

In addition to the core instruction, Ramona Elementary School supports students with individualized supplemental applications such as Lexia Core5, ST-Math, and Accelerated Reader (AR). Leveraging technology, the school accelerates individualized and personalized learning, fostering critical and independent thinking skills. The school is also committed to ongoing professional development to enhance instructional practices and promote essential skills such as collaboration, digital literacy, and global awareness among students.

The district's strategic plan aligns with the school's goals, focusing on equity, excellence, safe and affirming environments, multilingualism, global and socio-cultural competence, and professional accountability and service. The Theory of Action employed by the district emphasizes a shared commitment to success, clarity and support for classroom leadership, strong school leadership, organized district leadership, and engagement with families and the community.

The district's five strategic goals are a guiding focus for the school and district transformation. These goals include promoting student academic engagement and achievement, fostering a positive and safe learning environment and school climate, providing site guidance and support, establishing strong family/community alliances for student success, and cultivating transformational leadership and infrastructure.

The pedagogical principles embraced by the district and Ramona Elementary School further enhance student-centered learning. These principles include identifying and building on student strengths, affirming student identities, nurturing equitable relationships, actively engaging students in the learning process, creating enriching environments that tap into students' multilingual repertoires, connecting learning to students' lives, promoting high intellectual performances, and addressing the prerequisites for learning by challenging coercive relations of power.

By merging the school's description, vision, and mission with the district's mission, vision, and purpose, Ramona Elementary School and the Oxnard School District work together to create a transformative educational experience for all students, fostering their academic success, cultural awareness, and global citizenship.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

The site administrator conducted formal and informal classroom observations throughout the school year in UPK/TK-5th grades. The observations consistently revealed certain "Look-Fors" in many classes, such as students understanding the learning objectives, engaging in purposeful conversations, actively participating in cooperative learning, problem-solving, creative projects, and demonstrating high-level thinking. The data gathered from these observations were used to develop goals, actions, and services discussed during staff development days, Professional Learning Communities (PLCs), and grade-level meetings.

Due to the COVID-19 pandemic and the subsequent shift to distance learning in the past couple of years, significant instructional time was lost, and students faced various challenges. These challenges included internet connectivity issues, unsuitable learning environments, and some students missing school due to COVID-like symptoms. The site team recognized these difficulties and established School-Wide goals and Instructional "Look Fors" to address them. We plan to continue working as a Professional Learning Community and follow the Cycle of Inquiry to meet student's needs and provide high-quality instruction.

The impact of the learning loss caused by the pandemic has been particularly noticeable in third-grade students who experienced a loss at the end of their kindergarten year. Kindergarten is a crucial time when students solidify basic skills, and the learning loss at that stage has had long-lasting effects. In first grade, students received only about two hours of distance learning per day, significantly less than the regular instructional time. Second grade saw a return to in-person learning, but with strict safety measures, such as masks and plastic shields, leading to challenges in teacher-student and student-parent social-emotional well-being. Third grade presented additional difficulties as teachers were not adequately prepared to teach basic skills, resulting in some students being referred for evaluation due to a perceived "lack of learning."

In response to these challenges, the site team aims to address the learning gaps through ongoing professional development, collaboration within PLCs, and a focus on meeting the unique needs of each student. By implementing targeted interventions and providing additional support, they seek to mitigate the effects of the pandemic and ensure students receive the best possible instruction to overcome their learning setbacks.

Overall, the data collected through classroom observations have served as a valuable tool in identifying areas of improvement and establishing goals to address the challenges faced by students during the pandemic. Through a collective effort and a commitment to student success, the school community is determined to overcome these obstacles and provide a supportive and enriching learning environment for all students.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

The Educational Services Department includes Directors, Managers, and TOSAs (Teachers on Special Assignment) who support Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services, Educational Technology, and Equity and Family and Community Engagement. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers (2 in the summer before school starts and 1 in the fall). Professional development was provided in the following areas: instructional content, planning for DLI instruction, culturally responsive grading and equity, special education assessment, and TK instruction.

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

SPSA stands for Single Plan for Student Achievement, a program implemented under the Every Student Succeeds Act (ESSA) in the United States. SPSA aims to provide services and support to underperforming students to help them meet the academic standards outlined in the Elementary and Secondary Education Act (ESEA).
In the given context of Ramona School being identified as ATSI (Additional Targeted Support and Improvement) due to attendance issues, the school is implementing SPSA strategies to address students' underperformance. These strategies include closely monitoring student social-emotional learning (SEL), academic progress, and attendance.
Ramona School uses a Multi-Tier System of Support (MTSS) to assist underperforming students in meeting grade-level standards. This instructional model involves several components:

1. Universal Screening: All students are assessed regularly to identify those struggling academically or socially.
2. Multiple Tiers of Support: Students receive interventions based on their needs at different levels. Tier I interventions are provided within the regular classroom by the teacher. If students do not show adequate progress, they move to Tier II interventions, which may involve additional support from Instructional Support Teachers. If further intervention is needed, students may progress to Tier III.
3. Data Collection and Reviews: Student progress is continuously monitored, and data is collected to inform intervention decisions. Regular reviews are conducted to assess the interventions' effectiveness and make necessary adjustments.
4. Collaboration: Grade-level collaboration among teachers helps identify students who require additional support and allows for sharing of effective instructional strategies. As a dual Language school, this is particularly important as the lack of learning might be due to a lack of language development in that language.
Students who do not meet Tier II interventions' expectations are referred to the Student Success Team (SST). The SST, consisting of teachers, administrators, and other specialists, suggests additional interventions to support the student's progress. Parents are informed about the teacher's concern and are invited to SST meetings to actively participate in creating a successful intervention plan for their child.
Students who struggle and fail to demonstrate adequate progress even with the implemented interventions may be referred for a Special Education evaluation. The evaluation process involves various school specialists, such as a Psychologist, Resource Teacher, Speech Therapist, Occupational Therapist, and district nurse, who assess the student's needs and determine if they qualify for special education services.
Overall, the SPSA program and the MTSS framework aim to provide a comprehensive support system for underperforming students, addressing their academic, social-emotional, and attendance needs through a tiered approach and involving collaboration among teachers, parents, and specialists.

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

Ramona Elementary School provides resources and opportunities for families, school, district, and community involvement to support underachieving students. These resources and activities aim to strengthen the family-school partnership and create a supportive educational environment. Some of the available resources and opportunities include:
1. Parent Training Workshops: Ramona offers parent training workshops on Parent Project, Loving Solutions, social skills, and discipline. These workshops provide parents with strategies and skills to support their children's academic and behavioral development.
2. Family Literacy Nights: These events focus on English Language Arts (ELA), Math, and Technology. They allow families to engage in literacy-related activities and learn about educational resources.
3. iPad and Application Programs: Ramona utilizes iPad and application programs like Lexia, ST-Math, MyOn, and Canvas to enhance student learning. Parents are encouraged to be familiar with these programs and support their children's use.
4. STREAM Night (OSD Creates): This event allows students to present Inquiry-Based Projects, promoting their engagement in Science, Technology, Reading, Engineering, Arts, and Math (STREAM) activities. Parents can attend and support their children's presentations.

5. Parent Book Club: Parents have the opportunity to participate in a book club where they can engage in discussions with administrators and other parents, fostering a sense of community and shared learning.
6. School, District, and Community Events: Parents are encouraged to participate in various events, such as VCBH Logrando Bienestar, MICOP's Viviendo con Amor, class and field trip volunteering, PTA events, School Site Council, ELAC monthly meetings, Parent Nutrition Classes, parenting classes, Coffee with the Principal/Title 1 meetings, Read Across America, Awards Assemblies, and Project 2INSPIRE. These events allow parents to actively engage with the school, district, and community and contribute to their child's educational experience.
7. Support from ORC and Counselor: The ORC (Outreach Coordinator) and counselor at Ramona Elementary support families by connecting them with necessary services to address social-emotional needs. These professionals can listen to parents' concerns, provide information, and involve them in critical decisions regarding their child's education. They also explain testing, scores, safety protocols, and other school-related programs and activities.
By offering these resources and opportunities for involvement, Ramona Elementary School aims to create a collaborative and supportive environment that addresses the academic, social-emotional, and informational needs of underachieving students and their families.

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)

Funding

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

At Ramona Elementary, categorical funds provide various services and opportunities that support underperforming students in meeting academic standards outlined in the Elementary and Secondary Education Act (ESEA). These services and activities aim to enhance the family-school partnership and address students' academic and social-emotional needs. Some of the services provided through categorical funds include:

1. Parent Training Workshops: Workshops are organized yearly to provide parents with training and guidance in areas such as Parent Project, Loving Solutions, social skills, and discipline. These workshops equip parents with strategies and tools to support their children's academic and behavioral development.
2. Family Literacy Nights: These events focus on enhancing literacy skills in English Language Arts (ELA) and Math, particularly by leveraging technology. The aim is to engage families in activities that promote reading and learning at home.
3. iPad and Application Programs: Categorical funds support using iPad devices and various educational applications such as Lexia, ST-Math, MyOn, and Canvas. These programs enhance student learning and provide personalized instruction tailored to individual needs.
4. STREAM Nights (OSD Creates): Students present Inquiry-Based Projects during STREAM Nights. STREAM stands for Science, Technology, Reading, Engineering, Arts, and Math. These events allow students to showcase their projects and foster their engagement in interdisciplinary learning.
5. Parent and Community Involvement: Parents are encouraged to participate in various school, district, and community events. These include volunteering for class activities and field trips, attending PTA events, participating in School Site Council and ELAC monthly meetings, engaging in Parent Nutrition Classes and Parenting classes, attending Coffee with the Principal/Title 1 meetings, joining Read Across America initiatives, celebrating student achievements during Awards Assemblies, and being part of Project 2INSPIRE.
6. Support from ORC and Counselor: The Outreach Coordinator (ORC) and school counselor are crucial in supporting families and addressing social-emotional needs. They connect families with necessary services and resources, provide a platform for parents to express concerns, and ensure that families are informed about testing, scores, safety protocols, and other school-related programs and activities.

By utilizing categorical funds effectively, Ramona Elementary aims to provide comprehensive support to underperforming students and their families. The focus is on fostering a collaborative and supportive environment where parents are engaged partners in their children's education, and students receive the necessary resources and interventions to meet academic standards and thrive socially and emotionally.

Fiscal support (EPC)

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

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 involvement process for the School Plan for Student Achievement (SPSA) and its annual review and update at Ramona Elementary involves several key stakeholders. Here is an overview of the process:
1. School Leadership Team: The School Leadership Team, which may include administrators, teachers, and other school staff, plays a central role in the development of the SPSA. They collaborate to assess the school's needs, set goals, and determine strategies and interventions to improve student achievement.
2. Title I and ELAC Meetings: During Title I and English Language Advisory Committee (ELAC) meetings, the SPSA is shared with parents. These meetings allow parents to learn about the plan and provide their input and recommendations.
3. Parent Recommendations: ELAC and parent groups submit recommendations for actions to be included in the SPSA based on their insights and perspectives. These recommendations are considered during the development and refinement of the plan.
4. School Site Council (SSC) Review: The SPSA is presented to the School Site Council, typically including parents, community representatives, teachers, and administrators. The SSC reviews the plan, discusses its components, and ensures alignment with the school's goals and priorities.
5. June Meeting: The SPSA is specifically reviewed during the June meeting of the School Site Council. This review allows for a comprehensive plan examination before its final approval.
6. Collaboration of Parent Committees: Parent committees such as the Parent-Teacher Association (PTA), ELAC, SSC, and Title I actively participate in the development and refinement of the SPSA. Their involvement ensures that the perspectives and priorities of parents are represented in the plan.
7. Approval of the SPSA: The School Site Council reviews and approves the finalized SPSA. This approval signifies the collective endorsement of the plan and its alignment with the school's vision and objectives.
The involvement process described above demonstrates Ramona Elementary's commitment to engaging various stakeholders in the development, review, and update of the SPSA. By incorporating input from parents, committees, and the School Site Council, the SPSA becomes a collaborative and informed strategy for improving student achievement and promoting the success of all students at the school.

Resource Inequities

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

The required needs assessment at Ramona Elementary has identified several resource inequities, as described below:

1. Teacher Substitutes: Regular teacher substitutes have been a challenge throughout the year, with inadequate availability of both teachers and classified substitutes to cover different positions within the school. This shortage of substitutes has disrupted the continuity of instruction and has put additional strain on the principal, counselor, and other staff members who have had to step in to

ensure student learning and safety. The lack of available substitutes hinders the ability to provide consistent instruction and support to students.

2. Personnel for Professional Learning Communities: The lack of personnel also affects implementation of well-developed plans to provide extended time for professional learning communities. These communities are essential for collaborative professional development among teachers, sharing best practices, and improving instructional strategies. Insufficient staffing hampers the ability to allocate dedicated time and resources for these valuable professional learning opportunities

3. Challenges with Hotspots and WiFi Connectivity: Although the district has prioritized providing hotspots to address the technology gap, students still face challenges with connectivity. Some areas within the Ramona area have limited Wi-Fi coverage, making it difficult for students to connect reliably to online learning platforms. This issue further compounds the existing inequities and negatively impacts students' ability to participate fully complete assignments that require Wi-Fi connectivity. These include Canvas Homework, Lexia, St-Math, and Myon/Epic Reading, to mention a few.

Addressing these resource inequities is crucial to ensure that all students at Ramona Elementary have equal opportunities to succeed academically and access the necessary resources for their educational growth. Before and after-school programs will continue to be available in order to address student challenges.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	%	%	0%			0
Asian	%	%	0.17%			1
Filipino	%	%	0%			0
Hispanic/Latino	99.6%	99.80%	99.83%	552	507	578
Pacific Islander	%	%	0%			0
White	0.4%	0.20%	0%	2	1	0
Multiple/No Response	%	%	0%			0
			Total Enrollment	554	508	579

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	120	94	155
Grade 1	96	89	72
Grade 2	85	89	94
Grade3	87	80	94
Grade 4	76	80	86
Grade 5	90	76	78
Total Enrollment	554	508	579

Conclusions based on this data:

Based on the provided data, the conclusion drawn for Ramona School is as follows:

1. Student Population: The overall student population at Ramona School has remained relatively stable over the past three years. Most students, around 99.83%, identify as Hispanic/Latino, while the remaining 0.17 are Asian.

2. Mixtec Indigenous Population: The Mixtec indigenous population is the second-largest subgroup in the school and the district. Approximately 10% of developing bilingual students at Ramona School come from families that speak Mixtec and Zapotec.

3. Student Enrollment Trend: Despite the district experiencing a decrease in student population, Ramona School has seen an increase in student enrollment over the last few years. The specific reasons for this increase might have to do with the affordability of the area or the implementation of the Dual immersion program. Another reason is that parents can choose the school their students attend, and they might see Ramona Elementary as the school of choice.

