

School Year: 2022-23



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 Junior High School	36676786061840	June 14, 2022	July 21, 2022

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

Ramona Junior High School serves a Title 1 Schoolwide Program. Since 2020-2021 school year was highly impacted by school closures. Though we are no longer met the criteria for ATSI as of 2019, this year's School Plan for Student Achievement will continue to focus on our Homeless & English Learner population in order to continue to improve student outcomes. Ramona Jr High works collaboratively with all stakeholders to develops comprehensive plan to increase student achievement this year. Student achievement is closely analyzed to identify areas of need, appropriate services provided to increase student achievement and financial support is allocated where needed. Our school plan is written in collaboration with our SSC and ELAC, and implementation of the plan is monitored throughout the school year to ensure the ESSA requirements are met.

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.

This plan effectively meets the Every Student Succeeds Act (ESSA) and aligns with the district's three LCAP goals:

LCAP Goal 1: All students are provided a high-quality teaching and learning environment. (Priority 1,2 and 7)

LCAP Goal 2: Students, parents, families and staff are connected and engaged at their school to ensure student success. (priority 2,5 and 6)

LCAP Goal 3: All students are prepared for college and career beyond graduation. (priority 4 and 8)

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Centralized Services

Centralized Services Amount	Administrative Supports - Director of Access and Equity: \$160,882, Director of Health Services: \$21,000, 4 Bilingual Clerks: \$75,953, District Community Liaison: \$12,918.00. Direct Services Supports - 4 Technology Training Specialists: \$113,648, TOA Elementary ELD Coaches: \$123,208, TOA Secondary ELD Coaches: \$167,298.
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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.

Surveys

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

Our school begins the needs assessment process in the month of January when we hold our site LCAP engagement meetings. During this meeting we share data points and metrics that are available for the district and the school site. We also send a K12 Insight Survey to all of our staff, students, and parents. The District K12 Insight Survey is taken by students, parents, and staff, providing quantifiable data regarding school culture and climate. Likewise, data is documented in this plan in the following pages with a data analysis is at the end of each data point. Our needs are then listed on our Goal pages. The needs assessment process continues with our ELAC when they give input into the SPSA for EL programs. The SSC reviews all of this data and then approves the new plan to address the identified needs.

The 2021-22 School Quality Survey for parents, students and staff was administered during in winter of 2022. At our school, we had the following numbers of participants for each participating groups:

Parents- 1% of the parents, 42 total

Students- 81% of the students, 390 total

Staff- 47% of the staff, 21 total

In the K12 parent survey, we learned the following about our engagement groups:

1. 88% of parents feel that this school keeps families informed of their student's academic progress.
2. 100% of Staff feel that there is a teacher, counselor, or other staff member to whom a student can go for help.
3. 78% of students feel there is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.

Here are three data points that we can celebrate:

1. 85% of parents say that all students are aware of the safety and security procedures.
2. 100% of staff say that principals and assistant principals are courteous when I have a concern.
3. 71% of students say that there this school keeps families informed of their student's academic progress.

Here are three data points that show our opportunities:

1. 64% of parents say that teachers give helpful feedback about student work.
2. 62% of staff say that school offers students a variety of activities and courses.
3. 61% of students say that families are encouraged to attend school-sponsored activities.

In the 2021-22 Family Engagement Survey, parents told us that they would like us to offer the following workshops:

1. 12 Powers of Family Business
2. Understanding Curriculum
3. Technology and Cyber Safety

In the 2021-22 Healthy Kids Survey, 56% of 7th graders shared that they feel safe at school most/all of the time. 56% of the 7th grade students reported that they feel connected to school.

The Tiered Fidelity Inventory (TFI) is administered to identify the extent to which school personnel are applying the core features of the Multi-Tiered System of Supports (MTSS) implemented at the site. Our overall TFI score reflects that, as of 5/2/22, an External TFI completed at Ramona reflected 100% implementation for school-wide PBIS implementation of Tier 1 and 96% implementation for school-wide PBIS implementation of Tier 2. The PBIS team identified the following area(s) of focus for the 22-23 school year: Teaching Expectations (1.4), Feedback and acknowledgements (1.9), and Emotional Safety and Connectedness of students to their school/classroom (SEL K12 Insight Survey).

Classroom Observations

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

Our school participated in several types of classroom observations conducted during the school year. Types and frequency are as follows:

A District Collaborative Learning Round (CLR) made up of a team of District Administrators were scheduled to walk through classrooms to collect data that is relevant to the District's Areas of Emphasis/Goals, feeder group collaborative team actions, and site emphasis on increased engagement and rigor. This was cancelled for this year due to the unique challenges of the pandemic.

In addition, the school site instructional leadership team, consisting of one teacher from each grade level, planned to walk through classrooms to conduct site level CLRs with the principal. This was also postponed until next year.

Administrators did conduct walk-throughs on a regular basis and observations will continue to be focused on student observables in the learning environment based on District protocol and evidence based on the District's Yellow Sheet. Administration will closely observe the engagement of the EL students in the class in future visits. Specifically, our feeder group collected evidence of teacher clarity and visible learning.

Our feeder group walked classrooms at the following sites this year on the following dates:

03/10/2022 – Dickson, Newman, Briggs

03/11/2022 – Borba, Marshall, Ramona

Additionally, before our monthly PLC Feeder meetings, each principal completes his/her Visible Learning Data (which is our walk-through observations).

We record our information on a Google Form (success criteria was identified by Feeder)

We turn that information in to an EXCEL Form

We then extract our individual school's data and create an additional sheet

With our own data we each complete our school site TACA and add it to the Google Classroom. At our monthly PLC Feeder meeting we complete our DAL Feeder TACA and answer the questions together to identify strengths, areas to improve, and to form next steps. We repeat this cycle 1-2 times a month.

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)

Our school utilizes the Professional Learning Community (PLC) process to analyze state and local assessments to modify instruction and improve student performance. PLCs occur weekly to analyze data and make decisions with regards to instruction and support. Our site administration met with district administration during Leadership Charge in July 2021 to review CVUSD Essential Standards Assessment (ESA) Data and to review progress on our site 20-21 SMART Goals. Through this collaborative process School-wide SMART Goals were developed in the areas of ELA, Math and PBIS for the 21-22 school year. Site Administration met with the Staff Instructional Leadership Team to determine Action Steps in the areas of Curriculum and Instruction Assessment, and Professional Development that will support achieving the SMART Goals.

SMART Goal 1: School Level SMART Goal by the end of the 21-22 school year:
44% of Students scored met or exceeds on the 21-22 ELA Trimester 3 ESA.
27% of Students scored met or exceeds on the 21-22 Math Trimester 3 ESA.

SMART Goal 2: PBIS

School Level SMART Goal by the end of the 21-22 school year:
Second Step curriculum will be delivered in all classrooms in its entirety (100%)
Spring 2022 External TFI score will be maintained at (Tier 1) 97% and (Tier 2) 96%.

SBAC data is utilized along with formative and summative assessments, ELA and Math Assessments aligned with CCSS. These assessments are used to identify student levels of achievement and determine the needs for extended learning including intervention and enrichment. Teachers meet during Professional Learning Communities (PLC) to review data and plan multi-tiered interventions based on student needs. In addition to the CVUSD Essential Standards Assessments, we will continue to use data from the 2018-2019 Dashboard to meet State Indicators and monitor growth. Teachers will monitor the growth of student groups, such as EL progress during the PLCs.

Baseline ESA Data for August 2021

Essential Standards Baseline Data Math /August 2021

Grade/ Percent Exceeded or Met standard
Overall 21.8 % of Students scored met or exceeds
7th 28.7 %
8th 15.9 %

Essential Standards Baseline Data ELA /August 2021

Grade/ Percent Exceeded or Met standard
Overall 34.8 % of Students scored met or exceeds
7th 36.3 %
8th 33.3 %

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

The PLC process is used to analyze data and to monitor student progress and to respond with intervention and extension for the learning targets with Tier 1 and Tier 2 instruction. Our site will use the CVUSD Essential Standards in ELA and Math to monitor student progress and modify instruction. Essential Standards Assessments will be used three times a year to determine progress toward meeting site SMART Goals in ELA and Math. Our English Learners is a student groups that we will progress monitor regularly. Here are the end of the year benchmarks that we are striving to reach for each grade level:

Essential Standards Final Benchmark Data Math /Spring 2022:

Overall 32.9%% of Students scored met or exceeds
7th Grade Percent Exceeded or Met standard = 33.4%%
8th Grade Percent Exceeded or Met standard = 24.8%
Integrated 1 Math Percent Exceeds or Met standard = 40.8%

Essential Standards Final Benchmark Data ELA /Spring 2022

Overall 39.1%% of Students scored met or exceeds
7th Grade Percent Exceeded or Met standard = 46.9%
8th Grade Percent Exceeded or Met standard = 31.3%

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Ramona Junior High employs 23 teachers, all of which are fully credentialed to teach their current course assignment. This puts us at 100% who meet state certification and licensure requirements to teach in field they are assigned.

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

Teachers have received the following professional development trainings with regards to state adopted instructional materials:

1. Establish a solid foundation in understanding and implementing Teacher Clarity to support greater student ownership of learning. (PLCs at Work)
2. Continue to foster a culture of quality classroom discourse through the use of AOE Communication. (Engagement or “No-Opt Out” Learning Environment)
3. Establish efficacy and achievement through providing Clarity for students the essential standards; Guide students through reflecting on their learning
4. Determine a set of schoolwide classroom practices that support students social emotional learning and academic success.
5. Read 180, i-ready for intervention courses.
6. Instructional Technology

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

Staff development is aligned to the district's 2021-2022 Areas of Emphasis and LCAP Goals. Staff development will focus on PLC specifically analyzing common formative assessments and re-engaging and extending for student learning. Support will also be given in ELA/ELD, Math, to promote a Positive School Climate and Instructional Technology. District Instructional Coaches and the site Instructional Leadership Team will be an integral part of the adult learning.

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

District Instructional Coaches will provide ongoing assistance and support teachers to address the needs of English Language Learners, Students with Disabilities, Foster Youth and Students who are Economically Disadvantaged in order to master the standards in ELA and Math.

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

Teacher collaboration occurs weekly through the PLC process embedded in the school day. Teachers meet by (grade level/department) to plan, analyze and respond to student data. Fortunately, Ramona's work towards transforming school culture has led to shared google drives by department, where teams share their PLCs at work meetings, Essential Standard breakdown, creation Learning Intentions and Success Criteria, assessments and collaborative response to student learning data

Teaching and Learning

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

An initial analysis of the 2020-2021 ESA Data SBAC data results took place in July and August with district and site personnel. SMART Goals were drafted, and action steps were identified in the areas of Curriculum/Instruction, Assessment, and Professional Development & school climate in order to ensure alignment and strengthen the core academic program in ELA and Math for all students. Our Homeless, Foster Youth and English Learner population subgroups have been identified as needing additional support to become proficient.

