Ramona Elementary

2026-2027 CCSPP Implementation Plan

IDENTIFYING PRIORITIES

IDENTIFYING PRIORITIES: Based on the assets and strengths discussed, what would be your priorities of services needed that have a direct impact on student academic and emotional success?

ACTION PLANNING: What are the necessary steps to begin with the implementation of the community schools model?

Priority	Project	Rationale	Strategies, Actions, Tasks	Measurement of Effectiveness	Method of Evaluation	Personnel Responsible/ Support Needed	Timeline
SMART Goal 26-27 By June 30, 2027 Ramona will offer a menu of after school and evening opportunities for families to build a bilingual community.							
1	Building our Bilingual Community	Ramona School has a robust dual language program. Half of the families are from	Ramona Community Schools will build our bilingual community by using our	Enrollment Participation Attendance/ Participation	Monitor the attendance, behavior, and academic progress of participating	Community Schools Coordinator Community School TOSA	Trimester 1: Explore opportunities with outside partners and/ or parent volunteers and

		Spanish-speaking homes and half are not. Families have a need for homework support and students need more practice in their oral language in Spanish.	resources, our families and our community partners. We plan to offer afterschool opportunities for families to practice Spanish in fun ways, Spanish-speaking parents can present to English-Speaking families, we will offer homework club afterschool so families can work on homework in the same space and provide each other with support, we will build on our connections with the local high schools to offer tutoring and buddy reading opportunities. Provide adult classes/workshops in the FRC to expand education and volunteer opportunities for adults.	Feedback from parents Feedback from participants Feedback from facilitators Surveys Improved assessment results in oral language fluency in Spanish.	students (Before and after the program) Survey parents in order to verify our efforts have helped to build community outside of school. Improved assessment results in oral language fluency in Spanish	Principal EL Special Projects Teacher/TWBI Program Coordinator Dean Counselors Academic Coaches TWBI Classroom Teachers Outside Providers Security Custodians Volunteers Community Partners (Centinela Valley Unified School District, Lawndale High School. HMSA, HMS) CSAC	create a plan. Collaborate with EL Special Projects, Coaches, and/or LLM. Offer bilingual tutoring program once a week. Partner with local high schools, colleges, volunteers, or community organizations to provide bilingual tutors for: ● Reading support ● Homework assistance ● Spanish oral language development ● Small group intervention Invite parent volunteers as language partners to support students learning Spanish. Recruit

						City of Hawthorne Local Colleges El Camino College FACTOR CABE	Spanish-speaking family members, grandparents, and community volunteers to participate as classroom or after-school conversation partners. This values community cultural wealth and promotes family leadership. Continue to offer Homework Club for students in grades K-5. Host monthly Family Literacy Nights to support bilingual families. Provide sessions where families and students work together with teachers, tutors, and community volunteers. Sessions can include: ● Spanish reading practice

							• Oral language games and conversation circles • Homework help strategies for families • Take-home bilingual learning activities Begin exploring FACTOR D Parent Engagement Workshops. Offer workshops for families focused on: • Supporting bilingualism at home • Benefits of dual language education • Reading aloud in Spanish • Language development strategies through

							daily conversation Develop enrichment programs that expand after school and evening opportunities that are aligned to the dual language program such as: ● Folklórico dance ● Mariachi or music programs ● Cultural cooking classes ● Spanish storytelling clubs ● Community cultural celebrations ● Spanish Conversation Club where students practice speaking

							Spanish through partner discussions, board games, drama and storytelling, music, songs, peer-to-peer language buddies, and cultural activities Have semester family events every trimester. T1: Family Night/ Dia de la Familia T2: Sandía y Peras Museo Art T3: :Vamos a jugar Explore outside provides for adult opportunities (i/e/. Balloon classes, party decorating/planning classes, cooking classes, knitting/sewing classes, make-up

							classes. Resume writing classes, job interview classes, etc.) Trimester 2: Continue Homework Club and tutoring and offer at least 1-2 family events. Offer workshops/classes to adults and opportunities for leadership in the FRC Trimester 3: Continue Homework Club and tutoring,and begin monitoring the progress at End-of-the-year review. Celebrate the achievements of our Spanish Learners Family Night. Offer workshops/classes