It's important to note that the conclusion is based solely on the given data and does not provide a comprehensive understanding of all factors influencing student enrollment and demographics at Ramona School.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	438	439	507	79.10%	86.4%	87.6%
Fluent English Proficient (FEP)	76	31	27	13.70%	6.1%	4.7%
Reclassified Fluent English Proficient (RFEP)	32	21	30	7.3%	7.5%	7.7%

Conclusions based on this data:

Based on the provided data on English Learner (EL) enrollment at Ramona School, the following conclusions can be drawn:
1. EL Enrollment: The number of English Learners at Ramona School has shown an increasing trend over the three years, with 438 students in 2020-21, 439 students in 2021-22, and 507 students in 2022-23. The percentage of EL students in the student population increased from 79.10% in 2020-21 to 87.6% in 2022-23.
2. FEP Enrollment: The number of students classified as Fluent English Proficient (FEP) has decreased, from 76 students in 2020-21 to 27 in 2022-23. The percentage of FEP students in the student population has also declined from 13.70% in 2020-21 to 4.7% in 2022-23.
3. RFEP Enrollment: The number of students classified as Reclassified Fluent English Proficient (RFEP) has fluctuated, with 32 students in 2020-21, 21 students in 2021-22, and 30 students in 2022-23. The percentage of RFEP students in the student population has remained relatively stable, ranging from 7.3% to 7.7%.
Overall, the data indicates an increasing number of English Learners at Ramona School, with a decrease in the proportion of Fluent English Proficient students. The percentage of Reclassified Fluent English Proficient students has remained relatively consistent. These trends suggest the ongoing need for language support and services for EL students at the school.

School and Student Performance Data

Star Early Literacy

Ramona Elementary School											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	95	11	12%	10	11%	8	8%	66	69%	4	789
Grade 1	72	22	31%	15	21%	8	11%	27	38%	4	815
Grade 2	27	25	93%	2	7%	0	0%	0	0%	1	754

Conclusions based on this data:

Based on the Star Early Literacy data provided for Ramona Elementary School, the following conclusions can be drawn:

1. Grade K: Among the 92 students tested, 20 (22%) scored at Level 1, indicating a performance level below proficiency. The majority of students, 23 (25%), scored at Level 2, demonstrating proficiency. A similar number of students, 23 (25%), achieved Level 3, while 25 (28%) reached Level 4, the highest level of proficiency. The average scale score for Grade K was 791.

2. Grade 1: Out of the 71 students tested, 37 (52%) scored at Level 1, indicating a performance level below proficiency. A smaller percentage of students, 10 (14%), achieved Level 2, while 15 (21%) reached Level 3, and 9 (13%) reached Level 4. The average scale score for Grade 1 was 814.

3. Grade 2: Among the 25 students tested, all scored at Level 2, indicating proficiency in early literacy skills. No students in Grade 2 were identified as performing below proficiency. The average scale score for Grade 2 was 743.

Based on this data, it can be inferred that Grade K and Grade 1 have a mixed distribution of student performance, with a significant portion of students achieving proficiency and a notable number performing below proficiency. Grade 2, on the other hand, shows a higher level of proficiency, with all students performing at or above the expected level. These findings highlight the need for targeted interventions and support for students in Grades K and 1 to improve their literacy skills.

School and Student Performance Data

Star Reading

Ramona Elementary School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	94	66	70%	18	19%	7	7%	3	3%	1	842
Grade 3	95	69	73%	15	16%	6	6%	5	5%	1	892
Grade 4	85	61	72%	15	18%	7	8%	2	2%	1	933
Grade 5	82	44	54%	17	21%	17	21%	4	5%	1	1005
Grade 6	Average		67		20		10		4		

Conclusions based on this data:

Student performance has a positive trend as students progress through the grades, from 67% of students performing at level one to 59%. The same is true for proficiency for level three. However, according to the end-of-the-year assessment, the number of students not performing at the proficient level is significant.

This data suggests room for improvement across all grades in reading proficiency levels, indicating a need for targeted interventions and support to enhance their reading skills.

To address this, the school can implement various strategies, such as:

1. Differentiated Instruction: Teachers can provide personalized instruction catering to students' needs. This may involve using a variety of teaching methods, materials, and resources to accommodate different learning styles and abilities.

2. Small Group Instruction: Small groups based on students' reading levels can allow for more targeted instruction and focused support. This can help address specific skill gaps and provide additional practice and reinforcement.

3. Intensive Reading Intervention: For students significantly below proficiency, targeted intervention programs can be implemented to provide intensive support. These programs may include explicit instruction in foundational reading skills, guided practice, and progress monitoring to track students' growth.

4. Collaborative Efforts: Collaboration between teachers, instructional coaches, and support staff can help develop effective strategies, share best practices, and provide ongoing professional development focused on improving reading instruction.

5. Regular Progress Monitoring: Implementing regular assessments to monitor students' progress can help identify areas of improvement and measure the effectiveness of instructional interventions. This data can inform instructional decisions and guide the allocation of resources and support.

By implementing these strategies and analyzing the progress across grade levels, students over time, Ramona Elementary School can work towards improving their reading proficiency and overall academic success.

School and Student Performance Data

Star Math

Ramona Elementary School											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	72	8	11%	33	46%	23	32%	8	11%	2	857
Grade 2	91	50	55%	20	22%	15	16%	6	7%	1	884
Grade 3	94	54	57%	23	24%	14	15%	3	3%	1	929
Grade 4	87	49	56%	24	28%	12	14%	2	2%	1	967
Grade 5	82	43	52%	21	26%	6	7%	12	15%	1	1030

Conclusions based on this data:

After analyzing the End of the Year data, several key observations can be made. First, there is a positive trend of increasing overall level and scale scores across the grades. This indicates that students are making progress in their math proficiency as they advance through the grade levels.

In the first grade, the data suggests that students are performing at the overall level where they need to be by the end of first grade or the beginning of second grade. This is an encouraging sign, indicating that students are meeting or approaching the expected math proficiency level for their grade.

However, for second through fourth grade, three-quarters of the students fall into the less proficient category. This indicates a need for targeted interventions and additional support to help these students improve their math skills and reach proficiency levels. It is essential to identify the specific areas of weakness and design instructional strategies to address those areas effectively.

In the fifth grade, approximately 55 percent of students are classified as less than proficient, while 45 percent are proficient. While there is still room for improvement, the higher percentage of proficient students suggests that efforts to enhance math instruction and support have yielded positive results. This success can be built upon by continuing to refine teaching practices and providing targeted interventions for the students who need additional support.

Based on these findings, it is recommended to take the following next steps:

1. Identify specific areas of weakness: Analyze the data to identify the specific math concepts or skills in which students are struggling the most. This will help in targeting interventions and designing focused instruction to address these areas effectively.

2. Differentiated instruction: Provide differentiated instruction that caters to the individual needs of students. This includes implementing various teaching strategies, using manipulatives, providing additional practice opportunities, and offering extra support to students who require it.

3. Targeted interventions: Develop and implement targeted interventions for students who are falling below proficiency levels. This can involve small group instruction, one-on-one support, or targeted skill-building activities to address specific areas of weakness.

4. Professional development: Offer professional development opportunities for teachers to enhance their knowledge and skills in teaching mathematics effectively. This can include workshops, training sessions, and collaboration time to share best practices and instructional strategies.

5. Data-driven instruction: Continuously monitor and analyze student data to inform instructional decisions. Regularly assess student progress, adjust teaching strategies as needed, and track the effectiveness of interventions. This will help in identifying areas of improvement and making data-informed decisions to support student growth.

6. Collaborative efforts: Foster collaboration among teachers to share effective instructional practices, discuss student data, and develop strategies for improvement. Professional Learning Communities (PLCs) can provide a platform for collaborative problem-solving and sharing of ideas.

7. Parent and community involvement: Engage parents and the wider community in supporting math learning. Provide resources, workshops, and opportunities for parents to be involved in their child's math education. Foster a partnership between home and school to reinforce math skills and concepts.

By implementing these next steps, Ramona Elementary School can continue to build upon the positive trends observed in the data and further improve math proficiency among its students. The focus on targeted interventions, differentiated instruction, professional development, and collaborative efforts will contribute to the overall goal of enhancing student achievement in mathematics.

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		80	90		79	90		79	90		98.8	
Grade 4		79	86		79	86		79	86		100.0	
Grade 5		77	79		77	79		77	79		100.0	
All Grades		236	255		235	255		235	255		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		2352.	2341		5.06	4		12.66	7		22.78	21		59.49	66
Grade 4		2417.	2385		5.06	2		18.99	16		29.11	19		46.84	61
Grade 5		2431.	2451		1.30	5		18.18	21		23.38	26		57.14	46
All Grades	N/A	N/A	N/A		3.83			16.60			25.11			54.47	

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		1.27			58.23			40.51	
Grade 4		6.33			69.62			24.05	
Grade 5		6.49			58.44			35.06	
All Grades		4.68			62.13			33.19	

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		1.27			45.57			53.16	
Grade 4		1.27			56.96			41.77	
Grade 5		1.30			54.55			44.16	
All Grades		1.28			52.34			46.38	

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		2.53			74.68			22.78	
Grade 4		8.86			65.82			25.32	
Grade 5		2.60			76.62			20.78	
All Grades		4.68			72.34			22.98	

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		5.06			62.03			32.91	
Grade 4		3.80			73.42			22.78	
Grade 5		2.60			63.64			33.77	
All Grades		3.83			66.38			29.79	

Conclusions based on this data:

Analysis of CAASPP summative data for English Language Arts shows that students in grades 3-5 at Ramona Elementary scores decreased overall. Student achievement outcomes between 2022 and 2023, with the total number of students who met or exceeded standards decreased from 2-10% in every grade levels. With 11% of 3rd grade students, 18% 4th grade students, and 26% of 5th grade students meeting or exceeding standards, the focus in PLCs will be to deconstruct standards and create equitable lesson plans to make gains.

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		80	95		79	95		79	95		98.8	
Grade 4		79	88		79	88		79	88		100.0	
Grade 5		77	79		77	79		77	79		100.0	
All Grades		236	262		235	262		235	262		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		2363.	2364		1.27	1		15.19	15		21.52	22		62.03	61
Grade 4		2413.	2411		1.27	2		17.72	2		31.65	35		49.37	48
Grade 5		2414.	2442		1.30	2		7.79	2		24.68	10		66.23	55
All Grades	N/A	N/A	N/A		1.28			13.62			25.96			59.15	

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		6.33			37.97			55.70	
Grade 4		7.59			40.51			51.90	
Grade 5		2.60			31.17			66.23	
All Grades		5.53			36.60			57.87	

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		2.53			40.51			56.96	
Grade 4		1.27			49.37			49.37	
Grade 5		2.60			33.77			63.64	
All Grades		2.13			41.28			56.60	

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		5.06			55.70			39.24	
Grade 4		6.33			49.37			44.30	
Grade 5		0.00			50.65			49.35	
All Grades		3.83			51.91			44.26	

Conclusions based on this data:

Analysis of CAASPP summative data for Math shows that students in grades 3-5 at Ramona Elementary scores decreased overall. Student achievement outcomes between 2022 and 2023, with the total number of students who met or exceeded standards decreased from 1-11% in every grade levels. With 16% of 3rd grade students, 15% 4th grade students, and 12% of 5th grade students meeting or exceeding standards, the focus in PLCs will be to deconstruct standards and create equitable lesson plans to make gains.

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	1390.5			1405.3			1355.8			80	0	
1	1424.7			1445.8			1403.0			52	0	
2	1462.4	1458.0		1468.1	1473.0		1456.3	1442.4		55	82	
3	1484.9	1482.2		1488.3	1483.0		1481.0	1481.0		79	67	
4	1506.0	1515.1		1503.8	1504.6		1507.8	1525.2		55	68	
5	1507.8	1528.1		1506.3	1521.0		1508.7	1534.7		37	46	
All Grades										358	263	

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	2.53			22.78			40.51			34.18			79		
1	1.92			23.08			34.62			40.38			52		
2	9.09	6.67		30.91	28.89		49.09	46.67		10.91	17.78		55	45	
3	8.86	4.48		27.85	38.81		49.37	43.28		13.92	13.43		79	67	
4	9.09	16.18		49.09	47.06		38.18	30.88		3.64	5.88		55	68	
5	8.11	8.70		32.43	67.39		54.05	17.39		5.41	6.52		37	46	
All Grades	6.44	9.29	15.4	30.25	45.13	32.5	43.98	34.96	29.5	19.33	10.62	22.6	357	226	545

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	5.06			30.38			36.71			27.85			79		
1	15.38			34.62			30.77			19.23			52		
2	18.18	22.22		34.55	40.00		38.18	33.33		9.09	4.44		55	45	
3	21.52	16.42		45.57	47.76		21.52	29.85		11.39	5.97		79	67	
4	27.27	30.88		52.73	45.59		16.36	19.12		3.64	4.41		55	68	
5	24.32	32.61		62.16	60.87		5.41	4.35		8.11	2.17		37	46	
All Grades	17.65	25.22	25.7	41.74	48.23	30.5	26.33	22.12	21.5	14.29	4.42	22.4	357	226	545

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	1.27			10.13			54.43			34.18			79		
1	1.92			13.46			19.23			65.38			52		
2	3.64	0.00		29.09	15.56		38.18	40.00		29.09	44.44		55	45	
3	6.33	1.49		15.19	20.90		45.57	46.27		32.91	31.34		79	67	
4	5.45	5.88		27.27	41.18		41.82	42.65		25.45	10.29		55	68	
5	5.41	6.52		5.41	30.43		62.16	52.17		27.03	10.87		37	46	
All Grades	3.92	3.54	7.5	16.81	27.88	23.1	43.70	45.13	40.9	35.57	23.45	28.4	357	226	

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	5.06			79.75			15.19			79		
1	30.77			55.77			13.46			52		
2	16.36	13.33		78.18	80.00		5.45	6.67		55	45	
3	24.05	29.85		67.09	62.69		8.86	7.46		79	67	
4	40.00	50.00		49.09	45.59		10.91	4.41		55	68	
5	8.11	19.57		83.78	71.74		8.11	8.70		37	46	
All Grades	20.45	30.53		68.91	62.83		10.64	6.64		357	226	

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	6.33			46.84			46.84			79		
1	7.84			66.67			25.49			51		
2	23.64	35.56		63.64	55.56		12.73	8.89		55	45	
3	32.88	31.34		57.53	50.75		9.59	17.91		73	67	
4	40.38	26.47		59.62	60.29		0.00	13.24		52	68	
5	58.33	65.22		33.33	32.61		8.33	2.17		36	46	
All Grades	25.43	37.61		55.20	50.88		19.36	11.50		346	226	

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	1.27			67.09			31.65			79		
1	7.69			26.92			65.38			52		
2	10.91	6.82		61.82	59.09		27.27	34.09		55	44	
3	5.06	0.00		46.84	47.76		48.10	52.24		79	67	
4	5.45	7.35		63.64	61.76		30.91	30.88		55	68	
5	5.41	6.52		64.86	78.26		29.73	15.22		37	46	
All Grades	5.60	4.89		55.18	60.44		39.22	34.67		357	225	

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	8.86			39.24			51.90			79		
1	3.92			37.25			58.82			51		
2	7.27	0.00		49.09	51.11		43.64	48.89		55	45	
3	8.86	13.43		72.15	74.63		18.99	11.94		79	67	
4	12.73	27.94		70.91	66.18		16.36	5.88		55	68	
5	2.70	15.56		75.68	73.33		21.62	11.11		37	45	
All Grades	7.87	15.56		56.46	67.11		35.67	17.33		356	225	

Conclusions based on this data:

Compared to the 21-22 ELAC date, the 22-23 ELPAC data shows a growth of 5.5 % in level 4 in overall scores, a large decrease in oral language proficiency with 22.4% of students scoring in level 1 , and a slight increase of 3.5% in level 4 in written language.