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

Our site adheres to the state recommended instructional minutes for ELA/ELD and Math. Adhering to SB98.

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

An analysis of curriculum lessons pacing in ELA and Math and master schedule flexibility has allowed for the following intervention courses: two(2) alternating ELA7 and Math7 intervention courses for our students with an IEP. Two (2) alternating ELA 8 and Math 8 intervention courses for our students with an IEP.

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

100% of our students are provided with standards-based instructional materials and texts.

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

100% of our students have access to standards-aligned core courses and instructional materials.
100% of our student have access to Distance Learning materials, technology and the implementation of Distance Learning materials if the need for school closures were to arise again.

Opportunity and Equal Educational Access

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

The following services are provided by our regular program that enable underperforming students to meet standard:

Intervention material such as Read 180, Math 180, i-ready, IXL and Khan Academy are used as supplemental material within our intervention courses.

AOE Instructional Technology strategies are provided by our regular program as well.

Weekly progress monitoring and check in with students on any assistance/support plan for our EL and Homeless population.

STEP (Student Teacher Excellence Program) Meetings as derived by (academics) an (behavior) concerns, request for assistance forms and trimester screening.

Evidence-based educational practices to raise student achievement

Through this comprehensive needs assessment process, academic performance and language development data determined that our English Learners continue to be a group that we need to support during ELD and IELD. The number of students scoring a 4 on ELPAC declined significantly as shown in the data summary pages of this SPSA. English Learner data will be evaluated annually through the ELPAC and the ESA. The three goals within this SPSA plan will monitor the progress of the English Learners each year and actions are developed to support implementation towards accomplishing program goals. In order to raise student achievement, the following educational practices are in place: All instructional strategies are derived from research-based practices. Implementation of FOCUS note-taking, which is an AVID research-based strategy, is proven to yield the best results for students by providing them with an efficient way to take notes. Read 180 and i-Ready are research-based Intervention programs that have yielded strong results for struggling students. School-Wide Implementation of Three week Grade Checks (found in Agenda); Consistent "Header on all Assignments" and Annotation Strategies and the use instructional technology, Office 365, Google classroom, Classlink & Aeries Portal. Through the PLC process, department and grade level teams will develop Learning Intentions with Success Criteria in order to raise student achievement and develop students into assessment-capable learners. Implementation the use of an AVID Binder and Binder checks school-wide and daily use of Agenda in each class to support organization and work completion.

Parental Engagement

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

Based on results of the 21-22 Family Engagement Parent Survey, Ramona will provide the following workshops both virtual and in-person:

12 POWERS OF FAMILY BUSINESS through mutual collaboration of San Bernardino County Superintendent of Schools and Alliance for Education in Fall 2022.

Family Literacy & College Awareness

Supporting your students Learning Modality

AVID Family events

PBIS Parent Workshops

Health & Wellness

Curriculum

Technology and Cyber Safety

Student Social Emotional Development and Support

Career Technical Education

Monthly "Coffee & Conversations" meeting with families, principal and school staff to increase the home-to-school connection.

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

Ramona Jr High's planning and development of the SPSA for 22/23 school year was conducted during the following stakeholder meetings:

SSC	ELAC	Instructional Leadership Team
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2/10/22	3/8/22	4/5/22
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4/13/22	5/3/22	5/10/22
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5/11/22

During these meetings we shared input and feedback provided by stakeholders using the following surveys:

Family Engagement Parent Survey = Spring 2022

Ramona SPSA Feedback and Input Survey (school-wide, SSC, ELAC, ILT, Staff) = Spring 2022

Ramona's K-12 Insight Survey = Winter 2021

Funding

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

1. See SPSA Actions/Services

2. See SPSA Budget Section

Fiscal support (EPC)

Ramona uses Title I and LCAP Federally funded categorical budgets to help support and meet the needs of under performing students and subgroups.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Ramona Jr High's planning and development of the SPSA for 2022/2023 school year was conducted during the following stakeholder meetings:

SSC	ELAC	Instructional Leadership Team
2/10/22	3/8/22	4/5/22
4/13/22	5/3/22	5/10/22
5/11/22		
6/14/22		5/24/22

During these meetings we shared input and feedback provided by stakeholders using the following surveys:

Family Engagement Parent Survey = Spring 2022

Ramona SPSA Feedback and Input Survey (school-wide, SSC, ELAC, ILT, Staff) = Spring 2022

Ramona's K-12 Insight Survey = Winter 2021

The feedback and input provided during these stakeholder meetings were used to prepare the 2022/2023 SPSA

Resource Inequities

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

Resource inequities identified within the master schedule include offering minimal elective sections during the school day according to the Master Schedule 2021-2022. With this in mind, students who are identified as English Learners, Students with IEP services, & students needing additional academic support at Ramona JHS are sorted into the appropriate support elective, which results in reduced access to other electives such as: band, computer skills, Bio Medical, Leadership and AVID. In order to provide equity for these sub-groups, Ramona Junior High strives to include these opportunities through lunch time and after school clubs and extra-curricular activities.

Ramona JHS increased access to high level class for all students by increasing the number of co-teaching classes in the area of ELA, Math.

Ramona JHS has also increased access to higher level mathematics courses by offering 2 additional sections of Integrated 1 Math & Accelerated 7. In addition Ramona JHS has increased the number of AVID sections offered to each grade level. For the 2021-2022 school year we have 4 sections of AVID elective which increases the access to College & Career Readiness awareness.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 7	300	249	243
Grade 8	274	309	253
Total Enrollment	574	558	496

Conclusions based on this data:

1. Ramona's largest sub-group is Hispanic/Latino, above 85% for the past three academic school years.
2. Ramona's student enrollment has decreased steadily across both grade levels.
3. Ramona's African American subgroup has consistently been under 10 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	94	85	90	16.4%	15.2%	18.1%
Fluent English Proficient (FEP)	175	178	162	30.5%	31.9%	32.7%
Reclassified Fluent English Proficient (RFEP)	1	8	28	1.5%	8.5%	32.9%

Conclusions based on this data:

1. In the 20-21 school year, the percentage of English Learner students has increased 3%
2. The percentage of students identified as Fluent English Speakers has increased steadily for the past three years.
3. The percentage of Reclassified Fluent English Proficient (RFEP) has had a significant increase

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	267	300	237	261	295	0	261	295	0	97.8	98.3	0.0
Grade 8	273	277	243	270	270	0	270	270	0	98.9	97.5	0.0
All Grades	540	577	480	531	565	0	531	565	0	98.3	97.9	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2532.	2542.		11.11	13.56		31.03	35.25		31.42	25.42		26.44	25.76	
Grade 8	2515.	2539.		7.04	12.59		24.44	24.44		28.89	33.33		39.63	29.63	
All Grades	N/A	N/A	N/A	9.04	13.10		27.68	30.09		30.13	29.20		33.15	27.61	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	15.33	17.63		48.66	52.54		36.02	29.83	
Grade 8	14.81	16.67		40.37	41.85		44.81	41.48	
All Grades	15.07	17.17		44.44	47.43		40.49	35.40	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	24.71	23.39		48.26	52.88		27.03	23.73	
Grade 8	12.22	20.00		43.33	48.89		44.44	31.11	
All Grades	18.34	21.77		45.75	50.97		35.92	27.26	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	9.58	12.88		61.69	66.44		28.74	20.68	
Grade 8	6.67	11.48		62.96	64.81		30.37	23.70	
All Grades	8.10	12.21		62.34	65.66		29.57	22.12	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	27.97	24.41		45.21	51.53		26.82	24.07	
Grade 8	17.41	20.74		45.19	50.00		37.41	29.26	
All Grades	22.60	22.65		45.20	50.80		32.20	26.55	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Conclusions are based on Spring 2019 due to cancellation of SBAC 2020.
 Ramona's current reality:
 7th grade: went from 43% of students meeting standard in ELA to 48.81% .
 8th grade: went from 32% of students meeting standard in ELA to 37.03%;
 7th grade: In the Reading claim only 15.33% of students scoring "Above Standard" to 17.63%
 8th grade: In the Reading claim only 14.81% of students scoring "Above Standard" to 16.67%
- By analyzing individual student data and breaking it down by claims and targets, classroom teachers will be able to set SMART goals to increase student achievement. The area of emphasis for both grade levels in English includes reading of more complex nonfiction and fiction texts. Classroom teachers will work to measure lexile growth through the Reading Inventory a minimum of three times per year. Additionally, teachers will implement reading intervention/extension based on student data. Through the PLC process, teachers will create common rubrics based on Mastery Scale that align with Essential Standards. Common rubrics will be used throughout instruction,

students will have continual access to rubrics and will be able to self-assess their practice, by learning target and standard.