							to adult and opportunities for leadership in the FRC Offer opportunities for leadership
SMART Goal 26-27 By June 30, 2027 Ramona will offer more after school opportunities, we plan to expand and add enrichment opportunities such as; sports, music, and STEM. Success will be measured by attendance to our offerings.							
2	After School Programs Extended Learning Time and Opportunities: offer a menu of after school and evening opportunities, such as sports, music, and STEM. Offer after-school enrichment opportunities, activities, classes, and programs that reflect the surveys and data that was collected and analyzed. ELOP Coordinate and/or assist with site-wide events to provide enrichment opportunities.	To provide tutoring, homework help, and enrichment opportunities for students outside their grade-level academics.	Additional after school care Homework Club Homework Hotline Tutoring provided by High School Dual Immersion Programs, staff or volunteers, Sports Art Docents TK-% Garden Lessons TK-5 Library Lessons TK-5 TWBI Family	Attendance/ Participation Feedback from parents Feedback from participants Feedback from facilitators Student Survey Family Survey Staff Survey Partner Feedback/Survey	Reduced LLR/ODR Increase in positive behavior tickets Class Dojo points Monitor the attendance, behavior, and academic progress of participating students (Before and after the program)	Community Schools TOSA Principal Ramona Students/ Families/Community ELOP Director and Staff Woodcraft Rangers Facilitators Campus Security Custodians Middle School/High School Counselors/Pare	Trimester 1: Promote Homework Hotline and Homework Club at TK-K Orientation and Back to School Night. Provide HW support and tutoring in the FRC once a month. Create clubs based on student interest that meets once a month (i.e., ASB, Friendship Club, Art Club, Robotics Club, Environmental Club, Lego Club, STEM Club,

			Nights for Support/Resources Field Trips TK-5			nt Volunteers Academic Coaches EL Special Projects Classroom Teachers High School Dual Immersion Program Director CSAC HMSA Community TOSA HMSA Principal HMS Community TOSA HMS Principal HMSA Students/Volunteers HMS Students/Volunteers Ramona PTA	Running Club, Nutrition Club, Yoga and Mindfulness Club, Engineering Club, Technology Club, etc.). Promote Sports and Wellness Family Learning Nights (i.e.,Fitness Night, Sports Night) Trimester 2: Partner with a Dual Immersion Middle School and//or High School to get volunteers/tutors to support Ramona students. Can also partner with parents/volunteers to have a tutoring program that meets at Ramona School once a week. Continue with clubs based on student interest. Offer after-school enrichment opportunities, activities, classes,

						City of Hawthorne Local Sports Organizations (i,e., Rams, Clippers, Dodgers) Local Parks and Recreations Community Recreation Centers	and programs that reflect the surveys and data that was collected and analyzed. Coordinate and/or assist with site-wide events to provide enrichment opportunities. Trimester 3: Continue offering homework help and tutoring, and begin monitoring the progress. Continue with clubs based on interest. Clubs will go on study trips. End-of-the-year review.
SMART Goal 26-27: By June 30, 2027, Ramona will provide SEL support and additional mental health services, resulting in a decrease in referrals (LLR) by 5% per trimester.							
3	Integrated Student Supports SEL support and additional mental health services to	To provide additional socio-emotional support, access to basic needs services/resource	Partnerships with outside agencies, mental health support, and connection with the Community	Attendance/ Participation Feedback from parents	Reduced LLR/ODR Increase in positive behavior	Community Schools Coordinator Community Schools TOSA Principal	Trimester 1: Explore opportunities with outside providers and create a plan. Support with

	support students. Provide PBIS, CKH, and Second Step support teachers. Have engaging speakers and/or motivational speakers speak with students. families, and/or staff.	s/referrals, and immediate response on campus	Outreach Specialist. Community Resource Guide. Playworks Student Council Kickboard Ramona Parent Raffle Room Parent CKH and PBIS Workshops Guest Speakers	Feedback from participants Feedback from facilitators Family/Community Surveys CKH Survey Second Step Survey PBIS Survey ODR Data Anecdotal Data Sign-in sheets (evidence of receiving services)	tickets Class Dojo points Record of participation in recommended services Monitor the attendance,, behavior, and academic progress of participating students (Before and after the program)	Dean PBIS Committee CKH Staff Campus Security Custodians Social Worker Counselor Academic Coaches Classroom Teachers Woodcraft Rangers staff Playworks staff Junior Embassadors Students/Families/Community Ocean Gate Ministries - Pastor David and Greg	Friendship Club. Student Leadership and Peer Support. ● Train student leaders and peer mentors to support school climate initiatives and promote kindness, inclusion, and wellness campaigns. ● Create student clubs and lunchtime activities that promote belonging, cultural identity, and positive peer relationships. ● Encourage

						Ramona PTA CSAC Local Mental Health agencies PBIS Committee HSD Pupil Services Guest Speakers	student voice through surveys, leadership groups, and CSAC participation Continue to connect families to wraparound services through Community School TOSA and CSAC collaboration. Plan Canvas: Relax and Decompress workshops once a month. Plan bilingual family wellness workshops (i.e., CKH, PBIS, SEL strategies at home,,mental health awareness, bullying prevention, and digital wellness) with Dean, Counselor, and/or Social Workers for

							families. Trimester 2: Promote the program (Presentations/ Workshops, and start making referrals as needed. Continue to host CKH and PBIS workshops with Dean and Counselor. Trimester 3: Offering the program, and begin monitoring the progress. End-of-the-year review.