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**
508	**97.4**	**86.4**	**0.2**
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	439	86.4
Foster Youth	1	0.2
Homeless	86	16.9
Socioeconomically Disadvantaged	495	97.4
Students with Disabilities	56	11.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian		
Asian		
Filipino		
Hispanic	507	99.8
Two or More Races		
Pacific Islander		
White	1	0.2

Conclusions based on this data:

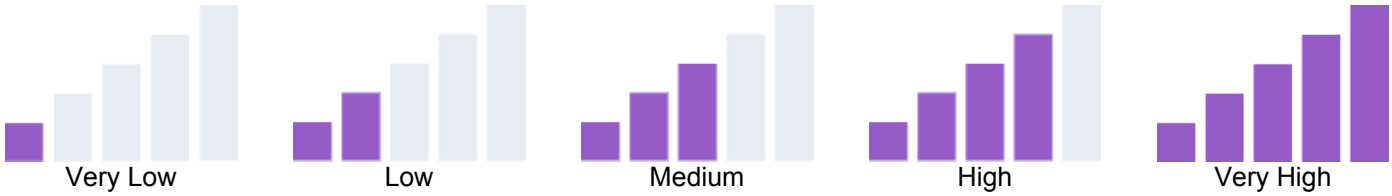
Based on the provided data on the student population at Ramona Elementary for the 2021-2022 School year, the following conclusions can be drawn:
1. Socioeconomically Disadvantaged and English Learners: The data highlights that a significant percentage of students at Ramona Elementary School come from socioeconomically disadvantaged backgrounds, with 97.4% qualifying for free or reduced-priced meals or having parents/guardians without a high school diploma. Additionally, 86.4% of students are English Learners, indicating that they require instruction in both the English language and their academic courses to communicate in English effectively.
2. Foster Youth and Homeless Students: The enrollment data shows that the percentage of foster youth is very low, with only 0.2% of students falling under this category. However, the number of homeless students is relatively higher, accounting for 16.9% of the student population. This indicates a need for providing support and resources to address the unique challenges faced by these students.
3. Racial/Ethnic Composition: Most of the student population at Ramona Elementary School consists of Hispanic/Latino students, representing 99.8% of the total enrollment. The data also shows a very small percentage of White students, accounting for 0.2%. Racial/ethnic groups such as African American, American Indian, Asian, Filipino, Two or More Races, and Pacific Islanders are not represented in significant numbers.
4. Goals for Equity and Rigorous Instruction: Given the demographic composition of the student population, the data suggests that Ramona Elementary School is focused on providing rigorous instruction and opportunities for acceleration, intervention, and enrichment to ensure that all students, regardless of their demographic backgrounds, receive a quality education. The school acknowledges the significance of serving socially disadvantaged English Learners and Latinx students, with a particular emphasis on supporting the growing populations of homeless and foster youth.
In summary, Ramona Elementary School has a population of primarily socioeconomically disadvantaged English Learners and Hispanic/Latino students. The school is dedicated to promoting equity and providing rigorous instruction to meet the needs of its diverse student body, including students from underrepresented backgrounds.

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

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Very Low
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

Based on the data provided in the 2022 Fall Dashboard Overall Performance for All Students at Ramona Elementary School, the following conclusions can be drawn:
1. Academic Performance: The data shows that Ramona Elementary School's academic performance in English Language Arts and Mathematics is categorized as "Low" on the Dashboard. While academic performance may have increased over the past few years, significant improvement is still needed to address achievement overall.

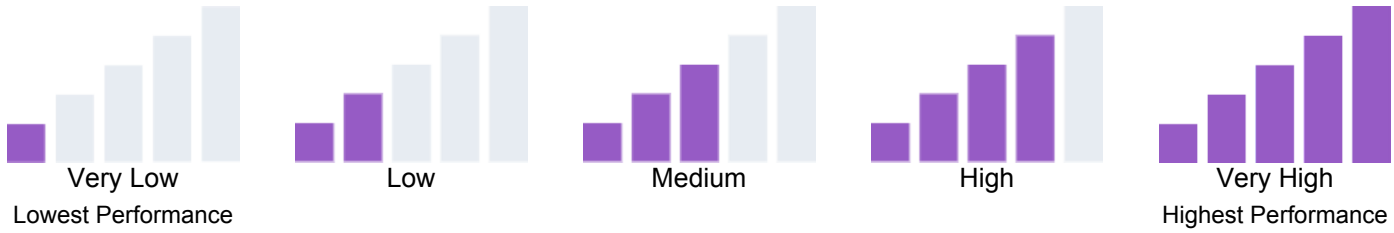
2. English Learner Progress: The data indicates that the English Learner progress at Ramona Elementary School is also categorized as "Low" on the Dashboard. This suggests that there is room for improvement in supporting English Learners in their language development and academic progress. Additional resources and strategies are needed to enhance the progress of English Learners.
3. Academic Engagement: The data does not provide information on the graduation rate for Ramona Elementary School. However, chronic absenteeism at the school is categorized as "Very High" on the Dashboard. This indicates that many students with frequent absences, which can negatively impact their academic engagement and progress. Efforts have been made to address the issue of chronic absenteeism and promote regular attendance.
4. Conditions & Climate: The suspension rate at Ramona Elementary School is categorized as "Very Low" on the Dashboard. This indicates a positive aspect of the school's conditions and climate, suggesting a low incidence of disciplinary issues and suspensions. The school has been successful in maintaining a positive and safe learning environment.
In summary, while Ramona Elementary School may have experienced some increases in academic performance in language arts and mathematics, the overall achievement level is still categorized as "Low" on the Dashboard. There is a need for continued efforts to improve academic performance, particularly for English Learners. Addressing chronic absenteeism and maintaining a positive school climate support student engagement and success.

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.

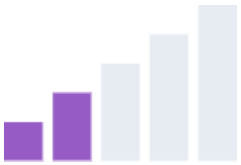
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
2	3	0	0	0

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 for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	
67.7 points below standard	69.8 points below standard	
230 Students	215 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Low	Very Low
108.2 points below standard	68.4 points below standard	120.4 points below standard
45 Students	228 Students	32 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 67.6 points below standard 229 Students			No Performance Level 1 Student

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**
81.2 points below standard 177 Students	16.7 points below standard 38 Students	43.2 points below standard 13 Students

Conclusions based on this data:

Based on the data provided in the 2022 Fall Dashboard English Language Arts Performance for All Students/Student Group at Ramona Elementary School, the following conclusions can be drawn:
1. All Students: All students' English Language Arts performance is categorized as "Low" on the Dashboard. The average performance of all students is 67.7 points below the standard. There are 230 students in this category. This suggests that there is a need for improvement in English Language Arts skills for all students at Ramona Elementary School.
2. English Learners: The English Language Arts performance for English Learners is also categorized as "Low" on the Dashboard. The average performance of English Learners is 69.8 points below the standard. There are 215 English Learners at the school. This indicates that additional support and resources are required to help English Learners improve their English language and literacy skills.
3. Foster Youth: The data does not provide information on the English Language Arts performance of Foster Youth at Ramona Elementary School.
4. Homeless: The English Language Arts performance for Homeless students is categorized as "Very Low" on the Dashboard. We are in ATSI status because of the performance of our homeless student population. The average performance of Homeless students is 108.2 points below the standard. There are 45 Homeless students at the school. Efforts should be made to provide targeted support and resources to address the educational needs of Homeless students in English Language Arts ATSI.
5. Socioeconomically Disadvantaged: The English Language Arts performance for Socioeconomically Disadvantaged students is categorized as "Low" on the Dashboard. The average performance of Socioeconomically Disadvantaged students is 68.4 points below the standard. There are 228 Socioeconomically Disadvantaged students at the school. It is important to provide equitable educational opportunities and interventions to support the academic progress of these students in English Language Arts.
6. Students with Disabilities: The English Language Arts performance for Students with Disabilities is categorized as "Very Low" on the Dashboard. We are in ATSI status because of the performance of our students with disabilities sub group. The average performance of Students with Disabilities is 120.4 points below the standard. There are 32 Students with Disabilities at the school. Additional support and accommodations should be provided to meet the unique learning needs of these students in English Language Arts.
Regarding the English Language Arts performance by race/ethnicity, the data shows that the performance levels for specific racial/ethnic groups are not provided or are labeled as "No Performance Level" for most categories. However,

the data indicate that Hispanic students' English Language Arts performance is categorized as "Low," with an average performance of 67.6 points below the standard. There are 229 Hispanic students at the school.
In terms of English Language Arts data comparisons for different student groups, the data shows that Current English Learners have an average performance of 81.2 points below the standard, Reclassified English Learners have an average performance of 16.7 points below the standard, and English Only students have an average performance of 43.2 points below the standard. Reclassified students outperformed English, only students by an average of 26.5 points. However, looking at the data more deeply, some students might be erroneously labeled.

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.

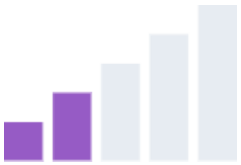
2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	3	0	0	0

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 for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	
83.8 points below standard	83.6 points below standard	
230 Students	215 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Low	Very Low
108.7 points below standard	84.0 points below standard	134.6 points below standard
45 Students	228 Students	32 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 83.7 points below standard 229 Students			No Performance Level 1 Student

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**
89.1 points below standard 177 Students	58.0 points below standard 38 Students	93.6 points below standard 13 Students

Conclusions based on this data:

Based on the data provided in the 2022 Fall Dashboard Mathematics Performance for All Students/Student Group at Ramona Elementary School, the following conclusions can be drawn:
1. All Students: The Mathematics performance for all students is categorized as "Low" on the Dashboard. The average performance of all students is 83.8 points below the standard. There are 230 students in this category. This indicates that there is a need for improvement in Mathematics skills for all students at Ramona Elementary School.
2. English Learners: The Mathematics performance for English Learners is also categorized as "Low" on the Dashboard. The average performance of English Learners is 83.6 points below the standard. There are 215 English Learners at the school. This suggests that additional support and resources are required to help English Learners improve their mathematical understanding and skills.
3. Foster Youth: The data does not provide information on the mathematics performance of Foster Youth at Ramona Elementary School.
4. Homeless: The Mathematics performance for Homeless students is categorized as "Very Low" on the Dashboard. The average performance of Homeless students is 108.7 points below the standard. There are 45 Homeless students at the school. Goals will be made, and the group will be targeted to improve performance and provide targeted support and resources to address the educational needs of Homeless students in Mathematics.
5. Socioeconomically Disadvantaged: The Mathematics performance for Socioeconomically Disadvantaged students is categorized as "Low" on the Dashboard. The average performance of Socioeconomically Disadvantaged students is 84.0 points below the standard. There are 228 Socioeconomically Disadvantaged students at the school. It is essential to provide equitable educational opportunities and interventions to support the academic progress of these students in Mathematics.
6. Students with Disabilities: The Mathematics performance for Students with Disabilities is categorized as "Very Low" on the Dashboard. The average performance of Students with Disabilities is 134.6 points below the standard. There are 32 Students with Disabilities at the school. Additional support and accommodations will be provided to meet the unique learning needs of these students in Mathematics.

Regarding the Mathematics performance by race/ethnicity, the data shows that the performance levels for specific racial/ethnic groups are not provided or are labeled as "No Performance Level" for most categories. However, the data indicate that Hispanic students' Mathematics performance is categorized as "Low," with an average performance of 83.7 points below the standard. There are 229 Hispanic students at the school.

In terms of Mathematics data comparisons for different student groups, the data shows that Current English Learners have an average performance of 89.1 points below the standard, Reclassified English Learners have an average performance of 58.0 points below the standard, and English Only students have an average performance of 93.6 points below the standard. These comparisons highlight the variations in Mathematics performance among different student groups at Ramona Elementary School.
Overall, the data suggests room for improvement in English Language Arts and Mathematics performance for all student groups at Ramona Elementary School. Goals will be made, and the group will target them to improve performance to provide targeted support, interventions, and resources to address the academic needs of students and work towards achieving the standards in these subjects.
We are in ATSI status because of the performance of our homeless student population is very low.

School and Student Performance Data

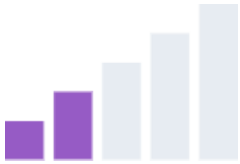
Academic Performance
English Learner Progress

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

English Learner Progress



Low

57 making progress towards English language proficiency

Number of EL Students: 186 Students

Performance Level: 2

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
11.3%	31.7%	0.0%	57.0%

Conclusions based on this data:

Based on the 2022 Fall Dashboard English Learner Progress Indicator data for Ramona Elementary School, the following conclusions can be drawn:

1. English Learner Progress: The English Learner Progress indicator is categorized as "Low" on the Dashboard. This indicates that there is room for improvement in the progress of English Learners towards English language proficiency. The data shows that 57% of the English Learners at the school have made progress of at least one ELPI (English Language Proficiency Indicator) level.
2. English Language Acquisition Results: The data shows the breakdown of English Learners' progress in different categories. Among the current English Learners at Ramona Elementary School:
   - 11.3% have decreased at least one ELPI level, indicating a decline in their English language proficiency.
   - 31.7% have maintained their ELPI levels at 1, 2L, 2H, 3L, or 3H, suggesting a consistent English language proficiency level.
   - 0.0% have maintained ELPI Level 4, which indicates the highest English language proficiency level.
   - 57.0% have progressed at least one ELPI level, improving their English language skills.

Based on this data, it can be concluded that more than half of the English Learners at Ramona Elementary School have shown progress in their English language acquisition. However, there is a need to focus on supporting those who have

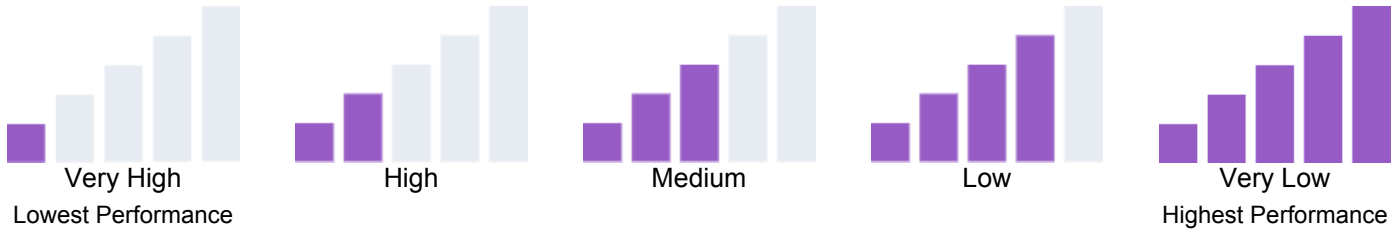
experienced a decrease in their ELPI levels and further promote growth and proficiency for all English Learners. Continued efforts should be made to provide effective English language instruction and support programs to help English Learners improve their language skills and achieve English language proficiency.

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).

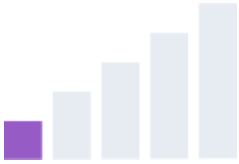


This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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 for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
30.3% Chronically Absent	28.1% Chronically Absent	Less than 11 Students
524 Students	455 Students	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	Very High	Very High
33.3% Chronically Absent	30% Chronically Absent	43.1% Chronically Absent
99 Students	517 Students	72 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very High 30.4% Chronically Absent 523 Students			No Performance Level Less than 11 Students 1 Student

Conclusions based on this data:

Based on the 2022 Fall Dashboard Chronic Absenteeism data for Ramona Elementary School, the following conclusions can be drawn:

1. Overall Chronic Absenteeism: The Chronic Absenteeism indicator for all students is categorized as "Very High" on the Dashboard. This indicates that a significant percentage of students are chronically absent from school. In this case, 30.3% of all students at Ramona Elementary School are identified as chronically absent, meaning they have missed many school days.
2. Chronic Absenteeism by Student Group:
   - English Learners: The chronic absenteeism rate for English Learners is also classified as "Very High" at 28.1%, indicating a significant number of chronically absent English Learners.
   - Foster Youth: The chronic absenteeism rate for Foster Youth is listed as "No Performance Level" due to having less than 11 students. Specific data for this student group is not available.
   - Homeless: The chronic absenteeism rate for homeless students is categorized as "Very High" at 33.3%, indicating a significant level of chronic absenteeism among this student group.
   - Socioeconomically Disadvantaged: The chronic absenteeism rate for socioeconomically disadvantaged students is also classified as "Very High" at 30%, indicating a significant level of chronic absenteeism among this student group.
   - Students with Disabilities: The chronic absenteeism rate for students with disabilities is "Very High" at 43.1%, indicating a significant level of chronic absenteeism among this student group.
3. Chronic Absenteeism by Race/Ethnicity: The data provides chronic absenteeism rates for different racial/ethnic groups. Among the available data:
   - Hispanic students have a chronic absenteeism rate of 30.4%, classified as "Very High."
   - The chronic absenteeism rates for other racial/ethnic groups are not provided in the data, as 99.83 of its population is of Hispanic descent.