3. Little or no data is reflected in 20-21 due to the test being suspended after the testing window opened. This data will not be included in an analysis. We utilized ESA data as local measure in lieu of CAASPP for the this school year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	266	299	237	260	296	0	260	295	0	97.7	99	0.0
Grade 8	273	276	243	269	273	0	269	273	0	98.5	98.9	0.0
All Grades	539	575	480	529	569	0	529	568	0	98.1	99	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2481.	2493.		5.77	6.44		14.62	17.97		27.31	29.83		52.31	45.76	
Grade 8	2451.	2483.		3.35	6.59		4.83	11.36		19.70	27.11		72.12	54.95	
All Grades	N/A	N/A	N/A	4.54	6.51		9.64	14.79		23.44	28.52		62.38	50.18	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	13.08	11.19		25.38	31.86		61.54	56.95	
Grade 8	3.72	10.62		20.82	27.84		75.46	61.54	
All Grades	8.32	10.92		23.06	29.93		68.62	59.15	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	6.92	7.80		41.54	47.12		51.54	45.08	
Grade 8	4.83	10.26		37.92	32.60		57.25	57.14	
All Grades	5.86	8.98		39.70	40.14		54.44	50.88	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	7.31	5.76		55.77	60.00		36.92	34.24	
Grade 8	3.72	6.96		39.03	49.08		57.25	43.96	
All Grades	5.48	6.34		47.26	54.75		47.26	38.91	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Conclusions are based on Spring 2019 due to cancellation of SBAC 2020.
 Ramona's current reality:
 7th grade: went from 20.39% of students meeting standard in Math to 24.41%
 8th grade: went from 8.18% of students meeting standard in Math to 17.95%
 All grades went from 14.18% of RJHS students meeting standard to 21.30%
 7th grade: In Concepts & Procedures claim only 11.19% scoring "Above Standard."
 8th grade: In Concepts & Procedures claim only 10.62% scoring "Above Standard."
 Even though the data demonstrates improvement over the course of two years, in all three claims, more than 50% of our students continue perform below standard in all three claims of Mathematics.
- By analyzing individual student data and breaking it down by claims and targets, classroom teachers will be able to set SMART goals to increase student achievement. The area of emphasis for both grade levels in math includes a focus on Mathematical Practice 4 & 7. Classroom teachers will work to increase mastery of the Math Essential Standards for both 7th and 8th grade with the ESA and IABs a minimum of three times per year. Additionally, teachers will implement essential standard intervention/extension based on student data. Through the PLC process, teachers will create common rubrics based on Mastery Scale that align with Essential Standards. Common rubrics will be used throughout instruction, students will have continual access to rubrics and will be able to self-assess their practice, by learning target and standard.
- Little or no data is reflected in 20-21 due to the test being suspended after the testing window opened. This data will not be included in an analysis. We utilized ESA data as local measure in lieu of CAASPP for the this school year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	1533.7	1540.5	1534.3	1526.7	1551.6	1535.2	1540.1	1528.8	1532.9	46	47	50
8	1533.2	1549.8	1544.8	1523.2	1556.3	1549.7	1542.7	1542.8	1539.3	23	50	29
All Grades										69	97	79

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	32.61	17.02	14.00	36.96	57.45	40.00	26.09	14.89	38.00	*	10.64	8.00	46	47	50
8	*	28.00	20.69	*	36.00	41.38	*	28.00	20.69	*	8.00	17.24	23	50	29
All Grades	33.33	22.68	16.46	39.13	46.39	40.51	18.84	21.65	31.65	*	9.28	11.39	69	97	79

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	54.35	51.06	28.00	32.61	34.04	50.00	*	10.64	18.00	*	4.26	4.00	46	47	50
8	*	50.00	44.83	*	30.00	27.59	*	12.00	17.24	*	8.00	10.34	23	50	29
All Grades	50.72	50.52	34.18	33.33	31.96	41.77	*	11.34	17.72	*	6.19	6.33	69	97	79

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	8.51	4.00	28.26	17.02	28.00	30.43	55.32	40.00	*	19.15	28.00	46	47	50
8	*	10.00	3.45	47.83	32.00	37.93	*	36.00	24.14	*	22.00	34.48	23	50	29
All Grades	18.84	9.28	3.80	34.78	24.74	31.65	24.64	45.36	34.18	21.74	20.62	30.38	69	97	79

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
7	32.61	10.64	14.00	56.52	70.21	64.00	*	19.15	22.00	46	47	50	
8	*	18.00	6.90	65.22	66.00	68.97	*	16.00	24.14	23	50	29	
All Grades	31.88	14.43	11.39	59.42	68.04	65.82	*	17.53	22.78	69	97	79	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
7	73.91	85.11	64.00	*	12.77	32.00	*	2.13	4.00	46	47	50	
8	69.57	68.00	65.52	*	24.00	34.48	*	8.00	0.00	23	50	29	
All Grades	72.46	76.29	64.56	18.84	18.56	32.91	*	5.15	2.53	69	97	79	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	10.64	6.00	39.13	44.68	44.00	39.13	44.68	50.00	46	47	50
8	*	14.00	31.03	*	48.00	13.79	*	38.00	55.17	23	50	29
All Grades	24.64	12.37	15.19	36.23	46.39	32.91	39.13	41.24	51.90	69	97	79

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	6.38	4.00	78.26	80.85	94.00	*	12.77	2.00	46	47	50
8	*	4.00	3.45	82.61	84.00	82.76	*	12.00	13.79	23	50	29
All Grades	15.94	5.15	3.80	79.71	82.47	89.87	*	12.37	6.33	69	97	79

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Number of English Learners increased from 69 to 97.
2. Number of English Learners in the 8th grade doubled from 17-18 to 18-19.
3. Percentage of student in Level 1 and 2 on ELPAC has increased.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
496	74.2	18.1	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	90	18.1
Foster Youth	3	0.6
Homeless	33	6.7
Socioeconomically Disadvantaged	368	74.2
Students with Disabilities	86	17.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.4
American Indian or Alaska Native		
Asian	8	1.6
Filipino	1	0.2
Hispanic	438	88.3
Two or More Races	2	0.4
Native Hawaiian or Pacific Islander		
White	39	7.9

Conclusions based on this data:

1. 12.4% of students are identified as Homeless

2. 84.4% of our population is socioeconomically disadvantaged
3. 16.1% of our students are identified as Students with Disabilities

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Green	Suspension Rate  Yellow
Mathematics  Yellow		

Conclusions based on this data:

1. Academic growth in the area of ELA
2. Reduction in number of students with Chronic Absenteeism
3. Success indicator in mathematics shows our students are not making academic gains

School and Student Performance Data

Academic Performance English Language Arts

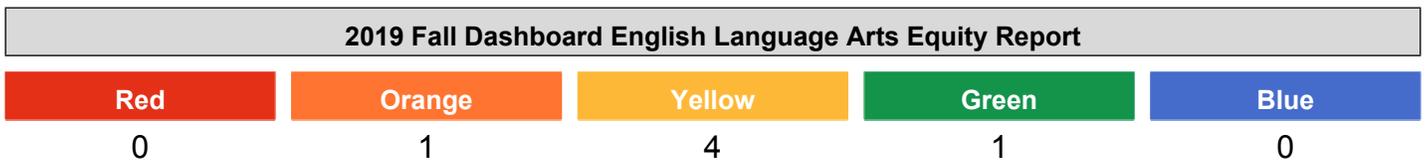
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 14.8 points below standard Increased Significantly ++10.1 points 535	<p>English Learners</p> Yellow 53.9 points below standard Increased Significantly ++24.5 points 178	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> Yellow 55.3 points below standard Increased Significantly ++16.7 points 81	<p>Socioeconomically Disadvantaged</p> Yellow 22 points below standard Increased Significantly ++10.1 points 441	<p>Students with Disabilities</p> Orange 100.8 points below standard Increased Significantly ++20.0 points 101

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students	 No Performance Color 8.8 points above standard 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 17.3 points below standard Increased Significantly ++17 points 474	 No Performance Color 0 Students	 No Performance Color 0 Students	 Green 2.8 points below standard Increased Significantly ++22.4 points 36

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.3 points below standard Increased Significantly ++26.4 points 81	21.9 points below standard Increased Significantly ++24.7 points 97	9.4 points below standard Increased Significantly ++21.2 points 281

Conclusions based on this data:

- Students with disabilities scored in orange and is an area of focus
- Our English learners increased significantly but are still scoring 92.3 points below the standard.
- Our white students scored in the green which shows that their is an equity gap.

School and Student Performance Data

Academic Performance Mathematics

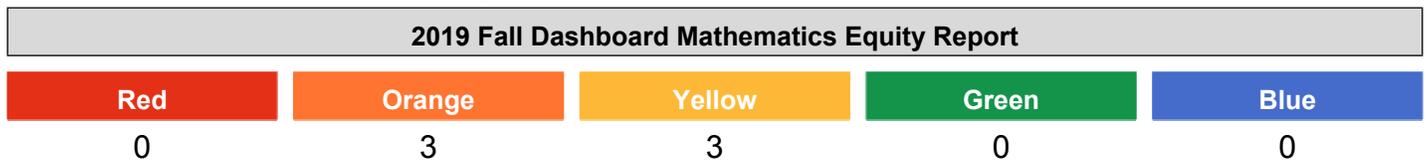
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Yellow 83.7 points below standard Increased Significantly ++24.4 points 534	<p>English Learners</p> Orange 114.1 points below standard Increased Significantly ++21.4 points 178	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> Orange 119.8 points below standard Increased ++11.5 points 81	<p>Socioeconomically Disadvantaged</p> Yellow 91.1 points below standard Increased Significantly ++22.6 points 441	<p>Students with Disabilities</p> Orange 167.6 points below standard Increased Significantly ++28.5 points 101

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7		 No Performance Color 8.8 points above standard 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 88.9 points below standard Increased Significantly ++21.1 points 473			 Yellow 67.6 points below standard Increased Significantly ++12.5 points 36

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
147.8 points below standard Increased Significantly ++27.5 points 81	85.9 points below standard Increased Significantly ++12.4 points 97	85 points below standard Increased Significantly ++22.2 points 280

Conclusions based on this data:

1. We have three student groups that scored in the orange.
2. Our English learners increased significantly but are scoring 147.8 points below standard
3. We did not have any student groups scoring in the green or blue in math.

School and Student Performance Data

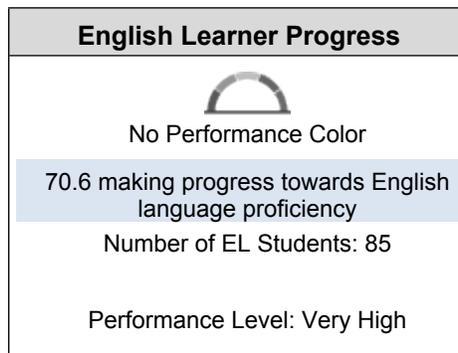
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 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
10.5	18.8	5.8	64.7

Conclusions based on this data:

1. We have 70.6% of our EL that are making progress towards proficiency.
2. 10% of our EL population decreased on their ELPAC scores
3. We have much opportunity to focus on the students who maintained to try to move them to progress on the ELPAC in the future

School and Student Performance Data

Academic Engagement Chronic Absenteeism

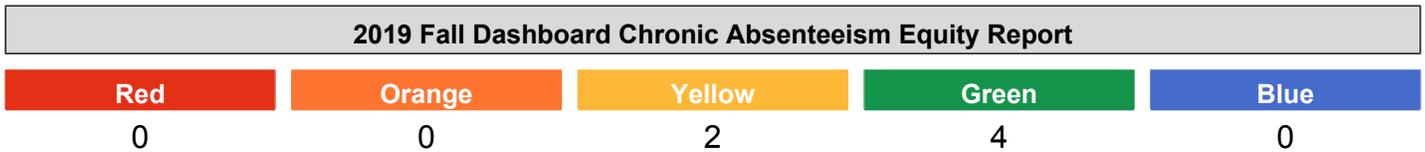
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Green 8.2 Declined Significantly -3.9 609	<p>English Learners</p> Yellow 12.5 Declined -5.9 104	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
<p>Homeless</p> Green 7.1 Declined -15 99	<p>Socioeconomically Disadvantaged</p> Green 9 Declined Significantly -4.1 509	<p>Students with Disabilities</p> Yellow 10.1 Declined -9 109