Based on this data, it can be concluded that chronic absenteeism is a significant issue at Ramona Elementary School, affecting various student groups, including English Learners, homeless students, socioeconomically disadvantaged students, and students with disabilities. Attendance will be targeted, and incentives be provided to address the underlying causes of chronic absenteeism, such as improving engagement, providing necessary support and resources, and implementing strategies to ensure regular student attendance. We are in ATSI status because of the performance of all our student population.

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.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	0	5

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 for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0.2% suspended at least one day	0.2% suspended at least one day	Less than 11 Students
534 Students	462 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Very Low	Very Low
0% suspended at least one day	0.2% suspended at least one day	0% suspended at least one day
102 Students	527 Students	74 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low 0.2% suspended at least one day 533 Students			No Performance Level Less than 11 Students 1 Student

Conclusions based on this data:

Based on the 2022 Fall Dashboard Suspension Rate data for Ramona Elementary School, the following conclusions can be drawn:

1. Overall Suspension Rate: The Suspension Rate indicator for all students is categorized as "Very Low" on the Dashboard. This indicates a very low percentage of students being suspended for at least one day. In this case, 0.2% of all students at Ramona Elementary School have been suspended.
2. Suspension Rate by Student Group:
   - English Learners: The suspension rate for English Learners is also classified as "Very Low" at 0.2%, indicating a very low percentage of English Learners being suspended.
   - Foster Youth: The suspension rate for Foster Youth is listed as "No Performance Level" due to having less than 11 students. Specific data for this student group is not available.
   - Homeless: The suspension rate for homeless students is "Very Low" at 0%, indicating that no homeless students have been suspended.
   - Socioeconomically Disadvantaged: The suspension rate for socioeconomically disadvantaged students is also classified as "Very Low" at 0.2%, indicating a very low percentage of suspensions among this student group.
   - Students with Disabilities: The suspension rate for students with disabilities is "Very Low" at 0%, indicating that no students with disabilities have been suspended.
3. Suspension Rate by Race/Ethnicity: The data provide suspension rates for different racial/ethnic groups. Among the available data:
   - Hispanic students have a suspension rate of 0.2%, classified as "Very Low."
   - The suspension rates for other racial/ethnic groups are not provided in the data as their numbers are not significant enough (one student)

Based on this data, it can be concluded that the overall suspension rate at Ramona Elementary School is very low, indicating a positive disciplinary environment. Most student groups, including English Learners, homeless students, socioeconomically disadvantaged students, and students with disabilities, have very low suspension rates. Efforts should continue to promote positive behavior and maintain a safe and inclusive school climate for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Data	19% Met/Exceeded 29% Nearly Met 74% Not Met Preliminary Data	Students will demonstrate growth by moving one or two levels across the different bands in the CAASPP, and 10% of the student will move from approaching to meeting or exceeding. 2024 Expected Outcomes: 29 % Met/Exceeded 17 % Nearly Met 54 % Not Met
CAASPP Math Data	15 % Met/Exceeded 35 % Nearly Met 72 % Not Met Preliminary Data	Students will demonstrate growth by moving one or two levels across the different bands in the CAASPP, and 10% of the student will move from approaching to meeting or exceeding. 2024 Outcomes: 25% Met/Exceeded 23% Nearly Met

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		52% Not Met
Star Early Literacy & Reading	The Percentage of students at or above the district benchmark: Early Literacy: TK - English - 73% K - En - 69% K - Sp - 97% 1st grade En - 38% 1st grade Sp - 37% Reading: 1st grade En - 48% 1st grade Sp - 70% 2nd grade En - 21% 2nd grade Sp - 51% 3rd grade En - 16% 3rd grade Sp - 51% 4th grade En - 16% 4th grade Sp - 33% 5th grade En - 26%	Students will demonstrate growth by increasing the number of students who meet or exceed Star360. Early Literacy: TK- En - 83% K - En - 79% K - Sp - 95% 1st grade En - 48% 1st grade Sp - 80% Reading: 1st grade En - 58% 1st grade Sp - 80% 2nd grade En - 31% 2nd grade Sp - 61% 3rd grade En - 26% 3rd grade Sp - 61% 4th grade En - 26% 4th grade Sp - 43% 5th grade En - 36%
Star Math	At or above the District benchmark: 1st grade: 47% 2nd grade: 23% 3rd grade; 35% 4th grade; 29% 5th grade: 37%	Students will demonstrate growth by moving at least one or two levels across the different bands on Star360. The Percentage of students who will score at or above will increase by at least 10% 1st grade: 57% 2nd grade: 33% 3rd grade: 45% 4th grade; 39% 5th grade: 47%
ELPAC	Level 4 22% Level 3 45% Level 2 23%	Students will demonstrate growth by moving one or two levels across the different

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Level 1 10%	bands in the ELPAC, and 10% of students will move from approaching to meeting or exceeding. Level 4 35% Level 3 45% Level 2 15% Level 1 5%
ST-Math	Syllabus Progress during the 2022-2023 School year School Average 84%	Syllabus Progress during the 2022-2023 School year School Average 95%
Lexia CORE 5 Language Arts	Lexia CORE5 results for the Fall 2023 School year: EOY 2023: Above GLM 25% In GLM 38% Below GLM 37%	EOY 2024: Above GLM 35% In GLM 40% Below GLM 25%
Accelerated Reader	2022-2023 Average number of students who met their comprehension and point goal for all three trimesters. 1st grade: 9 2nd grade: 17 3rd grade 16 4th grade: 34 5th grade: 54	Increase the number of students meeting their Accelerated Reader Goal by 10%. 1st grade: 19 2nd grade: 27 3rd grade: 26 4th grade: 44 5th grade: 64
Writing	Will create Base Line during the 2023-2024 School Year	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Implementation of district-adopted curriculum for reading, math, ELD, and PE that aligns with the Common Core State Standards (CCSS) and Dual Language Immersion (DLI) initiatives.

The District has allocated two staff SIP (School Improvement Plan) days to support our teachers in delivering effective instruction. Teachers will participate in professional development to support effective instruction.

Facilitation of Professional Learning Communities (PLCs).

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

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies Curriculum
1500	LCFF 4000-4999: Books And Supplies Provide refreshments for all day Professional Development days.
17374	LCFF 4000-4999: Books And Supplies Materials and Supplies for the year.

Strategy/Activity 2

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

All Students

Strategy/Activity

Administer the Star Reading, Math, and Early Literacy assessments to all Kindergarten to 5th-grade students. These assessments will be conducted at least four times per year, allowing us to monitor students' progress and identify areas for growth. For students in the Dual Immersion Language (DLI) program, we will administer the STAR 360 Spanish Literacy or STAR 360 Reading assessment to assess their reading proficiency in both languages.

In addition to the STAR assessments, students in grades third through fifth will participate in the California Assessment of Student Performance and Progress (CAASPP) tests in English Language Arts and Math. This comprehensive assessment provides valuable insights into students' mastery of the state standards and helps inform instructional practices.

Furthermore, 5th-grade students will take the California Science Test (CAST), which assesses their understanding of key scientific concepts and skills. This assessment supports our commitment to providing a well-rounded education that includes robust science instruction.

To assess the English language proficiency of our English Language Learners (ELLs), we will administer the English Language Proficiency Assessments for California (ELPAC). This assessment evaluates students' listening, speaking, reading, and writing skills in English, providing essential information for language development and support.

Data from these assessments will be analyzed throughout the year during Professional Learning Communities (PLCs). During PLC meetings, teachers will collaboratively review student performance, set goals, and design targeted instructional strategies to address students' individual needs. These PLCs will occur regularly, with outcomes and progress reviewed every three weeks, ensuring timely and focused interventions.

By implementing a robust assessment plan and leveraging PLCs to analyze data and drive instruction, we aim to monitor student growth continuously, set ambitious goals, and provide targeted support. This data-driven approach will empower us to meet the diverse learning needs of our students, track their progress, and foster academic success.

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

Amount(s)	Source(s)
3000	Title I 4000-4999: Books And Supplies Materials and Supplies (Headphones/privacy dividers)
1500	Title I 1000-1999: Certificated Personnel Salaries Certificated extra pay (support during CAASPP/ELPAC testing proctors)
200	LCFF 4000-4999: Books And Supplies snacks for students during testing

Strategy/Activity 3

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

All Students

Strategy/Activity

PLCs

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)
8000	LCFF 1000-1999: Certificated Personnel Salaries Grade Level DLI Collaboration and planning at the beginning of the year or each trimester, DLI unit of study
8000	Title I 1000-1999: Certificated Personnel Salaries Grade Level DLI Collaboration and planning at the beginning of the year or each trimester, DLI unit of study

Strategy/Activity 4

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

Student Leadership

Strategy/Activity

At Ramona School, we believe in empowering students to become leaders and active participants in their education and school community. We have established a student leadership club that will operate throughout the year to cultivate student leadership skills. This club will provide students with opportunities to develop and enhance their leadership abilities, collaborate with their peers, and make a positive impact within the school.

In addition to the ongoing activities of the student leadership club, we are excited to announce a special event that will take place during spring break. We will organize a two-day student leadership retreat, which will bring together students from the club and other interested students who want to explore and develop their leadership potential.

During this retreat, students will engage in various activities and workshops designed to further their skills as leaders. They will have the opportunity to participate in team-building exercises, interactive discussions, and hands-on projects that focus on leadership development, communication skills, problem-solving, decision-making, and other key aspects of effective leadership. Through these experiences, students will gain valuable insights, perspectives, and strategies that they can apply not only in their roles within the school but also in their future endeavors.

The student leadership retreat will provide a supportive and inclusive environment where students can learn from one another, exchange ideas, and build lasting connections. It will be a time for students to step out of their comfort zones, embrace challenges, and discover their potential as leaders. We aim to create a dynamic and collaborative space that encourages growth, innovation, and positive change by bringing together students passionate about leadership.

We believe that investing in student leadership is crucial for fostering a vibrant and inclusive school culture. Through the student leadership club and the spring break retreat, we aim to empower students to take ownership of their education, contribute to the school community, and become agents of positive change. By providing these opportunities for growth and development, we are equipping our students with the skills and confidence they need to thrive in school and future endeavors as leaders in their communities.

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)
	ELOP 1000-1999: Certificated Personnel Salaries Counselor and principal student leadership leader
	ELOP 2000-2999: Classified Personnel Salaries ORC

Strategy/Activity 5

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

All Students

Strategy/Activity

Dual Immersion, Math, Science, and Technology coaches will play a vital role in supporting and assisting classroom teachers in various areas. They will provide support in planning, instruction, unit development, and implementation, specifically in Math and ELA curricula. These coaches will also offer professional development opportunities for teachers to enhance their teaching practices. Additionally, they will assist in integrating technological tools and software to support students and teachers in their educational journey. These coaches will be valuable resources for teachers, helping them deliver high-quality instruction and utilize technology effectively in the classroom.

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified salary: IT Tech
	District Funded

	1000-1999: Certificated Personnel Salaries Professional Development

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

All Students in the Dual Immersions Program

Strategy/Activity

In alignment with the district's Master Plan, the school will implement Dual Immersion Education. To support this program, the school will provide ongoing Dual Language Professional Development to enhance language development and enrichment for students throughout the year. Teachers will also attend professional development sessions and conferences offered by organizations such as CABE (California Association for Bilingual Education) and VCOE (Ventura County Office of Education). An additional half-hour of Para support will be allocated to reinforce literacy skills in the Dual Language Immersion Kindergarten and first-grade classrooms. To foster a rich and diverse learning environment, the school will expand bilingual classroom libraries with culturally sensitive books that offer a wide range of stories. These initiatives aim to create a robust Dual Immersion program and promote academic success for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded DLI Professional Development
3500	Title I 1000-1999: Certificated Personnel Salaries DLI Professional Development
6000	LCFF 4000-4999: Books And Supplies Books and other materials fort DLI Implementation
22,546	LCFF - Intervention 2000-2999: Classified Personnel Salaries Paraprofessional Support DLI and parent contact
6000	LCFF 4000-4999: Books And Supplies Purchase Color printer and ink in order to support DLI Implementation

Strategy/Activity 7

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

All Students

Strategy/Activity

The school will implement the District Master Plan for English Language Learners. Grade levels will differentiate instruction based on students' English proficiency levels in integrated and designated English Language Development (ELD) settings. Teachers will collaborate with the English Department to provide support for English Language Development instruction in all content areas. They will also engage in conversations with students to establish personalized goals for language development. Additionally, a Reclassification Assembly will be organized to acknowledge and celebrate the language achievements of individual students. These efforts aim to ensure that English Language Learners receive targeted instruction and support to enhance their language skills and academic success.

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries EL TOSA
	District Funded 4000-4999: Books And Supplies Reclassification Medals
200	LCFF 4000-4999: Books And Supplies Reclassification Recognition Refreshments

Strategy/Activity 8

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

All Students

Strategy/Activity

Teachers will focus on creating and implementing CCSS units to address grade-level STREAM strands.
Students can access a "Makerspace," where they can explore, make, learn, share, and collaborate regarding the school STREAM strands.
During STREAM nights, OSD Creates, students will showcase their projects and findings to peers, parents, and community members.
Attend Professional Learning Development

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

Amount(s)	Source(s)
1500	Title I 1000-1999: Certificated Personnel Salaries Professional development
4000	LCFF 4000-4999: Books And Supplies Materials and Supplies
2066	LCFF - Intervention 1000-1999: Certificated Personnel Salaries STREAM project support, before and afterschool

Strategy/Activity 9

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

All Students

Strategy/Activity

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

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

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

Strategy/Activity 10

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

All Students

Strategy/Activity

Throughout the school year, students will have the opportunity to participate in field trips that align with their grade level Dual Language Immersion (DLI) units and the STREAM strands (Science, Technology, Reading, Engineering, Arts, and Mathematics). These field trips will include visits to various educational sites such as the Science Center, Agricultural Museum, Pumpkin Patch, Santa Barbara Zoo, and local universities. Additionally, virtual field trips will be organized to provide students with interactive learning experiences. These field trips directly support the development of the student profile, allowing students to engage in hands-on, experiential learning that enhances their understanding of the curriculum and fosters their personal growth and exploration.

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)
3000	Title I 5800: Professional/Consulting Services And Operating Expenditures Admission fees Transportation
5000	Title I 5000-5999: Services And Other Operating Expenditures Transportation

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

The school will offer Gifted and Talented Education (GATE) enrichment opportunities for third through fifth-grade students. These programs will provide advanced and specialized learning experiences to meet the unique needs of gifted students and promote their intellectual and creative growth.

In addition, teachers will have opportunities to enhance their professional capacity by attending conferences organized by the California Association for the Gifted (CAG) and participating in other Professional Learning Development sessions. These events will focus on strategies for student engagement and the integration of differentiated instruction to meet the diverse learning needs of all students, including those identified as gifted. By equipping teachers with effective instructional approaches, we aim to foster a stimulating and inclusive learning environment that supports our students' academic and social-emotional development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF 1000-1999: Certificated Personnel Salaries Professional Development

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

To foster a love for learning and promote literacy, we will actively engage students in an exciting individualized goal-setting competition. Through the use of Accelerated Reading (AR), EPIC, and MyOn programs, students will have the opportunity to set personalized reading goals and track their progress.

By participating in this competition, students will not only develop their reading skills but also cultivate a genuine passion for books and learning. Their achievements will be celebrated at various levels, including individual, grade-level, and school-wide recognition, motivating them to excel and reach new heights in their reading journey.

Through the combined efforts of teachers, parents, and the school community, we aim to create a culture of literacy that inspires and empowers students to explore the world of books, expand their knowledge, and become lifelong learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6000	LCFF 4000-4999: Books And Supplies Academic Incentives for AR
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Renaissance contract (star/AR/myON)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

The Library Media Technician plays a vital role in fostering students' biliteracy by cultivating a supportive environment that embraces and nurtures learning in both languages. With a wide range of rich and diverse stories, the library becomes a hub for cultural sensitivity and inclusivity.

To further enhance students' literacy skills and promote a love for reading, the Library Media Technician organizes engaging book clubs before and after school. These book clubs provide a platform for students to come together, discuss literature, and deepen their understanding of different cultures and perspectives.

By curating a collection of books that celebrate diversity and reflect the experiences of students from various backgrounds, the Library Media Technician ensures that students have access to meaningful and relevant reading materials. Through their guidance and support, students are encouraged to explore different languages, develop a strong sense of identity, and become lifelong readers.

The Library Media Technician's commitment to promoting biliteracy and creating an inclusive environment contributes to a vibrant and dynamic school community, where students can embrace their unique backgrounds and thrive academically and personally.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCFF - Intervention 4000-4999: Books And Supplies Books Materials and Supplies
1000	LCFF - Intervention 2000-2999: Classified Personnel Salaries Classified extra pay

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Site assigned Media Tech and District IT department will maintain equipment and software to support student learning through technology.
Site Tech will support after school events

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Site assigned Tech
1000	Title I 2000-2999: Classified Personnel Salaries Tech support for after hour family events

Strategy/Activity 15

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

McKinney Vento and SpEd Students

Strategy/Activity

Students who qualify for McKinney Vento, newcomers, and students with special education needs in the After School Program, Math Lab, and other before and after-school activities will be prioritized. These students may face unique challenges and require additional support to succeed academically and socially.

By prioritizing their inclusion in these programs, we ensure that they have access to targeted resources, specialized instruction, and a supportive learning environment. We recognize the importance of addressing their specific needs and providing opportunities for them to engage in enriching activities that enhance their educational experience.

Through collaboration with educators, counselors, and program coordinators, we identify and prioritize the participation of these students in the various before and after-school programs. By doing so, we strive to create an inclusive and equitable environment where all students can thrive and achieve their full potential.

Our commitment to prioritizing the participation of McKinney Vento, newcomers, and SpEd students reflects our dedication to providing comprehensive support and fostering their academic and personal growth. By ensuring their access to these programs, we aim to empower them with the tools and opportunities they need to succeed both inside and outside the classroom.

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)
	ELOP 2000-2999: Classified Personnel Salaries ASP and ELOP funded positions

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

OSD- Student Profile Technologically, artistically, academically, and linguistically prepared to succeed and lead.
Provide students with individualized and personalized learning opportunities through Lexia Core5 and ST-Math.
Apps and subscriptions to supplement first instruction and accelerate and solidify student learning and mastery of Common Core State Standards through individualized and personalized learning.

LEXIA Core5 Reading: Foundational reading skills are specifically written to support Common Core State Standards by providing a systematic and structural approach to six critical areas of reading; Phonological awareness, phonics, structural analysis, automaticity/fluency, vocabulary, and fluency. All while targeting intervention and acceleration through an individualized learning program.

ST-Math: provide the opportunity for students to develop the Spatial-Temporal approach by manipulating objects in space and time by teaching concepts visually, then connecting ideas to the symbol, language, and robust discourse. ST-Math provides formative feedback where the action is critical and mistakes are perfect learning opportunities. It also provides a deep Conceptual Understanding where students must pass each level with a score of 100% before the next level. Each student has a personalized journey, and it takes as long as they need to achieve mastery, ensuring students build and demonstrate a solid conceptual foundation. Through deep conceptual understanding, students will develop a Growth Mindset, which is critical to perseverance and crucial when facing difficult situations requiring persistence.

Lexia English: supports Emergent Bilingual students' English language acquisition through academic conversations. The program integrates speaking, listening, and grammar in math, science, social studies, general knowledge, and biographies.
BrainPOP is curriculum-based animated movies, learning games, interactive quizzes, and primary source activities that teachers and students utilize to introduce lessons or reinforce learning. it includes BrainPOP, BrainPOP Jr. and BrainPOP Español.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

	District Funded 5800: Professional/Consulting Services And Operating Expenditures LEXIA CORE5 and ST-Math
3000	Title III 5800: Professional/Consulting Services And Operating Expenditures Lexia English
4500	Title I 5800: Professional/Consulting Services And Operating Expenditures Brain POP, Brain Pop Jr, BrainPOP Español

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Strategy/Activity: The literacy teacher and instructional support teacher (ISP) will collaborate to provide targeted Tier II interventions, enrichment, and acceleration services for students in kindergarten to fifth grade throughout the day. This collaborative approach ensures that students receive personalized support based on their specific needs and helps to promote their academic growth and achievement.

1. Targeted Intervention: The literacy teacher and ISP will identify students who require additional support in literacy skills. They will implement evidence-based intervention strategies and instructional materials to address specific areas of need, such as reading fluency, comprehension, and writing skills.

2. Enrichment and Acceleration: In addition to intervention, the literacy teacher and ISP will also provide enrichment and acceleration opportunities for students who have demonstrated mastery of grade-level content. These activities may include challenging reading materials, advanced writing projects, and extension activities that deepen their understanding of the curriculum.

3. Small-Group Instruction: The literacy teacher and ISP will work with students in small groups to provide focused instruction and individualized support. This allows for more targeted and tailored instruction that addresses each student's unique strengths and areas for improvement.

4. Collaborative Planning: The literacy teacher and ISP will engage in regular collaborative planning sessions to align their instruction, share effective teaching practices, and monitor student progress. This collaborative approach ensures a cohesive and coordinated approach to supporting students' literacy development.

5. Progress Monitoring: Ongoing assessment and progress monitoring will be conducted by the literacy teacher and ISP to track students' growth and adjust instruction as needed. This data-driven approach allows for timely interventions and adjustments to ensure students are making progress towards their individual goals.

By implementing this strategy, the literacy teacher and ISP aim to provide targeted services that meet the specific needs of students in kindergarten to fifth grade. Through Tier II interventions, enrichment, and acceleration, students receive the necessary support to improve their literacy skills and reach their full potential.

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salary: Literacy Teacher
24880	Title III 1000-1999: Certificated Personnel Salaries Certificated Salary: Instructional Support Teacher

Strategy/Activity 19

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

All Students,

Strategy/Activity

Students will have opportunities to access enrichment before and afterschool through the Homework Club.
Supporting students who lack access to a quiet place, unreliable wi-fi connection, or need additional support with homework or supplemental learning 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)
	ELOP 2000-2999: Classified Personnel Salaries Certificated extra pay
	ELOP 1000-1999: Certificated Personnel Salaries Classified extra pay

Strategy/Activity 20

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

All Students

Strategy/Activity

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

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

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

	Professional development, Conference fees and expenses

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5255	Title I 1000-1999: Certificated Personnel Salaries Teacher Substitutes

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2079	Title III 1000-1999: Certificated Personnel Salaries Certificated extra pay

Strategy/Activity 23

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 24

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

All Students with emphasis on English Learners

Strategy/Activity

To address the needs of at-risk Long-Term English Learner (LTEL) students, Ramona Elementary School is implementing targeted strategies. These strategies include analyzing individual student data to identify areas of need and develop personalized interventions. By using data-driven approaches, the school aims to provide specific support to LTEL students, addressing their challenges and helping them succeed.

Another important aspect of supporting LTEL students is providing effective instruction for developing bilingualism. Ramona Elementary School prioritizes professional development for teachers in this area. Teachers have opportunities to attend workshops, training sessions, and conferences to enhance their skills and knowledge in instructing and supporting bilingual students. This focus on professional development ensures that teachers have the necessary tools and strategies to meet the unique language learning needs of their students.

Through the combination of data analysis and targeted professional development, Ramona Elementary School aims to improve outcomes for at-risk LTEL students. The goal is to provide them with the necessary support and instruction to accelerate their language acquisition, academic progress, and overall success.

Additionally, identified LTEL students will be given priority for after-school direct support, further enhancing their opportunities for growth and improvement. The school is committed to creating an inclusive and supportive learning environment where all students, including LTEL students, can thrive and reach their full potential.

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)

	ELOP 1000-1999: Certificated Personnel Salaries Certificated extra pay/tutoring
	ELOP 4000-4999: Books And Supplies Materials and Supplies
3000	LCFF 1000-1999: Certificated Personnel Salaries Professional Development

Strategy/Activity 25

Students to be Served by this Strategy/Activity

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

All Students with Emphasis on Special Education

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7000	LCFF 1000-1999: Certificated Personnel Salaries Substitute teachers

Strategy/Activity 26

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The After School Program (ASP) at Ramona Elementary School will be available to students in grades Kindergarten through 5th, aiming to provide enrichment and academic support. Through collaborative and hands-on activities, the program aims to enhance students' learning experiences.

Priority for enrollment in the ASP will be given to students facing various hardships, including those identified as McKinley Vento (homeless), students with special needs (SpEd), foster youth, and students identified through the Student Study Team (SST) or counselor referrals. These prioritized

students will have the opportunity to participate in the ASP and benefit from the additional support and resources provided by 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)
	ASES After School Program

Strategy/Activity 27

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

All Students

Strategy/Activity

An important role within the ASP program will be assigned to a Teacher Liaison. The Teacher Liaison will be a point of contact for communicating between the ASP coordinator and the school. Their primary responsibility will be supporting the school's needs by organizing the curriculum, modeling, and offering professional development opportunities for the after-school staff.

The Teacher Liaison will regularly meet with the ASES administrator and other school staff. These meetings will facilitate coordination between regular school days and the after-school program. During these sessions, they will assess program requirements, address challenges, highlight successes, and discuss upcoming events. The collaboration between the Teacher Liaison, ASP coordinator, and school staff will ensure a cohesive and effective after-school program that aligns with the school's objectives and supports the student's educational journey.

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

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

Strategy/Activity 28

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

All Students

Strategy/Activity

To ensure ongoing professional growth and to strengthen their capacity as educational a leader, the Site Administrator will actively seek out various professional development opportunities. In addition to the district-provided training sessions, the CALSA mentoring program, and the ACSA academies, the administrator will also engage with the Dual Language Immersion (DLI) program.

The DLI program offers specialized training and support for administrators who oversee bilingual and multilingual education initiatives. By participating in DLI-focused professional development, the Site Administrator gains valuable insights into best practices for fostering language acquisition, promoting cultural competency, and implementing effective instructional strategies within a dual-language context. This training equips the administrator with the knowledge and skills necessary to support teachers, students, and families within the DLI program, ensuring its successful implementation and positive impact on student outcomes.

Attending professional development sessions offered by the district provides the Site Administrator with comprehensive training on various educational topics, including curriculum development, data analysis, instructional leadership, and school improvement strategies. These sessions allow the administrator to stay current with educational trends and research-based practices, enabling them to make informed decisions and effectively support teachers and staff in their professional growth.

Engaging in the CALSA mentoring program allows the Site Administrator to benefit from the guidance and expertise of experienced mentors who have a deep understanding of the unique challenges faced by Latino administrators. The mentoring relationship provides valuable opportunities for reflection, guidance, and networking, enabling the administrator to enhance their leadership skills and cultural proficiency.

Participating in the ACSA academies further expands the Site Administrator's professional repertoire by offering specialized training in school finance, equity and diversity, legal and policy issues, and instructional leadership. These academies provide an in-depth exploration of critical topics and equip administrators with the tools and knowledge to navigate complex educational landscapes and effectively lead their school community.

By actively seeking professional development opportunities through the district, CALSA mentoring program, ACSA academies, and DLI program, the Site Administrator demonstrates their commitment to continuous learning and growth. These experiences enable the administrator to stay abreast of emerging educational practices, enhance their leadership capabilities, and ensure they are equipped to address the diverse needs of their school community. Ultimately, this commitment to ongoing professional development creates a supportive, inclusive, and high-achieving educational environment for 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)
1000	LCFF - Intervention

	1000-1999: Certificated Personnel Salaries Administrative substitute (Teacher in Charge)
4000	LCFF 5000-5999: Services And Other Operating Expenditures Travel and Conference
	District Funded 5800: Professional/Consulting Services And Operating Expenditures ACSA and CALSA Membership and travel, lodging and conference

Strategy/Activity 29

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

The School Leadership Team plays a crucial role in guiding the development and improvement of the school. To ensure effective collaboration and comprehensive planning, the team will hold regular meetings at key points throughout the academic year.

At the beginning of the year, the School Leadership Team will convene to set the stage for a successful school year. During this initial meeting, team members will discuss the school's vision, mission, and goals, aligning them with the district's strategic objectives. They will review data from the previous year, such as student achievement outcomes, attendance rates, and disciplinary incidents, to identify areas of strength and areas for improvement. By analyzing this data, the team will gain valuable insights into the school's current standing and identify priority areas for focused attention.

Monthly meetings will serve as opportunities for ongoing planning, monitoring, and collaboration. The School Leadership Team will engage in in-depth discussions on various topics relevant to school development and improvement. These discussions may include curriculum alignment, instructional strategies, professional development initiatives, community engagement efforts, and resource allocation. The team will analyze student performance data, assess the effectiveness of instructional practices, and identify interventions or adjustments that may be necessary to support student success. Additionally, the team will review progress towards achieving established goals and make data-informed decisions to ensure continuous improvement.

Towards the end of the year, the School Leadership Team will gather for a comprehensive evaluation and reflection. This meeting will provide a platform for reviewing the school's progress throughout the year, celebrating achievements, and identifying areas that require further attention. The team will analyze data, evaluate the effectiveness of implemented strategies, and reflect on the impact of their collective efforts. They will identify lessons learned, celebrate successful initiatives, and determine next steps for future school improvement cycles. This end-of-year meeting sets the stage for refining goals and action plans for the following academic year, building upon the knowledge and experiences gained.

Throughout these meetings, the School Leadership Team will engage in collaborative decision-making, leveraging the expertise and perspectives of diverse stakeholders. Team members may include the principal, assistant principals, department heads, instructional coaches, teachers, support staff, and parent or community representatives. By fostering a culture of shared leadership and collective responsibility, the School Leadership Team ensures that the entire school community is engaged in the continuous improvement process.

By regularly convening at the beginning, monthly, and end of the year, the School Leadership Team establishes a framework for collaborative planning, monitoring, and reflection. This proactive approach to school development and improvement allows the team to address challenges, capitalize on strengths, and create a dynamic and supportive learning environment for all students and staff. Through their collective efforts, the School Leadership Team contributes to the overall success and growth of the school community.

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

Amount(s)	Source(s)
2000	Title I 1000-1999: Certificated Personnel Salaries Certificated extra pay
	Title I 2000-2999: Classified Personnel Salaries Classified Extra pay
300	Title I 0001-0999: Unrestricted: Locally Defined Meals for all day leadership retreat.