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 0 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 8.8 Declined Significantly -3.8 536	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 6.7 Declined -4.8 45

Conclusions based on this data:

1. We have two student groups that scored in the green: Hispanic and White.
2. Overall our students have good attendance since we scored in the green
3. Our EL and SWD populations should be an area of focus to improve attendance

School and Student Performance Data

Conditions & Climate Suspension Rate

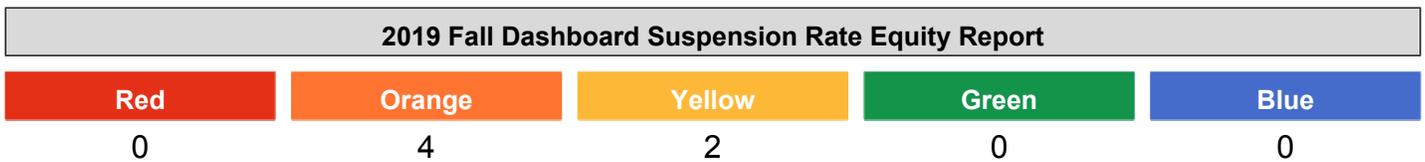
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Yellow 6 Maintained 0 629	<p>English Learners</p> Orange 6.4 Increased +5.1 109	<p>Foster Youth</p> No Performance Color 18.2 Increased +3.9 11
<p>Homeless</p> Orange 11.7 Increased +7.6 103	<p>Socioeconomically Disadvantaged</p> Yellow 7 Maintained +0.2 526	<p>Students with Disabilities</p> Orange 10.6 Increased +1.3 113

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 8		 No Performance Color <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">0</div> 14	 No Performance Color Less than 11 Students - Data 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">6.1</div> Maintained +0.1 555			 Orange <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">8.7</div> Increased +1.4 46

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6	6

Conclusions based on this data:

1. We have 4 student groups that scored in the orange for suspension.
2. We did not have any student groups that scored in green or blue.
3. We should focus on decreasing our suspensions overall to move from yellow to green

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

High-Quality Teaching and Learning Environment

LEA/LCAP Goal

LCAP Goal 1: All students are provided a high-quality teaching and learning environment (Priority 1,2, and 7)
 Priority 1: Credentials, Instructional materials, Facilities
 Priority 2: Implementation of State Board of Education (SBE) adopted standards, materials and programs/services that enable English Learners to access the CA standards and ELD standards.
 Priority 7: Broad Course of Study; Programs/Services for Unduplicated pupils and provided to individuals with exceptional needs.

Goal 1

All teachers will provide quality first best instruction and targeted intervention utilizing instructional strategies and evidenced-based programs and adoptions to ensure that all under performing and disadvantaged students experience academic growth as measured by CVUSD assessments throughout the year, including SBAC Spring 2023.

All teachers will be provided professional development that supports effective instructional strategies In ELA/ELD, Math, History, Science, AOE & Technology to ensure all students experience academic growth as measured by CVUSD assessments throughout the year, including SBAC 2023.

On 2023 CAASPP, the percent of students scoring “Standards Met” and “Standards Exceeded” (combined) in ELA and Math, will increase by 5%.

Identified Need

ESSENTIAL STANDARDS ASSESSMENT 21-22:	
ESA3 ELA Students meeting standards: 7th grade: 46.9%	8th grade: 31.3%
ESA3 Math Students meeting standards: 7th grade: 33.4%	8th grade: 24.6% IM1: 40.8%
SBAC DATA, ELA (2021-2022):	SBAC
DATA, MATH (2021-2022):	
____% of RJHS students met standard in ELA	____% of
RJHS students met standard	
7th grade: __% met standard in English Language Arts	7th grade:
__% met standard in Math	
8th grade: __% met standard in English Language Arts	8th grade:
__% met standard in Math	
English Learners: increased/decreased from __% to __%.	English
Learners: increased/decreased from __% to __%.	
Students with Disabilities: increased/decreased from __% to __%.	Students
with Disabilities: increased/decreased from __% to __%.	
Students identified as Homeless: increased/decreased from __% to __%.	Students
identified as Homeless: increased/decreased from __% to __%.	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Essential Standards Assessment for English Language Arts	2022 ESA #3 overall results: 39.1% 7th grade (46.9%) met 8th grade (31.3%) met	2023 ESA ELA #3 overall results: 44.2% 7th grade (52%) met 8th grade (36.3%) met
Essential Standards Assessment for Math	2022 ESA #3 overall results : 32.9% 7th grade (33.4%) met 8th grade (24.6%) met 8th grade - IM1 (40.8%) met	2023 ESA Math#3 overall results: 37.9% 7th grade (38.4%) met 8th grade (29.6%) met 8th grade (45.8%) met
SBAC in ELA	2022 SBAC in ELA _____% met standard	2023 SBAC in ELA _____% met standard
SBAC in Math	2022 SBAC in Math _____% met standard	2023 SBAC in Math _____% met standard

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Certificated and Classified Staff will be provided Professional Development and supplementary materials to improve First-Best Instruction in order to support the CCSS, Social Emotional Learning, AVID Strategies & Technology Based Instruction in order to maximize student achievement in ELA/ELD & Math, History, and Science.

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)

11,920

Source(s)

Title II Part A: Improving Teacher Quality
5800: Professional/Consulting Services And Operating Expenditures
1a. Teacher & Instructional support staff are provided with professional development and training to support implementation of district Areas of Emphasis to increase student academic performance as measured by district assessments. This will include PLC

	implementation, First Best Instruction, Social Emotional Learning and School Leadership. Funds will include the cost associated with training, lodging, mileage as applicable for members of the consulting service and Ramona personnel.
290506	District Funded 1000-1999: Certificated Personnel Salaries Title I and Title III District money will cover the cost of an Access and Equity Instructional Coach/TOSA that will support staff co-teaching, instructional strategies, use of data, and implementation of the ELD/ELA common core standards
16,283	Title I Part A: Allocation 4000-4999: Books And Supplies 1b. Teachers will be provided supplementary resources, instructional materials to support deeper implementation of the PLCs at work, First Best Instruction, Social Emotional Learning and the implementation of Best Technology Based instruction.
6,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 1c. Substitute teachers will be attained to provide teachers release time to (1) participate in Collaborative Learning Rounds (CLRs), (2) department/grade level planning and/or peer observations to identify and strengthen instructional best practices for all students (3) review student data (4) create CFAs & common scoring practices This is to include district collaboration by grade level, department and vertical teams.
40,000	Title I Part A: Allocation 4000-4999: Books And Supplies 1.d. Teachers will be provided Site licenses and related technology devices, applications and materials to support 21st century learning as measured by district assessments; Classrooms will be provided computer supplies and software to support collaboration for student use, social emotional learning, critical thinking, creativity and communication increase student academic performance as measured by district assessment.
113,648	District Funded 1000-1999: Certificated Personnel Salaries

Title I and Title IV District money will cover the cost a Tech Coach/TOSA that will support staff with the integration of technology into instructional programs.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Staff will be provided Professional Development and release time to build knowledge on the needs of Foster Youth , Homeless & English Learner students as well as to analyze data and respond to student identified needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

13000

Source(s)

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries
1.2. Classified staff will be provided additional pay in efforts to increase the rate of reclassification of our EL students. All English Learner students with a score of ELPAC Score Level 4; including (1) weekly check-ins with a focus on Attendance, Social Emotional Support, and academic progress in ELA & Math (2) weekly communication with student guardian regarding progress and student check-ins (3) connect student and/or families to interventions and supports based on student needs.

Annual Review

SPSA Year Reviewed: 2021-22

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 following strategies were fully implemented in Goal 1:

Strategy 2: Ramona school community has been provided with resources and training to increase connectedness and engagement with students. As of now, student suspension rate has been reduced by almost 50%, However, Barriers to this goal have been difficulty in obtaining subs due to

sub shortage and the restriction to attending conferences, trainings as well as student attendance has taken a big hit due to COVID-19 restrictions and guidelines.

Strategy #3: Classified staff was provided professional development and release time to build knowledge on the needs of Foster Youth , Homeless & English Learner students as well as to review student data and respond to student identified needs. With the support/supervision of a certificated staff member, a classified staff member met with students regularly to set goals and progress monitor. Next year, this strategy will continue.

The following strategies were partially implemented in Goal 1:

Strategy #: 1 Certificated and Classified Staff has been provided some professional learning administered by site admin, leadership team and or CVUSD staff. However, we were unable to contract with an outside agency to support next steps in the PLCs at work and Creating Teacher Clarity. Supplementary materials to improve student achievement in ELA/ELD & Math, History, and Science were purchased and are being implemented at this time. A huge barrier to implementation of professional learning was ability to host outside agency during teacher off-contract time due to COVID restrictions. barrier. Next year, this strategy will continue.

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

Strategy 1:

Expenditures projected to be used were: 44,000. We have been able to partially implement these strategies since we have purchased supplementary materials an resources for staff and students and will be attending some professional learning in the Spring. We anticipate that we will continue this expenditure.

Strategy 2:

Expenditures projected to be used were: \$10,500. We were able to implement this goal on using site based and CVUSD staff to implement this goal. Our SSC reallocated the expenditures to support Strategy 1. We do not anticipate that we will allocate any expenditures to this strategy since it fit under strategy 1.

Strategy 3:

Expenditures projected to be used were\$13,000. We were able to implement this goal this year and we anticipate that we will continue to use the \$13,000.

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.

When looking at our expected outcome for this goal, ESA 2 data results indicate:

JHS: 39.9% of students met/exceeded on ELA and 24% of students met/exceeded on Math
We do not have CAASPP scores at this time.

As a result of this analysis, the new goal will incorporate our Feeder Group focus for the 2022-23 school year. We will add walkthrough data as part of the metrics and delete CAASPP data since this can already be found in Goal 3. We will keep all strategies the same for next year, except I will add an action to bring back and a school-wide SMART Goal will be written after ESA 3 and CAASPP scores are available.