Strategy/Activity 30

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)

1500	LCFF 2000-2999: Classified Personnel Salaries Classified extra pay

Annual Review

SPSA Year Reviewed: 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.

In the 2023-2024 school year, Ramona School will continue prioritizing the Power of Collective Efficacy, fostering collaboration among all staff members, and promoting cross-grade level cooperation. We recognize the importance of the OSD student profile, actively involving students and instilling a sense of pride and accomplishment in their academic journey.

Our dedicated teachers will prioritize First Instruction, ensuring all students have the best opportunity to learn grade-level content skills aligned with the standards. We will provide designated time for Professional Learning Communities (PLCs) to support student success, supplementing our minimum day on Wednesdays. Additionally, we will hire Intervention Service providers to deliver targeted small-group instruction to assist students in their academic growth further.

Following each assessment, our Professional Learning Community will collaborate to analyze data from a range of formative assessments. These assessments include STAR360 Early Literacy, Reading, and Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, as well as curriculum-embedded and summative assessments such as CAASPP and ELPAC. Through this data analysis, teachers will identify key learning targets within the Common Core State Standards, enabling them to tailor and modify instruction based on the outcomes.

Simultaneously, students will be encouraged and supported in achieving their individualized and personalized goals. This includes meeting their targets in Accelerated Reader reading goals, utilizing Lexia Core5, and engaging with ST Math. Teachers will closely monitor student progress, providing ongoing support and valuable feedback while consistently reinforcing the OSD student profile.

Ramona School aims to create a dynamic and inclusive learning environment by implementing these strategies. We strive to foster a strong sense of collective efficacy among staff, empower students to take ownership of their learning and provide targeted support that meets the unique needs of each student. Together, we will continue to uphold the high standards of education and promote the growth and success of every member of the Ramona School community.

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

Regarding budget expenditures, the 2022-2023 academic year saw relatively consistent spending patterns without significant variations. However, the school faced notable challenges in certain areas that impacted operations and student attendance.

One prominent issue that emerged was the shortage of substitute teachers. The scarcity of available substitutes posed a significant challenge, leading to difficulties in ensuring adequate classroom coverage during teacher absences. Consequently, this shortage necessitated the cancellation of professional development (PD) sessions and meetings, as it was essential to prioritize maintaining regular classroom instruction.

Additionally, the ongoing impact of the Covid-19 pandemic continued to affect student attendance. Many students experienced multiple absences due to contracting Covid-19 or exhibiting symptoms related to the virus. This situation presented a significant concern, as it disrupted the continuity of their education and raised health and safety considerations for the entire school community.

Given the circumstances, the school had to adapt swiftly to address these challenges. Efforts were made to explore alternative solutions to the substitute shortage, such as redistributing staff members.

Despite the obstacles faced during the academic year, the school remained committed to providing high-quality education and supporting the well-being of its students. The collaboration between teachers, administrators, and families played a crucial role in navigating these challenges and ensuring students had access to meaningful learning experiences.

Moving forward, the school will continue closely monitoring the substitute shortage situation, seeking solutions to minimize disruptions to PD and meetings. Efforts will also be made to support students who have experienced Covid-related absences, ensuring they receive the academic and social-emotional assistance they need to thrive.

By remaining flexible, proactive, and responsive to evolving circumstances, the school community aims to overcome these challenges and provide a safe and enriching learning environment for all students.

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

After a thorough analysis of the 2022-2023 Single Plan for Student Achievement (SPSA) and school achievement outcomes, it became evident that enhanced collaboration, grounded in purposeful and evidence-based practices, was necessary. In light of these findings, for the upcoming 2023-2024 school year, we have implemented several strategic measures to drive improvement.

One significant step taken is the augmentation of Star 360 formative assessments beyond the district requirements. By increasing the frequency of these assessments, we aim to gain more comprehensive insights into students' academic progress and identify areas that require targeted support. To ensure ongoing monitoring and intervention, student monitoring meetings will be scheduled promptly after each examination to track student achievement closely.

Furthermore, our commitment to fostering strong writing skills across all content areas remains steadfast. Academic writing will continue to be emphasized, providing students opportunities to

develop their communication abilities and enhance their understanding of subject matter across various disciplines. In the domain of Mathematics, we will specifically focus on integrating Mathematical Mindset strategies. By encouraging students' critical thinking and problem-solving skills, we aim to deepen their conceptual understanding and empower them to approach mathematical challenges confidently.

Throughout the year, our overarching goal is to improve data scores, and we recognize the crucial role of collaboration in achieving this objective. Professional Learning Communities (PLCs), dedicated Target time, and intentional "look-fors" will serve as instrumental platforms for educators to engage in collective inquiry and practice. By collaboratively analyzing data, sharing best practices, and refining instructional approaches, we aim to foster a culture of continuous improvement.

We are confident that these strategic initiatives will facilitate growth and lead to enhanced student achievement in the 2023-2024 academic year. By aligning our efforts through purposeful collaboration, utilizing formative assessments effectively, emphasizing writing skills, and integrating Mathematical Mindset strategies, we are poised to provide students with the support and resources they need to excel academically.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data	Chronic absenteeism rate 20%	Continue to decrease or maintain the chronic absenteeism to a rate prior COVID19-Pandemic in the range of 97%
Student Suspension rates	2022-2023 suspension rate 0.16	Maintain suspension rates at the 2022-2023 by continue to work with student and families and doing other means of correction.
Panorama Survey	Emotional Regulation 46% Spring 2023	Increase student emotional regulation above 51% as measured by the Student Well-being Panorama Survey Third Trimester Survey
Panorama Survey	Self-Management 59% Spring 2023	Increase Self Management regulation above 64% as measured by the Student Well-being Panorama Survey Third Trimester Survey
Panorama Survey	Growth Mind Set 58% Spring 2023	Increase school Growth Mind Set to or above 63% as measured by Student Well-

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Being Survey Panorama Third Trimester Survey
Panorama Survey	Engagement 54% Spring 2023	Increase school Self Management to or above 59% as measured by the Student Well-Being Survey panorama Third Trimester Survey

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Ensuring the safety of staff and students is a top priority at our Ramona school. To prepare for various emergency situations, regular safety drills will be conducted on a monthly basis. These drills will include fire drills, earthquake drills, lock-down drills, and school evacuation drills.

By practicing these drills regularly, staff and students will become familiar with the necessary protocols and procedures to follow in case of an emergency. This helps to create a safe and prepared learning environment for everyone in the school community.

The drills will be conducted in a structured and organized manner, allowing staff and students to practice their responses and become more confident in their ability to handle emergency situations. The schedule of drills will alternate each month, ensuring that all scenarios are covered throughout the school year.

Through these safety drills, we aim to promote a culture of preparedness, where everyone understands their role and responsibilities in maintaining a safe environment. By prioritizing safety and practicing emergency procedures, we can better protect the well-being of our staff and 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)
	All Staff- No cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

The role of Campus Supervisors at our school is to ensure the safety and well-being of students by actively monitoring their behavior and providing support before, during, and after school hours.

Campus Supervisors play a vital role in promoting positive behavior among students. They are present in various areas of the campus, such as classrooms, hallways, and playgrounds, to proactively address any potential issues and maintain a safe and respectful environment.

During arrival and dismissal times, Campus Supervisors assist with managing student movement, ensuring orderly transitions, and promoting respectful behavior. They also monitor common areas, such as the cafeteria or outdoor spaces, to promote positive interactions and address any conflicts or concerns that may arise.

In addition to monitoring behavior, Campus Supervisors provide support and guidance to students, reinforcing school rules and expectations. They may intervene in conflicts, provide reminders about appropriate behavior, and encourage positive interactions among students.

By actively engaging with students and promoting positive behavior, Campus Supervisors contribute to the overall positive school climate and help create a conducive learning environment. Their presence and support play a crucial role in fostering a safe, respectful, and inclusive school community.

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)
7600	LCFF 2000-2999: Classified Personnel Salaries Campus Assistants to increase supervision and safety, added hours due to TK/K full day expansion
	District Funded Campus Assistants to increase supervision and safety

Strategy/Activity 4

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

All Students

Strategy/Activity

Our school prioritizes student attendance and recognizes its importance in academic success. We have implemented a comprehensive system to monitor attendance, provide incentives for good attendance, and support students, parents, and staff in developing self-efficacy and resiliency.

Our attendance monitoring system enables us to track student attendance regularly. We identify students with excellent attendance and celebrate their commitment to being present and engaged in learning. Additionally, we provide incentives at the individual and class levels to motivate students to maintain good attendance habits.

To foster a culture of attendance, we aim to empower parents, staff, and students to develop self-efficacy and resiliency. We provide resources and support to parents to help them understand the importance of regular attendance and how they can support their child's attendance goals. Our staff members receive professional development to enhance their ability to engage students, create positive classroom environments, and address attendance-related issues effectively.

By promoting self-efficacy and resiliency, we believe students will develop the skills and mindset needed to overcome obstacles and maintain consistent attendance. Through collaboration and a supportive community, we strive to increase attendance rates and create an environment where all students can thrive academically and personally.

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

Amount(s)	Source(s)
2000	Title I 4000-4999: Books And Supplies Attendance Incentives

Strategy/Activity 5

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

All Students

Strategy/Activity

Ramona School is committed to creating a positive and supportive environment for students by implementing various programs and strategies. Staff members are fully implementing the CHAMPS and PBIS programs across all grade levels to promote positive student behavior. These programs include incentives to reinforce and reward positive behavior by following the guidelines developed with the input of students, teachers, parents, and staff.

We also prioritize the professional development of our staff in areas that directly impact student well-being. Opportunities are provided for staff to develop their capacity in Trauma-Informed Care and foster self-efficacy, grit, mindfulness, and resiliency in students. These skills are crucial for emotional regulation, growth mindset, self-management, and social awareness.

Furthermore, our school embraces the Restorative Justice (RJ) approach to conflict resolution and behavior management. RJ emphasizes teaching students positive social-emotional skills to meet their needs effectively. By implementing RJ practices, we aim to create a safe and inclusive school culture where students learn to resolve conflicts constructively and respectfully.

Through the combined implementation of CHAMPS, PBIS, Trauma-Informed Care, and Restorative Justice, we foster positive behavior, empower students with essential life skills, and promote a nurturing and supportive learning environment. These initiatives contribute to the overall well-being and success of our 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)
	District Funded Professional development (Certificated and Classified staff)
1500	LCFF 4000-4999: Books And Supplies Materials and Supplies (Posters, Books and other Supplies)
3000	LCFF 4000-4999: Books And Supplies Student incentives

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Ramona School is dedicated to creating a positive climate and culture that prioritizes student well-being and fosters strong relationships. To achieve this, we will implement various activities and initiatives focused on promoting emotional regulation, self-management, growth mindset, and engagement.

These efforts aim to give students the necessary skills and mindset for academic and personal success. Building positive connections among students, staff, and the broader school community is a key priority, and relationship-building activities will be emphasized.

To ensure our strategies align with student needs, we developed goals for the 2023-2024 school year based on insights from the panorama student survey. This survey supported us in tailoring our interventions and support services to address specific student needs and aspirations.

Furthermore, the school counselor will play a crucial role in supporting student behavior and social-emotional learning (SEL). The counselor will schedule classroom lessons on self-management, emotion regulation, growth mindset, and social awareness. Additionally, the counselor will provide individual or small group meetings with students, depending on their specific needs.

Through our commitment to creating a positive climate and culture, we strive to enhance student well-being, promote engagement, and cultivate an environment where all students can thrive academically and personally.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF 0001-0999: Unrestricted: Locally Defined Materials and supplies.
1000	LCFF 0001-0999: Unrestricted: Locally Defined Counselor Extra hours
	District Funded 1000-1999: Certificated Personnel Salaries Counselor

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Positive Behavior Intervention Support (PBIS) is implemented in our school to cultivate a positive school climate and culture that fosters engaged learning and meaningful participation in a safe and respectful environment. To ensure the effectiveness of PBIS, a PBIS Site Committee will review the Panorama Survey responses from students, parents, and staff. Based on the survey results, the committee will develop an action plan to implement with students and staff.

In addition, the PBIS committee will regularly monitor student discipline data throughout the year. This monitoring process aims to identify students and families who may benefit from additional support and referral to outside agencies. By closely analyzing this data, the committee can intervene and provide the necessary resources to address disciplinary issues and promote positive behavior.

Through implementing PBIS and the continuous evaluation of student feedback and discipline data, our school is committed to creating a supportive and inclusive environment that encourages positive behaviors and fosters the overall well-being of our 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)
	District Funded Professional Development (district and county)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

At Ramona school, we are dedicated to providing comprehensive support to address the diverse academic and social-emotional needs of our students. To achieve this, we implement a Multi-Tier System of Support (MTSS), which involves a systematic framework to identify and intervene at different levels of student needs.

Through MTSS, we conduct ongoing student monitoring to assess their progress and identify any areas that require additional support. This monitoring process involves collecting and analyzing data from various sources such as assessments, classroom observations, and teacher feedback. By closely monitoring students' academic and social-emotional development, we can identify any challenges or gaps and develop targeted interventions accordingly.

As part of our support system, we convene Student Study Teams (SST) to collaborate and discuss the needs of individual students. These teams consist of teachers, administrators, counselors, and other relevant staff members who come together to review student data, identify strengths and areas of concern, and develop personalized strategies and interventions to address their needs.

For students with specific accommodations and support requirements, we conduct 504 and Individualized Education Program (IEP) meetings. These meetings involve the participation of parents, teachers, specialists, and other professionals to develop plans and accommodations tailored to the unique needs of students with disabilities or specific educational needs.

Through these collaborative meetings and support structures, we aim to ensure that every student receives the appropriate academic and social-emotional support necessary for their success. Our goal is to create a nurturing and inclusive learning environment where all students can thrive and reach their full potential.

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

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

	Psychologist

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

At Ramona, we prioritize the health and well-being of our students by promoting drug, alcohol, and tobacco prevention awareness. One of the initiatives we implement to raise awareness is the observance of Red Ribbon Week.

During Red Ribbon Week, we dedicate a week of focused activities and educational programs to inform and educate our students about the dangers of drug, alcohol, and tobacco use. This week serves as a platform to engage students in meaningful discussions and activities that promote a drug-free lifestyle and encourage positive decision-making.

Throughout Red Ribbon Week, we organize various events and initiatives to emphasize the importance of making healthy choices. These may include school-wide assemblies, guest speakers, interactive workshops, classroom discussions, and engaging projects. We collaborate with local community organizations, law enforcement agencies, and healthcare professionals to provide accurate information, resources, and support.

Our goal during Red Ribbon Week is to empower students with the knowledge and skills they need to resist peer pressure and make informed decisions about their health and well-being. We aim to create a safe and supportive environment where students feel encouraged to lead drug-free lives and understand the potential consequences of substance abuse.

Beyond Red Ribbon Week, we integrate drug, alcohol, and tobacco prevention into our curriculum and ongoing school activities. We incorporate age-appropriate lessons and discussions in health education classes, incorporate relevant topics into our counseling and social-emotional learning programs, and provide resources to parents and guardians to continue these important conversations at home.

By actively promoting drug, alcohol, and tobacco prevention awareness, we strive to create a school community that prioritizes the health and safety of our students. Through education, open communication, and a supportive environment, we aim to empower our students to make informed choices that will positively impact their lives now and in the future.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF

	4000-4999: Books And Supplies Student incentives

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

To reinforce our school-wide expectations and promote positive social skills, we will conduct regular social skills and discipline assemblies throughout the year. These assemblies serve as reminders for students about appropriate behavior and the importance of respecting others.