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

Connections and Engagement at School to Ensure Student Success

LEA/LCAP Goal

LCAP Goal 2: Staff, parents, families, and students are connected and engaged at their school to ensure student success. [Priorities 3, 5, 6]

Priority 3: Parent Involvement

Priority 5: School Attendance, Dropout Rates, Chronic Absenteeism

Priority 6: Suspension Rates, Expulsion Rates, Safety and School Connectedness

Goal 2

Ramona Jr. High will have an increase in Family and Community engagement in order to cultivate an environment of high quality instruction and emotional wellness where EVERYONE is respected, safe and supported to thrive as measured by:

Increase authentic participation and communication in site advisory committees, training/ workshop attendance, response to surveys and attendance to community engagement events

School Attendance: Ramona Junior High will increase from ____% to 96% school-wide .

Chronic Absenteeism: Ramona Jr. High will decrease from ____% to ____% school-wide.

Reduce school Dropout Rate:

100% of students have been identified, and coded appropriately within 30 days of student exit.

Suspension/Expulsion rate will decrease. By end of the year, Ramona Jr High staff will have established and implemented a school-wide Tier 1 & Tier 2 MTSS-B program.

By end of year, students identified at-risk (meeting criteria for MTSS A & B) are offered Tier 2 and 3 interventions

PBIS Implementation

By May 1, 2023, Second Step curriculum will be delivered in all classrooms in its entirety (100%).
Ramona Jr. High's Spring 2023 External TFI score will be maintained at (Tier 1) 100% and (Tier 2) 96%.

Identified Need

2021-2022 Suspension total = 79

2021-2022 Expulsions total = 0

2021-2022 Chronically Absentee Rate = _____

2021-2022 Attendance Rate = ____%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Tier 1 External TFI	2022 External TFI score was (Tier 1) 100%	2023 External TFI score will be maintained at (Tier 1) 97%
Tier 2 External TFI	2022 External TFI score was (Tier 2) 96%	2023 External TFI score will be maintained at (Tier 2) 96%.
End -of-Year Attendance	2021-2022 Attendance Rate = ___% 2021-2022 Chronically Absentee Rate = ___%	2022-2023 attendance rate will be at ___% overall. 2022-2023 Chronically Absentee Rate = ___%
End -of-Year Suspension/Expulsion Rate	2021-2022 Suspension total= 79 2021-2022 Expulsions total = 0	2022-2023 Suspension total will reduced, no more than 70 suspension 2022-2023 Expulsion total = 0
K12 Insight Survey	2021-2022 K12 Insight survey responses: Principals and Assistant Principals clearly communicate the school mission and vision: Families = 78% Students = 56% Staff = 86%	2022-2023 K12 Insight survey responses: Principals and Assistant Principals clearly communicate the school mission and vision: Families = 84% Students = 60% Staff = 90%
Community Surveys/Feedback Forms	2021-2022 = 42 families completed the K12 Insight Survey	2022-2023 Community Surveys/Feedback Forms = 100

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase family and community participation to provide input to the student learning process: Provide parent training/ workshops & engagement events to support student success.
Increase parent participation in site advisory committees: SSC, ELAC, GATE, PFLN, PBIS, AVID, clubs on campus, etc. to strengthen the school-connectedness to ensure 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)
500	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 2.1.A. Certificated personnel to facilitate parent/community workshops, for the school community to increase authentic participation and communication in site advisory committees, training/ workshop attendance, response to surveys and attendance to community engagement events.
2,251	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures 2.1.B. Contract parent organization, community organizations & home-school connection program meetings and workshops that focus on academic achievement and college readiness.
300	Title I Part A: Allocation 4000-4999: Books And Supplies 2.1.C. Provide light refreshments for parent workshops and events as measured by sign-in sheets
500	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 2.1.D. Classified personnel to facilitate parent/community workshops, for the school community to increase authentic participation and communication in site advisory committees, training/ workshop attendance, response to surveys and attendance to community engagement events.
5,000	Title I Part A: Allocation 4000-4999: Books And Supplies 2.1.E. Provide resources and instructional materials to support parent/community workshops, for the school community to increase authentic participation and communication in site advisory committees, training/ workshop attendance, response to surveys and attendance to community engagement events.
7,275.20	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures 2.1.F. Contract parent organization, community organizations & home-school connection

program meetings and workshops that focus on academic achievement and college readiness.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Hold STEP meetings to support Student Academic and Behavioral success: provide certificated staff release time to facilitate, coordinate, and collaborate with parents.

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)

1,500

Source(s)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
2.2.A. Teachers will participate in STEP MTSS A and/or B process to support student progress in the area of academic & behavior as measured by student citizenship mark, grades, attendance, and Aeries discipline data. A substitute teacher and translator will be provided, as needed. During these meetings parents will be provided the opportunity to give input on planning and developing student goal(s).

1,500

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries
2.2.B. Classified personnel will work extra hours to provide parent engagement support at meetings outside of their contract time.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Decrease the suspension rate using Alternate Means of Correction (AMC) through school-wide programs and assemblies (Safe School Ambassadors, School-Wide PBIS, Second Step, etc.) that promote students feeling connected and safe during the school day.

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)
2,500	<p>Title I Part A: Allocation 4000-4999: Books And Supplies 2.3.A. Programs and Assemblies for students will include focus on the three school-wide expectations of Being Safe, Respectful and Responsible (prevention of on-campus & cyberbullying, digital literacy, prevention of self-harm behavior, substance abuse, and drop out prevention) to support all students feeling connected when in school as measured by student surveys and attendance reports.</p>
21,220	<p>Other 4000-4999: Books And Supplies 2.3.B. PBIS resources and supplies for students who are recognized for being responsible, respectful, and safe in support for SEL/PBIS as measured by teacher and counselor observations and Aeries (discipline dashboard) data.</p>
1,826	<p>Lottery: Instructional Materials 4000-4999: Books And Supplies 2.3.c. Programs and Assemblies for students will include focus on the three school-wide expectations of Being Safe, Respectful and Responsible. Resources and supplies needed to implement a restorative circle location on campus to support students to feel safe, supported and encouraged with coping, self-regulation and increasing positive behavior choices & school attendance.</p>
17,800	<p>Title I Part A: Allocation 4000-4999: Books And Supplies 2.3.D. School tools, technology for student use, and supplies needed to implement a wellness and restorative circle location on campus to support students to feel safe, supported and encouraged with coping, self-regulation and increasing positive behavior choices & school attendance.</p>
12,000	<p>Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 2.3.E. Additional 1.75 for classified staff to coordinate PBIS lunchtime engagement activities to help to increase student</p>

	connectedness and decrease discipline referrals. The effectiveness will be monitored by monthly office referrals, the Tiered Fidelity Inventory and by the School Quality Survey.
3,600	Band – General Fund 5000-5999: Services And Other Operating Expenditures Instrument repair

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase attendance rate and decrease number of students with chronic absentee concerns by using data collection to identify students, progress monitor and support positive attendance to promote students feeling connected and safe during the school day.

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)
900	Activities – General Fund 5800: Professional/Consulting Services And Operating Expenditures 2.4.A. Transportation for educationally related field trips for students to enhance and extend academic achievement.
4,000	General Fund 5000-5999: Services And Other Operating Expenditures 2.4.B. Provide transportation and entrance fees to conferences/ events which empowers junior high students and advisor to recognize and demonstrate effective leadership skills and building positive school climate.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue implementation and coordination for PBIS Tier 1 and Tier 2 to increase connections and engagement at School to ensure 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)
4,000	Title I Part A: Allocation 4000-4999: Books And Supplies 2.5.A.Substitute teachers will be attained to provide certificated staff release time to (1) participate in internal and external TFIs, (2) review student data (4) create and monitor multiple options for Tier 1 and Tier 2 intervention (3) provide classroom management coaching and planning.
35,840	General Fund 0000: Unrestricted 2.5.B. School tools, furniture, technology and supplies needed in order to cultivate an environment of high quality instruction and emotional wellness where EVERYONE is respected, safe and supported to thrive

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Staff and students to attend annual leadership conference, which empowers junior high students to recognize and demonstrate effective leadership skills, the latest research, trends and interventions making an impact on School Climate.

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)
12,000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 2.6.A Provide transportation and entrance fees to conferences/ events which empowers junior high students and the staff advisor to recognize and demonstrate effective leadership skills and building positive school climate.
690	Title I Part A: Allocation

1000-1999: Certificated Personnel Salaries
2.6.B Substitute classified and certificated subs to attend conferences/ events which empowers junior high students to recognize and demonstrate effective leadership skills and building positive school climate.

Annual Review

SPSA Year Reviewed: 2021-22

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 following strategies were fully implemented in Goal 2:

Strategy 2: Hold STEP meetings in the areas of behavior: provide certificated staff release time to facilitate, coordinate, and collaborate with parents. STEP intervention meetings with family to support positive student behavior. To date we have held 160 STEP meetings and currently have 32 students enrolled in MTSS-B support.

Strategy 5: Continue implementation and coordination for PBIS Tier 1 and Tier 2 to increase connections and engagement at School to ensure student success. We have lunch time school-wide activities for Tier 1 to increase connection. We have seen a decrease in lunch time student conflicts, minor incidents and major incidents from trimester 1 to trimester 2.

The following strategies were partially implemented in Goal 2:

Strategy 1: Provide parent training/ workshops to support student success including conferences and training parents. Increase participation in site advisory committees (SSC, ELAC, GATE), PFLN, PBIS, AVID, PIQE, clubs on campus, etc. to strengthen the Home-School connection to ensure student success. We have increased parent participation in SSC, ELAC and other committees but have not provided more contracted an outside agency to provide parent education or training

Strategy 3: Decrease the suspension rate using Alternate Means of Correction (AMC) through school-wide programs (Safe School Ambassadors, School-Wide PBIS, Second Step, etc.) and assemblies that promote students feeling connected and safe during the school day. Suspension rate has decreased from 19-20 to this school year from 73 to 53.

Strategy 4: Increase attendance rate and decrease number of students with chronic absentee concerns by using data collection to identify students. Due to COVID-19 pandemic protocols, our attendance rate has significantly decreased.

The following strategies were NOT implemented in Goal 2:

Strategy 6: Staff and students to attend annual leadership conference, which empowers junior high students to recognize and demonstrate effective leadership skills. Our Leadership, Counseling staff and students selected not to participate in any conferences this school year

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

Strategy 1:

Expenditures projected to be used were: \$9,550. We were NOT able to implement this goal on contract time, so we anticipate to implement this strategy next year and project to utilize \$10,000

Strategy 2:

Expenditures projected to be used were: \$1,500. We were able to implement this goal and anticipate a similar projection for the upcoming school year. .

Strategy 3: Expenditures projected to be used were: \$43,346. We were able to implement this goal with only \$16,000 from this goal with ESSER III funding provided by CVUSD Health Services. we anticipate to implement this strategy next year and project to utilize \$10,000

Strategy 4: Expenditures projected to be used were: \$15,900. Although we partially met this goal, we did so with general and ASB funds. We do not anticipate that we will allocate any expenditures to this strategy.

Strategy 5: Expenditures projected to be used were: \$4,000. We were able to implement this goal and project to utilize \$4,000 to continue to grow our school-wide activities for Tier 1 to create a positive school climate

Strategy 6: Expenditures projected to be used were: \$702. We did not implement this goal. For the upcoming school year, in order to train our students/staff on creating positive school climate, we project to utilize \$2,000 to attend conferences and trainings

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.

As a result of this analysis, for the 2022-2023 school year there will be increased focus on mental health and behavior supports for students for next year in order to address the increased number of discipline referrals. We will maintain our focus on parent engagement and reengage with contractual organizations to authentically engage families and foster increased parent engagement. Student Connectedness metrics will be added to this goal, and we plan to maintain TFI data. We will keep all strategies the same for next year.

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

Preparation for College and Career Beyond Graduation

LEA/LCAP Goal

LCAP Goal 3: All students are prepared for college and career beyond graduation. [Priority 4 and 8]
Priority 4: State assessments for grades 3-8, A-G completion, % of students who pass an AP exam with 3+, % of 11th-grade students who participate in and demonstrate college preparedness on the SBAC
Priority 8: Other pupil outcomes (College and Career Readiness for High Schools only)

Goal 3

By end of the year, all students identified as at risk in ELA will be enrolled in an ELA Intervention Course that addresses specific ELA skills needed to be successfully complete all grade level ELA assessments.

English Learners- By end of the year, as a result of high quality, daily Designated ELD and Integrated ELD instruction, each English learner student will increase their English language proficiency by 1 level in preparation for reclassification and successful completion of the CAASPP.

LTEs- By end of the year, a reclassification plan for each Long Term English Learner will be written in order to support the student's progress towards meeting the district reclassification criteria and successful completion of the CAASPP (CVUSD LTEL Form)

Math:

By the end of the year, all students identified as at risk in mathematics will be enrolled in a Math Intervention course that addresses the specific mathematics skills needed to be successfully complete all grade level mathematics assessments.

On 2023 CAASPP, the percent of EL students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA and Math, will increase by 5%.

Identified Need

ESSENTIAL STANDARDS ASSESSMENT 21-22:

ESA3 ELA Students meeting standards: 7th grade: 46.9%	8th grade: 31.3%	
ESA3 Math Students meeting standards: 7th grade: 33.4%	8th grade: 24.6%	IM1: 40.8%

English Learner: ESA3 2021-2022

7th grade: 32.5% met standard in English Language Arts

8th grade: 12.5% met standard in English Language Arts

Students with Disabilities: ESA3 2021-2022

7th grade: ___% met standard in English Language Arts

8th grade: ___% met standard in English Language Arts

Students identified as Homeless: ESA3 2021-2022

7th grade: ___% met standard in English Language Arts

8th grade: ___% met standard in English Language Arts	
SBAC DATA, ELA (2021-2022):	SBAC
DATA, MATH (2021-2022):	
English Learners: increased/decreased from ___% to ___%.	English
Learners: increased/decreased from ___% to ___%.	
Students with Disabilities: increased/decreased from ___% to ___%.	Students
with Disabilities: increased/decreased from ___% to ___%.	
Students identified as Homeless: increased/decreased from ___% to ___%.	Students
identified as Homeless: increased/decreased from ___% to ___%.	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Essential Standards Assessment for English Language Arts	2022 ESA #3 overall results: 39.1% 7th grade (46.9%) met 8th grade (31.3%) met	2023 ESA ELA #3 overall results: 44.2% 7th grade (52%) met 8th grade (36.3%) met
Essential Standards Assessment for Math	2022 ESA #3 overall results : 32.9% 7th grade (33.4%) met 8th grade (24.6%) met 8th grade - IM1 (40.8%) met	2023 ESA Math#3 overall results: 37.9% 7th grade (38.4%) met 8th grade (29.6%) met 8th grade (45.8%) met
SBAC in ELA	2022 SBAC in ELA ___% met standard	2023 SBAC in ELA ___% met standard
SBAC in Math	2022 SBAC in Math ___% met standard	2023 SBAC in Math ___% met standard

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

By the end of the school year, all students identified as at risk in ELA will be provided extended time with support staff to address specific literacy skills needed to successfully complete all grade level ELA assessments.

By the end of year, all students identified at risk in Mathematics will be provided extended time with support staff to addresses the specific mathematics skills needed to be successfully complete all grade level mathematics assessments.

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)
20,000	AVID 5800: Professional/Consulting Services And Operating Expenditures 3.1.A. Provide support and resources for staff to support implementation of the AVID Schoolwide
21,060	District Funded 5800: Professional/Consulting Services And Operating Expenditures Provide 24/7 online tutoring to all 3-6 grade students with language support for English learners at the rate of \$45 per student through Title I Carry Over

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

English Learners- All English Learners will be provided a high quality, daily Designated ELD and Integrated ELD instruction, each student identified as English Learner (EL) will increase their English language proficiency by 1 level in preparation for reclassification and successful completion of the SBAC.

LTEs - Ramona currently has ___ students identified as Long Term English Learners (LTEs). By end of the year, a reclassification plan for each Long Term English Learner (LTE) will be written in order to support the student's progress towards meeting the district reclassification criteria and successful completion of the SBAC (CVUSD LTE Form)

ELD Instructional Coaches will provide instructional support and workshops for teachers & support staff in the areas of Integrated ELD .

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

3.2.A. Intervention classes will be offered in the master schedule to meet EL student needs in all content areas as measured by district and state assessment data.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

GATE Identified Students

Strategy/Activity

Teachers will provide GATE students with enrichment opportunities that extend their learning and support Common Core State Standards.

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)

1,840

Source(s)

GATE
4000-4999: Books And Supplies
3.3.A. Teachers will utilize enrichment material to support the GATE students within the general ed curriculum to increase student academic progress as measured by district assessments and teacher observations. Funding will include transportation to instructional field trip related to extended learning.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Special Education

Strategy/Activity

Special Education teachers and General Education will be provided with instructional materials to support all students in accessing the CCSS via technology-based instruction or traditional materials.

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)

2,379.80

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies

	3.4.A. Provide library books, resources and support material for accommodations to the general curriculum, to close the achievement gap and increase academic progress as measured by district assessments and teacher observation
1,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 3.4.B. SpEd teachers will collaborate with general education teachers to create units of practice that are paced at an appropriate rate and close the achievement gap for the student group as measured by PLC outcome forms and admin observation.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Homeless

Strategy/Activity

Teachers will provide students identified as Homeless with project based & high engagement activities and opportunities that extend their learning and support mastery of Common Core State Standards and increase attendance rate.

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)
10,000	AVID 4000-4999: Books And Supplies 3.5.A. Provide AVID strategies, resources and instructional material to close the achievement gap and increase academic progress as measured by district assessments and teacher observation

Annual Review

SPSA Year Reviewed: 2021-22

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 following strategies were fully implemented in Goal 3:

- Strategy 1: Academic Supports. We employed an instructional aide to support our site to improve our reading scores this year. We found that 56% of our students met proficiency on their reading levels, but we would like this number to be higher. Next year, we plan to use the instructional aide differently. ELA Team & ILT is discussing a plan.
- Strategy 2: Intervention. We did not have many teachers or students that were interested in afterschool tutoring due to the instructional day being increased by 30 minutes. We are currently flying the an instructional aid position to support our at-risk students, but have had the position covered by a sub in the mean time.
- Strategy 3: Enrichment materials for GATE/Honors students. Science classes will be dissenting squids this spring.
- Strategy 4: Additional support for SPED students and release time for SPED time for PLC, intervention material to support accessing the CCSS via technology-based instruction or traditional materials.

The following strategies were partially implemented in Goal 3:

- Strategy 5: Supplemental materials. We were able to purchase the supplemental materials to support our teachers. However, because of the ESSER III funding, we were able to utilize those funds instead of the funds that were listed in our SPSA.

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

Strategy 1:

Expenditures projected to be used were: \$25,000. Because we had credit due, ESSER III funds we were able to cover cost of AVID Summer Institute, our SSC reallocated this funding to Goal 1 or 2.

Strategy 2:

Expenditures projected to be used were: \$18,720. The Instructional Aide is currently flying but we have been able to fill the vacancy with subs, therefore we are on track to spend this money.

Strategy 3:

Expenditures projected to be used were \$2,560. Our GATE teachers have selected instructional material to extend the learning for our students, therefore we are on track to spend this money.

Strategy 4:

Expenditures projected to be used were: \$3,490. SPED teachers are provided release time to collaborate on student learning, we are on track to spend this money.

Strategy 5:

Expenditures projected to be used were: \$6,5000. Because we did not arrange for extra hours for ELA teachers, we did not expend this money.

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.

When looking at our expected outcome for this goal, we have made significant achievement progress based on ESA 2 data in all areas and grades except for math 7. Although many of the funding for several of the strategies were covered under other goals, we plan to continue for the upcoming school year.

As a result of this analysis, we plan to keep all activities the same and may make revisions to the SPSA after we receive the CAASPP data in the Fall.