In addition to the assemblies, we will provide school-wide classroom lessons focused on bullying prevention. These lessons aim to educate students about the impact of bullying, how to identify and address it, and strategies for promoting kindness and empathy. By equipping students with the knowledge and skills to prevent bullying, we create a safe and inclusive school environment.

Through these ongoing efforts, we strive to foster a positive and respectful school culture where students understand the value of treating others with kindness and empathy. By regularly reinforcing our school-wide expectations and providing targeted instruction on bullying prevention, we empower students to contribute to a positive and supportive learning community.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

The school counselor plays a crucial role in supporting students' social-emotional and academic needs through various student groups and initiatives. They organize and lead groups such as the Student Leadership Team and Girls Leadership development groups, which provide opportunities for students to develop essential skills and qualities such as leadership, teamwork, and self-confidence.

To further support students' development, the counselor establishes a reading club that not only promotes literacy but also nurtures student leadership. This club encourages students to engage in meaningful discussions and activities centered around literature, fostering critical thinking, communication, and collaboration skills.

In addition to these groups and clubs, the counselor facilitates field trips that align with students' goals of attaining higher education. These field trips offer valuable experiences and exposure to educational institutions, inspiring students to envision their future academic pathways and motivating them to strive for success.

Through the counselor's efforts in organizing student groups, developing reading clubs, and coordinating field trips, students are provided with a well-rounded support system that addresses their social-emotional and academic needs. These initiatives promote personal growth, leadership development, and a commitment to lifelong 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)
1000	Title I 5700-5799: Transfers Of Direct Costs Admission fees Transportation
1000	LCFF - Intervention 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 12

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

All Students

Strategy/Activity

In order to meet the comprehensive needs of students, our school ensures access to outside services in the areas of dental, vision, health, and social-emotional learning (SEL). Our dedicated Onsite Resource Coordinator (ORC) plays a vital role in connecting students, teachers, and families with these external resources.

Through partnerships with community organizations and service providers, students are provided with opportunities to receive essential healthcare services such as dental and vision check-ups. This ensures that their overall well-being is addressed, contributing to their physical health and academic success.

Furthermore, the ORC plays a critical role in connecting students and their families with outside resources for social-emotional support. They provide guidance and assistance in accessing

counseling services or other SEL programs that help students navigate challenges, develop coping skills, and foster positive mental health.

By facilitating connections between students, teachers, and families with outside resources, our school aims to provide a holistic approach to student support. This comprehensive approach recognizes the importance of addressing not only academic needs but also the physical and social-emotional well-being of our 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)
	District Funded ORC

Strategy/Activity 13

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

All Students

Strategy/Activity

Our school offers a wide range of extracurricular activities, including basketball, cheer, flag football, track, and soccer, to provide students with opportunities for engagement and personal growth beyond the classroom. These activities promote teamwork, sportsmanship, and physical fitness, allowing students to develop skills and pursue their interests in a supportive and structured environment.

In addition to extracurricular activities, our Parent-Teacher Association (PTA) plays a vital role in celebrating and fundraising for the achievements of our students, teachers, and staff. The PTA collaborates with the school community to organize events, recognition programs, and fundraising initiatives that support educational programs and enhance the overall school experience.

By providing these extracurricular opportunities and involving the PTA in celebration and fundraising, our school aims to foster a sense of community, school spirit, and pride among students, teachers, staff, and families. These activities contribute to a well-rounded educational experience that goes beyond academic achievement, promoting personal development, teamwork, and community engagement.

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

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

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 has implemented various strategies to address students' challenges in attending school and promote a positive learning environment. The attendance team actively monitors student attendance and develops effective systems to increase overall attendance rates. This ongoing monitoring helps identify areas for improvement and allows for targeted interventions to support students and families.

The school utilizes a Student Monitoring and Student Study Team (SST) process to address students' Academic, social, emotional, and behavioral needs. Through this process, students receive individual or small group counseling services the school counselor provides. This support aimed to help students navigate challenges, develop coping skills, and foster a positive school experience.

The school has also implemented a progressive discipline matrix, providing teachers and administrators with clear guidelines for addressing student behavior at both the classroom and school levels. This matrix promotes consistency and fairness in disciplinary actions, ensuring a safe and respectful learning environment for all students. This year we didn't have school suspensions and had two classroom suspensions.

The PBIS/School Safety Team plays a crucial role in analyzing student discipline data, identifying focus areas, and providing recommendations to strengthen the school's positive learning environment. By continuously evaluating data and feedback, the team can implement targeted strategies and interventions that align with the student body's needs.

Awards Assemblies were held to recognize and honor students' hard work and positive choices. These assemblies celebrated students' achievements and encouraged continued positive behavior and academic progress through praise, recognition, and incentives.

Ramona Elementary understands the importance of supporting families in overcoming barriers that may impact student attendance. School staff actively collaborate with families, providing recommendations and referrals to Ventura County-based social services, counseling, and community-based programs. The school aimed to address underlying challenges and support students' overall well-being and attendance by connecting families with these resources.

The overall effectiveness of these strategies is regularly assessed through data analysis, feedback from staff, students, and families, and ongoing reflection. This comprehensive approach ensures that the articulated goal of addressing attendance challenges and supporting students' social, emotional, and behavioral needs is met effectively, creating a positive and inclusive learning environment at Ramona Elementary.

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

Ramona Elementary has maintained consistency and continuity in its efforts to build a positive school climate and support social and emotional learning for all students. No major differences or significant changes have been identified in the implementation of these initiatives. The school remains committed to providing a safe and nurturing environment where students can thrive academically and emotionally.

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

Ramona Elementary's PBIS committee will make several changes to the goal, annual outcomes, metrics, and strategies. These changes include:

1. Analysis of Student Discipline Data: The PBIS committee will increase the frequency of analyzing student discipline data to identify specific focus areas for improvement. This will allow for more targeted interventions and support to strengthen the positive learning environment at the school.

2. Reinforcement of School-Wide Expectations: The committee will collaborate with school staff to develop learning activities that reinforce school-wide expectations for student behavior. These activities will encompass all areas of the campus, including the playground, hallways, bathrooms, cafeteria, and front office. By consistently reinforcing these expectations, the school aims to create a cohesive and respectful environment for all students.

3. Monitoring the lingering Impact of Covid-19: The PBIS and Safety Team will specifically monitor the impact of the Covid-19 pandemic on attendance, chronic absenteeism, and suspension rates over the past two years. This data analysis will provide valuable insights into how the pandemic has affected student engagement and behavior, allowing the school to implement targeted strategies and supports as needed.

By making these changes, Ramona Elementary aims to continuously improve its PBIS efforts and ensure a positive and supportive learning environment for all students, even amidst the challenges posed by the pandemic.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance at Parent Conferences	90% attendance	Increase the numbers attending parent by 5%conferences
Parent attendance for ELAC	The average attendance at each meeting was 30 parents.	Increase average attendance to 35 parents per meeting
Parent attendance for Coffee with the Principal	Average attendance for the 2022-2023 school year was 20 parents.	Increase average attendance 15 parents per meeting
Panorama Survey	Family Efficacy 64%	Increase parent Family Efficacy to 69% as measured by the Parent Well-Being Survey

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Ramona Elementary will continue implementing the school Parent Compact and Parent Involvement Policy to enhance the collaboration between home and school. Title I meetings will be conducted to provide parents with important information, including Back to School Night, the Parent Involvement Policy, the Parent Compact, and updates on the school's program improvement status. Additionally, events such as Coffee with the Principal and Parent Workshops will be organized to engage parents further and provide them with opportunities to participate in their child's education. These efforts aim to strengthen the partnership between parents and the school, promoting student success and involvement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Ramona Elementary holds monthly parent meetings that encompass various groups such as Title I, Coffee with the Principal, School Site Council (SSC), English Learners Advisory Committee (ELAC), Parent Teacher Association (PTA), and parent workshops. These meetings provide opportunities for parents to engage with the school community, stay informed about important topics, contribute to decision-making processes, and participate in workshops designed to support their involvement in their child's education. The English Language Advisory Committee (ELAC) specifically focuses on discussing topics related to English language learners in accordance with district and state guidelines. These meetings aim to foster strong partnerships between parents and the school, ensuring effective communication, collaboration, and mutual support for student success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
600	Title III 2000-2999: Classified Personnel Salaries Translation
600	Title III 4000-4999: Books And Supplies Parent refreshments
1000	Title III

	2000-2999: Classified Personnel Salaries Classified extra pay (ORC)
900	Title III 2000-2999: Classified Personnel Salaries Classified extra pay (babysitting)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Ramona Elementary is committed to reaching out to students and families to assess their needs and connect them with appropriate school and community services. This proactive approach aims to support student well-being and academic growth by ensuring that students have access to the necessary resources and support systems. By identifying and addressing the unique needs of each student and their family, the school strives to create a supportive environment that promotes success and overall student development. Through effective outreach efforts, Ramona Elementary aims to foster a strong partnership between the school, students, and families, ultimately enhancing the educational experience and outcomes for all.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded ORC

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Ramona Elementary recognizes the importance of parent engagement in supporting students' academic success and social-emotional well-being. The school counselor plays a vital role in providing social-emotional support to students, fostering their engagement, and enhancing their academic achievement. To ensure effective parent engagement, parents will be invited to attend various activities and events that promote their involvement in their child's education. These opportunities for parent education and involvement aim to strengthen the home-school partnership and provide parents with the necessary knowledge and resources to support their child's academic and personal growth. By actively engaging parents in the educational process, Ramona Elementary

seeks to create a collaborative and supportive environment that maximizes student potential and fosters a strong sense of community.

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

Amount(s)	Source(s)
	District Funded Counselor
1000	Title III 1000-1999: Certificated Personnel Salaries Provide Parenting classes

Strategy/Activity 5

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

All Students

Strategy/Activity

Ramona Elementary is committed to addressing the diverse academic and social-emotional needs of its students through a multi-tiered system of support (MTSS) approach. This involves conducting various meetings and assessments to identify and address individual student needs.

The school holds Collaborative Student monitoring, Student Study Team (SST), and Individualized Education Plan (IEP) meetings to collaboratively develop strategies and interventions that support student success. These meetings involve educators, specialists, and parents working together to discuss student progress, set goals, and create individualized plans to address academic and social-emotional concerns.

Parent involvement is a crucial component of these meetings, as their input and perspective are valuable in understanding the student's needs and developing effective strategies. By involving parents in the process, Ramona Elementary aims to create a collaborative and inclusive educational environment that supports the holistic development of each student.

Through these meetings and collaborative efforts, the school strives to provide targeted support and interventions that address student academic and social-emotional concerns, promoting their overall well-being and academic success.

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

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Ramona Elementary is dedicated to providing valuable and informative parent training workshops on various topics. These workshops aim to support parents in their role and strengthen their engagement in their child's education.

The school offers workshops such as the Parent Project, Loving Solutions, social skills, and Discipline, which provide parents with strategies and resources to enhance parenting skills and promote positive behavior in their children. Family Literature Nights and Latino Family Literacy workshops also focus on fostering a love for reading and literacy within the family.

To support parents in navigating educational technology, iPad Training sessions are conducted, covering applications like Lexia, ST-Math, Canvas, and Parent Square. Math Nights and STREAM Nights provide opportunities for parents to engage in hands-on activities and learn about math and science concepts alongside their children.

The Parent Book Club encourages parents to read and discuss books relevant to parenting and child development. Furthermore, the school actively participates in school, district, and community events, collaborating with organizations like VCBH, Logrando Bienestar, MICOP, and Viviendo con Amor.

Through these diverse and engaging workshops, Ramona Elementary aims to empower parents with knowledge, resources, and support to actively participate in their child's education and foster a positive and enriching home-school partnership.

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

Amount(s)	Source(s)
1000	LCFF 1000-1999: Certificated Personnel Salaries Certificated extra pay
600	LCFF 2000-2999: Classified Personnel Salaries Classified extra pay: babysitting
200	LCFF 5700-5799: Transfers Of Direct Costs Refreshments
1000	Title III 4000-4999: Books And Supplies Study books for parent book club

Strategy/Activity 8

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

All Students

Strategy/Activity

Ramona Elementary values effective parent communication and employs a range of channels to keep parents informed and engaged in their child's education.

Conferences are held in the fall and spring, providing opportunities for teachers and parents to discuss student progress, achievements, and areas for improvement. These conferences promote open dialogue and collaboration between teachers and parents.

The school utilizes multiple communication platforms, including the Ramona web page, a central hub for accessing resources, the school calendar, meal schedules, transportation details, and other important services. Flyers and brochures are distributed to convey important announcements and updates.

Parent Square is a key communication tool that enables the school to connect with parents through phone calls, text messages, emails, and social media platforms. This ensures timely and convenient communication, keeping parents informed of crucial notifications and updates. Additionally, the school maintains a close-knit parent group on social media platforms like Facebook, Instagram, and Twitter to encourage parent involvement.

A regular newsletter is circulated to provide parents with comprehensive information about school events, achievements, and upcoming activities, offering a holistic overview of school news and important dates.

Homework folders communicate between teachers and parents, facilitating the exchange of assignments, completed work, and necessary correspondence.

Through these diverse communication channels, Ramona Elementary aims to establish strong and ongoing communication with parents, fostering a collaborative partnership in supporting students' academic growth and success.

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

Amount(s)	Source(s)
1409	Title I 4000-4999: Books And Supplies Materials and Supplies
1800	LCFF 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 9

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

All Students

Strategy/Activity

The Parent-Teacher Association (PTA) at Ramona Elementary plays a vital role in promoting family engagement, facilitating communication, and establishing financial safeguards through a variety of activities.

Family engagement is a cornerstone of the PTA's mission. They organize and host events and initiatives that encourage parents and families to actively participate in their child's education. These may include family game nights, cultural celebrations, and educational workshops. By providing opportunities for families to connect with one another and with the school community, the PTA fosters a sense of belonging and support for all families.

The PTA also serves as a bridge between parents and the school, facilitating effective communication. They disseminate important information about school events, programs, and policies through newsletters, emails, and social media platforms. They act as a liaison between parents and teachers, addressing any questions or concerns that may arise. By maintaining open lines of communication, the PTA ensures that parents are well-informed and actively involved in their child's education.

Financial safeguards are another crucial aspect of the PTA's responsibilities. They work diligently to manage and allocate funds raised through various fundraising activities. The PTA follows sound financial practices, implementing transparency and accountability measures to ensure that funds are utilized responsibly and in accordance with the organization's objectives. This includes maintaining accurate financial records, conducting regular audits, and providing financial reports to the school and the wider parent community.

The PTA's commitment to promoting family engagement, facilitating communication, and establishing financial safeguards contributes to a strong and supportive school community. Their efforts create a nurturing environment where parents, teachers, and administrators collaborate to provide the best possible educational experience for all students at Ramona Elementary.

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

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

Strategy/Activity 10

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

All Students

Strategy/Activity

Ramona Elementary recognizes the importance of supporting incoming kindergarten students who may not have had prior Pre-K experience. To ensure a smooth transition and set these students up for success, the school organizes and hosts "Ready Set Go!" parent workshops.

These workshops are designed specifically for parents of incoming kindergarten students who may have limited exposure to a structured educational setting. The goal is to provide parents with the knowledge, tools, and resources they need to support their child's academic and social-emotional development as they enter kindergarten.

The "Ready Set Go!" workshops cover a range of topics that are crucial for a successful transition to kindergarten. Parents are guided through the importance of establishing routines, fostering independence, and promoting early literacy and numeracy skills at home. They learn strategies to

support their child's social skills, such as sharing, taking turns, and following classroom expectations.