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	\$146,479.00
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	\$682,839.00

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	Allocation (\$)
Title I Part A: Allocation	\$144,228.00
Title I Part A: Parent Involvement	\$2,251.00
Title II Part A: Improving Teacher Quality	\$11,920.00

Subtotal of additional federal funds included for this school: \$158,399.00

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

State or Local Programs	Allocation (\$)
Activities – General Fund	\$900.00
AVID	\$30,000.00
Band – General Fund	\$3,600.00
District Funded	\$425,214.00
GATE	\$1,840.00
General Fund	\$39,840.00
Lottery: Instructional Materials	\$1,826.00
Other	\$21,220.00

Subtotal of state or local funds included for this school: \$524,440.00

Total of federal, state, and/or local funds for this school: \$682,839.00

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 Part A: Allocation	144,228.00	0.00
GATE	1,840.00	0.00
Title II Part A: Improving Teacher Quality	11,920	0.00
Title I Part A: Parent Involvement	2,251.00	0.00
Lottery: Instructional Materials	1,826.00	0.00
Activities – General Fund	900.00	0.00
Band – General Fund	3,600.00	0.00
General Fund	39,840.00	0.00
AVID	30,000	0.00

Expenditures by Funding Source

Funding Source	Amount
Activities – General Fund	900.00
AVID	30,000.00
Band – General Fund	3,600.00
District Funded	425,214.00
GATE	1,840.00
General Fund	39,840.00
Lottery: Instructional Materials	1,826.00
Other	21,220.00
Title I Part A: Allocation	144,228.00
Title I Part A: Parent Involvement	2,251.00
Title II Part A: Improving Teacher Quality	11,920.00

Expenditures by Budget Reference

Budget Reference

Amount

0000: Unrestricted	35,840.00
1000-1999: Certificated Personnel Salaries	413,844.00
2000-2999: Classified Personnel Salaries	27,000.00
4000-4999: Books And Supplies	123,148.80
5000-5999: Services And Other Operating Expenditures	19,600.00
5800: Professional/Consulting Services And Operating Expenditures	63,406.20

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures	Activities – General Fund	900.00
4000-4999: Books And Supplies	AVID	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	AVID	20,000.00
5000-5999: Services And Other Operating Expenditures	Band – General Fund	3,600.00
1000-1999: Certificated Personnel Salaries	District Funded	404,154.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	21,060.00
4000-4999: Books And Supplies	GATE	1,840.00
0000: Unrestricted	General Fund	35,840.00
5000-5999: Services And Other Operating Expenditures	General Fund	4,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	1,826.00
4000-4999: Books And Supplies	Other	21,220.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	9,690.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	27,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	88,262.80
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	7,275.20
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	2,251.00

5800: Professional/Consulting
Services And Operating Expenditures

Title II Part A: Improving Teacher
Quality

11,920.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	491,357.00
Goal 2	135,202.20
Goal 3	56,279.80

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
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Gabriela Rivas-López	Principal
Tim White	Classroom Teacher
John Guillemet	Classroom Teacher
Nicole Aguayo	Parent or Community Member
Gisela Arispe	Parent or Community Member
Jenette Mejia	Parent or Community Member
Ariana Arispe	Secondary Student
Karma Salazar	Secondary Student
Jessica De La Vega	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 6/14/22.

Attested:



Principal, Gabriela Rivas-Lopez on 6/14/2022



SSC Chairperson, Gisela Arispe on 6/14/2022

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.

[Stakeholder 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.

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

Chino Valley Unified School District

Ramona Junior High School 2022-2023

Parent and Family Engagement Policy

School Policy Engagement:

Ramona Junior High School recognizes that **parents and family members are their children's first and most influential teachers** and that continued **parental engagement in the education of children contributes greatly to student achievement and conduct**. *Ramona Junior High School* shall jointly develop with, and distribute to, parents of Title 1 and Non-Title 1 students a written parental engagement policy, agreed upon by such parents and updated periodically to meet the needs of parents and the school. This policy shall be an addendum component of the School Plan for Student Achievement (SPSA) that promotes a meaningful partnership between the school, the home, and the community.

Title I schools will convene an **annual meeting to inform parents** the requirements of Title I and their right to be involved in the parental engagement policy, and the school-parent compact of strategies to increase parental engagement. The parents of participating students will be involved in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title 1 programs and parent and family engagement policy and school-parent compact. The school will offer a flexible number of meetings and provide, if requested, parents' opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. The parent and family engagement policy and school-parent compact will be posted on the school website and distributed to all parents through regular means of communication.

Shared Responsibilities for High Student Academic Achievement:

The staff of *Ramona Junior High School* in consensus with research-based practices knows that the education of its students is a **responsibility shared between school and parents**. The school's primary responsibility shall be to have an effective learning environment that enables all students to meet the academic expectations set forth in the CA Common Core state standards. Parents shall have the responsibility and opportunity to work with the school in a mutually **supportive and respectful partnership** with the goal of supporting their child's learning. The school-parent compact of strategies to increase parental engagement outlines how the parents, the teachers, and students will share the responsibility for improved student academic and behavioral achievement. *Ramona Junior High School* will provide parents with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. Through an *Action Team for Partnership* process school staff, parents, and community members will jointly review, plan and develop a one-year school-parent compact by grade or department level of promising practices to increase parental engagement to include the six types of engagement listed below (*Epstein's Six Types of Parental Involvement*). The annual school-parent compacts will specify partnership activities for as many of the six types of engagement as possible. The school-parent compact will list district and school improvement goals and describe the "in the classroom" and "at home" strategies for teachers, parents, and students to implement. *Ramona Junior High School's goals will include a school improvement goal in these three areas: English Learners, one academic area, and one non-academic area*. The compact will list how the school provides two-way communication between home and school. It will also describe opportunities for parents to volunteer, observe, and participate in the classroom. Annually the

school-parent compact will be updated by staff and parents, based on formal and informal data. Also, annually, the *Action Team for Partnerships* will evaluate the effectiveness of the school's home-school-community partnership activities and celebrate successes.

This **shared responsibility** will help the school and parents build and develop a partnership to help children reach or exceed the grade level standards.

Ramona Junior High School will support these home-school partnerships by using the following **six types of engagement**:

1. **Parenting.** We will promote and support parenting skills and the family's primary role in encouraging children's learning at each age and grade level, and all staff members will work effectively with our diverse families. Ramona Junior High School will prepare families to support student success in meeting or exceeding CA Common Core State Standards by providing parent training in areas such as PIQE. Provide "12 Powers of Family Business" parent sessions, Family Resource, and Web-Access training, and L-CAP Parent nights.

2. **Communication.** We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through timely and effective school-to-home, home-to-school, and school-to-community methods. An emphasis will be made to communicate effectively with those parents who have limited proficiency in English or literacy challenges. Ramona Junior High will use phone calls, to communicate, letters mailed home, email announcements, post information on school website, as well as meet regularly with our ELAC and ATP group of parents in addition to School Site Council meetings and Parent engagements nights such as "Learning at Home" and "Student Led Conferences"

3. **Volunteering.** We will expand the recruitment, training, and recognition of family and community volunteers; we will provide opportunities for families and community members to contribute from home, the workplace, and other community-based sites. Ramona Junior High will invite all parent/guardians to be a part of our Parent committees such as GATE, ELAC, SSC, ATP, and PTO. We welcome guardians and family to volunteer time in the classroom as well.

4. **Learning at Home.** We will promote family engagement in learning activities at home including homework and other curriculum-related activities appropriate to the grade and development of the student. Ramona Junior High will invite all parent/guardians to attend parent nights and be involved in school activities and projects.

5. **Decision-Making.** We will include students, parents, and community members as partners in planning and decision-making. We will encourage participation by parents/guardians in decisions that affect their child's educational experiences and comply with state and federal laws and regulations pertinent to family engagement. Ramona Junior High will schedule individual student meetings with teachers and parents to discuss progress and invite all parents to important decision-making meetings such as ELAC, GATE Advisory, PTO, ATP and SSC. Ramona Junior High will also conduct a parent and student survey yearly in order to get feedback and suggestions to refine our decision-making progress.

6. **Collaborating with our Community.** We will coordinate resources and services for students and families with businesses, agencies, service organizations and other groups and provide services to the community through our volunteer efforts and community improvement projects. Ramona Junior High will work alongside community organizations such as HOPE center, SB County Probation, Costco, Chino PD, the City Of Chino, our feeder group, and other community businesses.

Building Capacity for Parent Engagement

The *Ramona Junior High School* school staff is committed to partnering with parents in the following ways:

- assist parents in understanding academic content and achievement standards and assessment and how to monitor and improve the achievement of their children
- provide materials and training to help parents work with their children to improve their children's academic achievement
- educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners
- coordinate and integrate parental engagement with other programs and activities in our school and support parents in more fully participating in the education of their children
- distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand
- provide such other reasonable support for parental engagement activities under this section as parents may request

Accessibility

Ramona Junior High School and our LEA shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

(revised 2022-2023)

Distrito Escolar Unificado de Chino Valley

Ramona Junior High School
2022-2023

Póliza De Compromiso Padres y Familia

Escolar:

Ramona Junior High School reconoce que **los padres y los miembros de la familia son los primeros y más influyentes maestros** y que **la participación continua de los padres en la educación de los niños contribuye en gran medida al rendimiento y la conducta de los estudiantes**. *Ramona Junior High School* desarrollará conjuntamente y distribuirá a los padres de estudiantes del Título 1 y que no sean del Título 1 una política escrita de participación de los padres, acordada por dichos padres y actualizada periódicamente para satisfacer las necesidades de los padres y la escuela. Esta política será un componente adicional del Plan Escolar para el Logro Estudiantil (SPSA) que promueve una asociación significativa entre la escuela, el hogar y la comunidad.

Las escuelas de Título I convocarán una **reunión anual** para **informar a los padres** los requisitos del Título I y su derecho a participar en la política de participación de los padres y el pacto entre la escuela y los padres de estrategias para aumentar la participación de los padres. Los padres de los estudiantes participantes participarán de manera organizada, continua y oportuna en la planificación, revisión y mejora de sus programas de Título 1 y la política de participación de los padres y la familia y el pacto entre la escuela y los padres. La escuela ofrecerá un número flexible de reuniones y brindará, si así lo solicitan, oportunidades para que los padres se reúnan regularmente para participar en las decisiones relacionadas con la educación de sus hijos y responder a tales sugerencias tan pronto como sea posible. La política de participación de los padres y la familia y el pacto entre la escuela y los padres se publicarán en el sitio web de la escuela y se distribuirán a todos los padres a través de medios regulares de comunicación.

Responsabilidades compartidas para el alto rendimiento académico de los estudiantes:

El personal de *Ramona Junior High School* en consenso con las prácticas basadas en la investigación sabe que la educación de sus alumnos es una **responsabilidad compartida entre la escuela y los padres**. La responsabilidad principal de la escuela será tener un ambiente de aprendizaje efectivo que permita a todos los estudiantes cumplir con las expectativas académicas establecidas en los estándares estatales de CA Common Core. Los padres tendrán la responsabilidad y la oportunidad de trabajar con la escuela en una **asociación respetuosa y de apoyo** con el objetivo de apoyar el aprendizaje de sus hijos. El pacto entre la escuela y los padres de estrategias para aumentar la participación de los padres describe cómo los padres, los maestros y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico y de comportamiento de los estudiantes. *Ramona Junior High School* proporcionará a los padres una explicación del plan de estudios, la evaluación académica y los niveles de competencia que se espera que alcancen los estudiantes. A través de un *de Equipo de Acción para la Asociación*, el personal de la escuela, los padres y los miembros de la comunidad revisarán, planificarán y desarrollarán conjuntamente un contrato entre la escuela y los padres de un año por nivel de grado o departamento de prácticas prometedoras para aumentar la participación de los padres para incluir los seis tipos de participación enumerados. *continúa (Seis tipos de participación de los padres de Epstein)*. Los pactos anuales entre la escuela y los padres especificarán actividades de asociación para tantos de los seis tipos de participación como sea posible. El pacto entre la escuela y los padres enumerará las metas de mejora del distrito y la escuela y describirá las estrategias "en el salón de clases" y "en el hogar" para que las

implementen los maestros, los padres y los estudiantes de *Ramona Junior High School* Las **incluirán una meta de mejora escolar en estas tres áreas: Aprendices de inglés, un área académica y un área no académica.** El pacto enumerará cómo la escuela proporciona comunicación bidireccional entre el hogar y la escuela. También describirá oportunidades para que los padres se ofrezcan como voluntarios, observen y participen en el salón de clases. Anualmente, el compacto entre la escuela y los padres será actualizado por el personal y los padres, en base a datos formales e informales. Además, anualmente, el *Equipo de Acción para Asociaciones* evaluará la efectividad de las actividades de asociación entre el hogar, la escuela y la comunidad de la escuela y celebrará los éxitos.