The workshops also provide parents with information about the school's curriculum, expectations, and available resources. They learn about the daily schedule, classroom routines, and the support services offered at Ramona Elementary. By understanding what to expect, parents can better prepare their child and ensure a seamless transition to the kindergarten environment.

Furthermore, the workshops serve as a platform for parents to connect with one another and build a support network. They can share experiences, ask questions, and receive guidance from experienced educators and staff members. This sense of community and support helps parents feel confident and empowered in their role as their child's first and most influential teacher.

The "Ready Set Go!" parent workshops demonstrate Ramona Elementary's commitment to ensuring that all students, regardless of their pre-kindergarten experience, have a strong foundation for their educational journey. By equipping parents with knowledge and resources, the school sets the stage for a positive and successful start to their child's kindergarten years.

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

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

Strategy/Activity 11

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

All Students

Strategy/Activity

Ramona Elementary understands the importance of supporting parents and students during key transitions in their educational journey. The school organizes several workshops and meetings throughout the year to facilitate a smooth transition and provide the necessary information.

For parents of incoming kindergarten students, Kindergarten Workshops are conducted. These workshops offer valuable insights and guidance on how to prepare their child for kindergarten. Parents receive support materials and resources that can aid in their child's readiness for school.

To foster a welcoming environment, Ramona Elementary arranges to meet and greet sessions specifically for parents of incoming Transitional Kindergarten/Kindergarten students. These sessions provide an opportunity for parents to connect with teachers, staff, and other parents, creating a sense of community and establishing a positive foundation for their child's early education.

Informational meetings are also held to address specific programs, such as the Dual Language Immersion program. These meetings provide parents in-depth information about the program's objectives, curriculum, and benefits. Parents can make informed decisions regarding their child's educational path by attending these meetings.

Additionally, Ramona Elementary recognizes the importance of preparing students to transition from elementary to middle school. Informational meetings are conducted to address this transition, including discussions on the A-G requirements. These meetings provide parents a clear understanding of the expectations and support available to ensure a successful transition.

By organizing these workshops and meetings, Ramona Elementary demonstrates its commitment to providing parents with the information and support they need to navigate important educational transitions. These initiatives foster stronger parent-school partnerships and set students up for success in their educational journey.

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

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

Strategy/Activity 12

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

All Students as it pertains with students with disabilities

Strategy/Activity

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

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

Amount(s)	Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Ramona Elementary believes in acknowledging and celebrating the achievements and milestones of its students. To commemorate the accomplishments of fifth-grade students transitioning to middle school and kindergarten students moving on to first grade, a Promotion Ceremony is organized.

The Promotion Ceremony is a special event held at the end of the school year to recognize and honor the hard work, growth, and achievements of the students. It serves as a significant milestone in their academic journey and provides an opportunity for the school community, including students, parents, teachers, and staff, to come together and celebrate.

During the Promotion Ceremony, students are recognized individually for their achievements, whether it be academic excellence, leadership, citizenship, or personal growth. They are congratulated for their dedication, effort, and perseverance throughout the year. The ceremony allows students to reflect on their accomplishments and provides them with a sense of pride and confidence as they move forward in their educational journey.

Family members are invited to attend the Promotion Ceremony, creating a supportive and joyous atmosphere for the students. The event not only celebrates the students' achievements but also acknowledges the support and involvement of their families throughout their time at Ramona Elementary.

The Promotion Ceremony is carefully planned and organized, with speeches, awards, and symbolic gestures that represent the students' transition to the next phase of their education. It is a memorable and meaningful event that instills a sense of accomplishment and inspires students to continue their educational journey with enthusiasm and determination.

By organizing the Promotion Ceremony, Ramona Elementary demonstrates its commitment to recognizing and celebrating the achievements of its students, fostering a positive and supportive school culture, and inspiring all students to strive for excellence in their academic pursuits.

Proposed Expenditures for this Strategy/Activity

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

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

600	Title I 4000-4999: Books And Supplies Materials and Supplies decorations/Refreshments

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Ramona Elementary understands the importance of building strong relationships between parents and teachers to support student success. The school organizes two key events to facilitate this connection: a parent-teacher meet and greet and a Back to School Night.

The parent-teacher meet, and greet is scheduled for the day before the first day of school. This event allows parents to meet their child's teacher, ask questions, and share important information about their child. It allows parents to familiarize themselves with the classroom environment and gain a sense of comfort and confidence as they prepare for the new school year.

Back to School Night is another significant event where parents are invited to visit the school and meet with their child's teacher. This evening event typically takes place within the first few weeks of the school year. It provides a comprehensive overview of the curriculum, classroom expectations, and school policies. Parents have the chance to learn about the educational goals and strategies for the year and ask specific questions about their child's progress and development.

The parent-teacher meet and greet and Back to School Night are designed to promote open communication, establish a positive partnership between parents and teachers, and ensure that parents are well-informed and involved in their child's education. These events create a welcoming and supportive atmosphere that fosters collaboration between home and school, setting the stage for a successful academic year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries No additional cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Ramona Elementary values the accomplishments and efforts of its students and recognizes the importance of acknowledging and celebrating their achievements. To honor student success, the school organizes awards assemblies at the end of each trimester, and parents are cordially invited to participate in these special events.

The awards assemblies serve as a platform to recognize and celebrate students' academic, social, and extracurricular achievements. They provide an opportunity to highlight the hard work, dedication, and progress demonstrated by students throughout the trimester. During these assemblies, students who have excelled in various areas such as academics, character traits, leadership, and extracurricular activities are recognized and applauded for their accomplishments.

By inviting parents to attend the awards assemblies, Ramona Elementary aims to foster a sense of pride and support within the school community. Parents can witness firsthand the growth and achievements of their children and share in the joy and celebration of their accomplishments. It also serves as a way for parents to connect with the school staff and other families, strengthening the sense of community and involvement.

The awards assemblies celebrate individual student achievements and promote a positive school culture where students are motivated and encouraged to strive for excellence. Recognizing students' efforts and talents boosts their self-esteem, encourages further engagement in their education, and reinforces the importance of hard work and dedication.

By actively involving parents in these celebratory events, Ramona Elementary creates a collaborative partnership between home and school, fostering a supportive and inspiring environment for students to thrive and reach their full potential.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Ramona Elementary offers parent nights as part of its after-school program to provide valuable support and education to parents. These parent nights focus on nutrition education, offering parents practical tips, strategies, and interactive games to help their children develop healthy habits and succeed in school.

During these sessions, parents receive guidance on promoting nutrition and healthy eating habits at home. They learn about the importance of a balanced diet, portion control, and the benefits of incorporating fruits, vegetables, and whole grains into their children's meals. Parents also gain insight into strategies for managing picky eaters, creating nutritious snacks, and fostering a positive relationship with food.

In addition to nutrition education, the parent nights offer hands-on tips and techniques for supporting students with their school work. Parents receive guidance on creating effective study routines, providing a conducive learning environment at home, and assisting their children with homework assignments. They also learn about resources and strategies to enhance their children's academic success, such as online educational tools or reading strategies.

By offering these parent nights, Ramona Elementary aims to empower parents with the knowledge and skills needed to support their children's health and academic growth. It fosters a collaborative partnership between parents and the school, enabling parents to actively engage in their children's education and overall well-being.

These informative and interactive sessions provide parents with practical tools they can implement in their daily routines, ultimately contributing to their children's success both academically and in terms of their overall health and well-being.

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

Amount(s)	Source(s)
	No Cost ASP

Strategy/Activity 17

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

All Students

Strategy/Activity

Ramona Elementary recognizes the importance of ensuring that parents have access to necessary forms and paperwork and are able to complete them conveniently. To support parents in this process, the school offers additional assistance outside of regular hours.

For parents who may require extra support or have difficulty completing emergency information, Parent Compact, income forms, or other important paperwork during regular school hours, designated time slots are made available for them to visit the school and receive personalized assistance. This may include extended office hours or special evening sessions where staff members are present to guide parents through the paperwork and answer any questions they may have.

During these after-hours sessions, parents can receive one-on-one support to ensure that they understand the purpose and content of each document. Staff members are available to provide explanations, clarify instructions, and assist parents in accurately and comprehensively filling out the required information.

By offering this extra support, Ramona Elementary aims to alleviate any barriers that parents may face when completing essential paperwork. The goal is to ensure that parents have the necessary resources and assistance to provide accurate and up-to-date information, fostering effective communication and partnership between parents and the school.

These after-hours support sessions not only streamline the paperwork process but also demonstrate the school's commitment to meeting the needs of all families. By offering flexibility and personalized assistance, Ramona Elementary seeks to create a welcoming and inclusive environment where parents feel supported and empowered in their role as active participants in their child's education.

Through this additional support, the school aims to enhance parent engagement and strengthen the overall partnership between parents, teachers, and the school community. By facilitating the completion of important paperwork, Ramona Elementary ensures that vital information is readily available, enabling effective communication and enabling the school to better understand and meet the needs of each student.

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

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

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.

The analysis of parent engagement at Ramona School highlights the importance of involving parents in their children's education and providing them with opportunities to learn and engage in the education system. The school recognizes that when parents are actively involved, students are more likely to succeed academically and have better overall well-being.

Ramona School employs various avenues for parent engagement, including the English Language Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC). These committees provide platforms for parents to have a voice in decision-making processes and contribute to the school's overall improvement. Parents can collaborate with school staff and other parents by actively participating in these committees to create a positive and supportive learning environment.

The Outreach Coordinator plays a vital role in facilitating parent engagement by organizing events such as Coffee with the Principal and other workshops. These events provide opportunities for parents to interact with school administrators and staff, learn about important topics related to their child's education, and acquire valuable information and resources.

Ramona School acknowledges that parents play a crucial role in their children's educational journey by offering these avenues for parent engagement. By involving parents in decision-making processes, providing opportunities for learning and growth, and ensuring effective communication channels, the school fosters a strong partnership between parents and the school community.

This emphasis on parent engagement aligns with research that shows the positive impact of parent involvement on student outcomes. When actively engaged, parents can provide additional support at home, reinforce learning, and advocate for their children's needs. This collaborative approach between parents and the school creates a more comprehensive support system for students, enhancing their educational experience and promoting their success.

Overall, Ramona School's commitment to parent engagement through various committees, events, and workshops reflects their understanding of parents' crucial role in supporting student success. Ramona School creates a collaborative and supportive environment that benefits students, parents, and the entire school community by facilitating opportunities for parents to be involved, informed, and empowered.

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

Ramona Elementary School recognizes the importance of parent and family engagement in supporting student success. As a result, there are no major changes planned for the 2022-2023 school year, and the school will continue its efforts to strengthen and foster parent and family involvement.

The school understands that when parents and families are actively engaged in their child's education, students are more likely to thrive academically, socially, and emotionally. Therefore, Ramona Elementary will maintain its existing strategies and initiatives aimed at promoting parent and family engagement.

By continuing to prioritize and emphasize parent and family involvement, Ramona Elementary aims to create a collaborative partnership between the school and families. This partnership will support student achievement, well-being, and overall success.

The school recognizes that each family has unique strengths, experiences, and perspectives to contribute. Therefore, Ramona Elementary will continue to provide various opportunities for parents and families to engage in their child's education. This may include attending meetings, workshops, conferences, and school events that facilitate communication, collaboration, and active participation.

Through consistent and ongoing parent and family engagement efforts, Ramona Elementary aims to create a positive and supportive school community where all students can thrive. The school believes that by working together with parents and families, they can create a nurturing and empowering environment that supports the holistic development of each student.

In summary, Ramona Elementary School will continue to prioritize and build upon its existing parent and family engagement initiatives throughout the 2022-2023 school year. By fostering strong partnerships between the school and families, Ramona Elementary aims to enhance student success and create a supportive learning environment for all students.

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

Ramona Elementary School has identified key strategies to enhance communication and support between the school and parents based on the analysis of the 2022-2023 Single Plan for Student Achievement (SPSA), the parent needs assessments, and parent requests.

To ensure effective communication, the school will utilize a combination of physical flyers, text messages, and emails. It will also continue with Facebook, Instagram, and Twitter platforms as ways to maintain parents informed. This multi-channel approach aims to reach parents through different mediums and accommodate their preferred methods of communication. Messages sent through the Parent Square platform will be available in English, Spanish, and Mixtec dialects, reflecting the diverse language needs of the school community.

Recognizing the importance of aligning structures and strategies between the school and the home, the school staff will actively support parents in implementing positive reinforcement strategies and academic, social, and emotional learning practices at home. This collaboration aims to create a cohesive learning environment that connects the efforts and resources of both the school and the home.

By focusing on these strategies, Ramona Elementary School aims to foster strong communication, engagement, and collaboration between the school and parents. The goal is to create a supportive and inclusive learning community where all students can thrive academically, socially, and emotionally. Go Thunderbirds.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$91,018.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$217,359.00

Other Federal, State, and Local Funds

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

Federal Programs	Amount ($)
Title I	$52,264.00
Title III	$35,559.00

Subtotal of additional federal funds included for this school: $87,823.00

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

State or Local Programs	Amount ($)
LCFF	$93,924.00
LCFF - Intervention	$33,612.00
PTA/PTO	$2,000.00

Subtotal of state or local funds included for this school: $129,536.00

Total of federal, state, and/or local funds for this school: $217,359.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	52,264	0.00
Title III	35,559	0.00
LCFF	93,924	0.00
LCFF - Intervention	33,612	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	93,924.00
LCFF - Intervention	33,612.00
PTA/PTO	2,000.00
Title I	52,264.00
Title III	35,559.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	LCFF	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF	21,000.00
2000-2999: Classified Personnel Salaries	LCFF	10,000.00
4000-4999: Books And Supplies	LCFF	50,574.00
5000-5999: Services And Other Operating Expenditures	LCFF	9,150.00
5700-5799: Transfers Of Direct Costs	LCFF	1,200.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	4,066.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	23,546.00

4000-4999: Books And Supplies	LCFF - Intervention	6,000.00
5700-5799: Transfers Of Direct Costs	PTA/PTO	2,000.00
0001-0999: Unrestricted: Locally Defined	Title I	300.00
1000-1999: Certificated Personnel Salaries	Title I	28,955.00
2000-2999: Classified Personnel Salaries	Title I	1,500.00
4000-4999: Books And Supplies	Title I	8,009.00
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00
5700-5799: Transfers Of Direct Costs	Title I	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,500.00
1000-1999: Certificated Personnel Salaries	Title III	27,959.00
2000-2999: Classified Personnel Salaries	Title III	3,000.00
4000-4999: Books And Supplies	Title III	1,600.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	172,050.00
Goal 2	23,600.00
Goal 3	21,709.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Dr. Andres Duran, Principal	Principal
Maria Bassuk	Classroom Teacher
Antonio Sandoval	Classroom Teacher
Martha Amezcua	Classroom Teacher
Yesenia Hernandez Cedillo	Other School Staff
Sandra Jimenez	Parent or Community Member
Salvador Mendoza	Parent or Community Member
Yulisa Mendoza	Parent or Community Member
Lupita Cervantes	Parent or Community Member
Maricela Orozco	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on June 13, 2023.

Attested:

Principal, Dr. Andres Duran on June 13th, 2023
SSC Chairperson, Maria Cervantes on June 13, 2023

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	Principal, Dr. Andres Duran on June 13th, 2023
	SSC Chairperson, Maria Cervantes on June 13, 2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Recommendations and Assurances

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

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on June 6th, 2022.

Attested:

	Principal, Dr. Andres Duran on June 13th, 2023
	SSC Chairperson, Marta Amezcua on June 13, 2023