Esta **responsabilidad compartida** ayudará a la escuela ya los padres a construir y desarrollar una asociación para ayudar a los niños a alcanzar o superar los estándares del nivel de grado.

Ramona Junior High School apoyará estas asociaciones entre el hogar y la escuela mediante el uso de los siguientes **seis tipos de participación:**

1. **Crianza.** Promoveremos y apoyaremos las habilidades de crianza y el papel principal de la familia para fomentar el aprendizaje de los niños en cada edad y nivel de grado, y todos los miembros del personal trabajarán de manera efectiva con nuestras diversas familias. *Ramona Junior High School* preparará a las familias para apoyar el éxito de los estudiantes en el cumplimiento o la superación de los Estándares Estatales Básicos Comunes de CA al proporcionar capacitación para padres en áreas como PIQE. Brindar sesiones para padres sobre los “12 poderes de las empresas familiares”, capacitación sobre recursos familiares y acceso web, y noches para padres L-CAP.

2. **Comunicación.** Comunicaremos sobre el plan de estudios, la instrucción, la evaluación, el desarrollo del personal, los programas escolares y el progreso de los estudiantes a través de métodos oportunos y efectivos de la escuela al hogar, del hogar a la escuela y de la escuela a la comunidad. Se hará énfasis en comunicarse de manera efectiva con aquellos padres que tienen un dominio limitado del inglés o problemas de alfabetización. *Ramona Junior High* usará llamadas telefónicas, para comunicarse, cartas enviadas a casa, anuncios por correo electrónico, publicará información en el sitio web de la escuela, así como también se reunirá regularmente con nuestro grupo de padres ELAC y ATP además de las reuniones del Consejo Escolar y las noches de participación de los padres como “Aprendizaje en casa” y “Conferencias dirigidas por estudiantes”

3. **Voluntariado** Ampliaremos el reclutamiento, la capacitación y el reconocimiento de voluntarios familiares y comunitarios; Brindaremos oportunidades para que las familias y los miembros de la comunidad contribuyan desde el hogar, el lugar de trabajo y otros sitios comunitarios. *Ramona Junior High* invitará a todos los padres/tutores a ser parte de nuestros comités de padres como GATE, ELAC, SSC, ATP y PTO. Damos la bienvenida a los tutores y la familia para que también participen como voluntarios en el salón de clases.

4. **Aprendiendo en casa.** Promoveremos la participación familiar en actividades de aprendizaje en el hogar, incluidas las tareas y otras actividades relacionadas con el plan de estudios apropiadas para el grado y el desarrollo del estudiante. *Ramona Junior High* invitará a todos los padres/tutores a asistir a las noches de padres y participar en actividades y proyectos escolares.

5. **Toma de decisiones.** Incluiremos a estudiantes, padres y miembros de la comunidad como socios en la planificación y la toma de decisiones. Alentaremos la participación de los padres/tutores en las decisiones que afectan las experiencias educativas de sus hijos y cumpliremos con las leyes y reglamentos estatales y federales pertinentes a la participación familiar. *Ramona Junior High* programará reuniones

individuales de estudiantes con maestros y padres para discutir el progreso e invitar a todos los padres a importantes reuniones de toma de decisiones como ELAC, GATE Advisory, PTO, ATP y SSC. Ramona Junior High también llevará a cabo una encuesta anual para padres y estudiantes con el fin de obtener comentarios y sugerencias para refinar nuestro progreso en la toma de decisiones.

6. Colaborando con nuestra Comunidad. Coordinaremos recursos y servicios para estudiantes y familias con empresas, agencias, organizaciones de servicios y otros grupos y brindaremos servicios a la comunidad a través de nuestros esfuerzos voluntarios y proyectos de mejora de la comunidad. Ramona Junior High trabajará junto con organizaciones comunitarias como el centro HOPE, SB County Probation, Costco, Chino PD, la ciudad de Chino, nuestro grupo alimentador y otras empresas comunitarias.

Creación de capacidad para la participación de los padres

Ramona Junior High School se compromete a asociarse con los padres de las siguientes maneras:

- ayudar a los padres a comprender el contenido académico y los estándares de rendimiento y evaluación y cómo monitorear y mejorar el rendimiento de sus hijos
- proporcionar materiales y capacitación a ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos
- educar al personal, con la ayuda de los padres, sobre el valor de las contribuciones de los padres y cómo trabajar con los padres como socios iguales
- coordinar e integrar la participación de los padres con otros programas y actividades en nuestra escuela y apoyar a los padres para que participen más plenamente en la educación de sus hijos
- distribuir información relacionada con la escuela y los programas para padres, reuniones y otras actividades a los padres de los estudiantes participantes en un formato y, en la medida de lo posible, en un idioma que los padres entiendan
- proporcionar tal otro apoyo razonable para la participación de los padres Las actividades administrativas bajo esta sección, ya que los padres pueden solicitar

Accesibilidad

Ramona Junior High School y nuestra LEA brindarán oportunidades completas para la participación de padres con dominio limitado del inglés, padres con discapacidades y padres de estudiantes migratorios, incluida la información y los informes escolares requeridos por la Sección 6311 en un formato y, en la medida de lo posible, en un idioma que dichos padres entiendan.

(revisado 2022-2023)

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that families, students and teachers develop together. It explains how families and teachers will work together to make sure all students reach or exceed grade-level standards.

Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and families will communicate about student progress
- **Describe** opportunities for families to volunteer, observe, and participate in the classroom

DISTRICT FAMILIES RESOURCES

**Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710**

WORKSHOPS PROVIDED:

**EL FAMILIES ACADEMY
12 POWERS OF FAMILY BUSINESS
FAMILIES AS PARTNERS
TRANSITIONS TO.....
COMPUTER LITERACY
FAMILY LITERACY PROJECT-COLLEGE
AWARENESS**

Family Engagement Center Link:

<http://www.chino.k12.ca.us/Page/8882>

FAMILY PARTICIPATION

*Alone we can do so little; together
we can do so much."*

- Helen Keller

Activities to Build ENGAGEMENT

STUDENT LEARNING

- **Academic Discourse with peers/teacher**
- **Annotation of document**
- **Team Projects & Presentations**
- **Student-Self Assessment of Learning**

SOCIAL-EMOTIONAL LEARNING

- **Positive Behavior Supports & Intervention**
- **Restorative Practices**
- **Social-Emotional lessons (2nd STEP)**
- **Counseling support MTSS A & B**

Communication about Student Learning

Ramona Junior High is committed to frequent two-way communication with families about children's learning. Some of the ways families and teachers communicate all year are:

School-to-Home:

- Updates on the school website
- Google Classroom/Teacher websites
- Parent Square
- Aeries Parent Portal

Home-to-School:

- Parent Needs Assessment
- Guardian Feedback and Input
- STEP Meetings
- Email
- Parent-teacher conferences
- Phone calls

SCHOOL WEBSITE:

<https://www.chino.k12.ca.us/Ramona>

Chino Valley Unified School District



HOME-SCHOOL
PARTNERSHIPS for
STUDENT ACHIEVEMENT

2022-2023



**RAMONA JUNIOR
HIGH SCHOOL**

4575 Walnut Avenue
Chino, CA 91710
PHONE: (909) 627-9144
FAX: (909) 548-6055

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Students, families, and staff are connected and engaged to their school to ensure student success.

All students are prepared for college and career beyond graduation.

SCHOOL GOALS

- 100% of all students are provided a high-quality teaching & learning environment to ensure an increase of 5% of students who meet/exceed standards in ELA & Math.
- Each student identified as an English Learner will increase their English language proficiency by 1 level in preparation for reclassification & successful completion of the CAASPP.
- Staff, families, & students are connected & engaged at their school to ensure student success by focusing on (1) Family Involvement (2) Attendance (3) Positive School Climate.
- All students are prepared for college and career beyond graduation by focusing on (1) State Assessments (2) A-G Requirements (3) College & Career Readiness Initiative.

Our school provides high quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.

Students, Families, & Teachers

Shared Responsibility for Learning & Success

In the Classroom

Teachers at Ramona will engage all students with a vibrant learning climate and high-quality instruction. Listed below are some of the student learning strategies your child will use this year.

In ELA/ELD:

- + Use sentence frames and require students to answer in complete sentences.
- + Allow “think-time” to process a question and “pair-share” to formulate a final answer before class discussion.
- + Encourage continual revision as a part of formative assessment process.
- + Annotation skills and close-reading strategies to help student comprehension of grade-level text.

In Math:

- + Use academic Vocabulary, speaking in complete sentences, and writing grounded in evidence
- + Allow “think-time” to process a question and “pair-share” to formulate a final answer before class discussion.
- + Check for understanding using white boards and other means of assessing student learning.
- + Provide Teacher Clarity to meet Learning Target & Success Criteria; provide school site resources and on-line resources

In All Academic Areas:

- + Notify families of the student’s academic progress through Parent Square, email, phone calls, grade printouts, and Aeries Parent Portal

At Home

Here are some ideas of how families can support students’ success:

- Attend & be an active member of ELAC (English Learner Advisory Committee) meetings
- Attend & be an active member of 12 Powers of Family Business
- Attend school-wide events and conferences
- Encourage daily reading at home & a short written summary of what they read.
- Discuss “What did you learn about today?” be specific (in Language Arts & Math)
- Encourage students to attend teacher help sessions (before/after school & lunch time)
- Check student’s backpack, homework, Aeries Portal and agenda at least once a week.
- Hold your student ACCOUNTABLE for completing assignments
- Hold your student ACCOUNTABLE for school behavior
- Request teacher/family conferences, attend class(es) with your student whenever possible

