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
San Ramon Elementary School	21654176024590	November 14, 2022	December 6, 2022

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

San Ramon's 2022-23 SPSA was a collaborative effort with our Instructional Leadership Team, ELAC, PTA, SSC and 3rd-5th grade students. We gathered suggestions and feedback through Zoom meetings and surveys in efforts to reach all stakeholders.

- September 22, 2022: SSC to reviewed 2021-22 SPSA and gathered stakeholder input for 2022-23 SPSA
- September 27, 2022: PTA Executive Meeting
- October 20, 2022: ILT meeting to reflect on 2021-2022 SPSA outcomes and Youth Truth Survey Results
- October 26, 2022: ELAC reviewed and provided input for 2022-23 SPSA
- November 14, 2022: Reviewed ELAC input and approved 2022-23 SPSA

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
Culture of Caring

LEA/LCAP Goal
Each school site will foster and maintain positive parent, student and community engagement to promote safe, inclusive, restorative and well-maintained campuses where all students feel a sense of belonging.

Goal 1
Establish a school culture that is highly responsive to all stakeholders and fosters a "culture of caring" by expanding social-emotional and behavioral supports to foster an inclusive culture

Identified Need
During the pandemic, an Ramon staff continued to implement social emotional programs and strategies to build a culture of caring and our students' ability to self-regulate and problem solve behaviors. It is more clear than ever that the culture of caring needs to be a top priority in education. As many of our students returned to in person learning, we are all challenged with navigating the gaps in their social skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey	2021-22 Percent Positives • Engagement 78% • Academic Challenge 34% • Instructional Methods 41% • Culture 15% • Belonging 59% • Relationships 74%	Increase each area by 10%
Chronic Absenteeism	2022-23 Current Average Attendance Rate 93.3%	Meet State Expectation of 98%
DESSA	2022-23 Percentage of Students In Need of Support 6%	Of the 27 students, decrease the need by 7 students

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, with an emphasis on socioeconomically disadvantaged and English learner student groups

Strategy/Activity

San Ramon will continue to implement lessons for that foster social and emotional awareness to promote and develop mindful attention to oneself and others.

- Implement school wide lessons from Changing Perspectives to unify school strategies and vocabulary for empathy and inclusion.
- Supplement social-emotional development with Second Step, Mindful Schools, Toolbox, Kimochis and MindUP training and workbooks
- Continue training of Trauma-Informed Practices with an emphasis on adverse childhood experiences (ACEs) and toxic stress effects on education
- Increase training opportunities for Restorative Practices and Circles for all teachers
- Utilize BACR Counselor 5 days a week to support individual students and social skills for all student groups
- Implement Dolphin Lab for Kindergarten and First Grade Plan-Do-Review for developing social skills and collaboration in our youngest students
- Implement Wellness Team to develop scope and sequence for social emotional learning and benchmark lessons

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)
10000	Parent-Teacher Association (PTA)
	SEL program materials and teacher training
	District Funded
	Centralized District Funds - BACR Counseling services - LCFF Supplemental
12000	Parent-Teacher Association (PTA)
	Dolphin Lab Certificated Teacher
	District Funded
	Centralized District Funds - additional Dolphin Lab teacher - ELO Grant

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, with an emphasis on socioeconomically disadvantaged and English learner student groups

Strategy/Activity

San Ramon will further refine and implement social and emotional interventions and procedures to support all students with behavior management.

- Review, analyze and revise San Ramon Community Levels of Behavior Severity Scale with interventions and actions to incorporate new SEL training and strategies
- Train lead teachers and student leaders on 12 tools of the Tool Box Project and roll out tools to all students
- Further Develop SST and MTSS procedures and protocols for social-emotional interventions and screeners for services with BACR counselors and school psych interns
- Revisit San Ramon Mission and Vision to align with new research and training
- Implement and revisit Student Behavior Prevention, Intervention, Supports and Process to align with PBIS training and strategies
- Introduce revised on-line Second Step program to implement problem solving strategies
- Initiate DESSA assessment three times a year to gain information and strategies on our students struggling the most with emotional learning
- Develop Equity Group to work with Anthony Muhammad and further develop MTSS and Universal Access supports

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)
800	Title II Part A: Improving Teacher Quality
	Behavior management professional development
	District Funded
	Centralized District Funds - PBIS Teacher Training - BHRS and Educator Effectiveness Grant

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, with an emphasis on socioeconomically disadvantaged and English learner student groups

Strategy/Activity

San Ramon will implement procedures to encourage students to attend school everyday.

- Continue to make school a place where parents and students feel welcome and included by hosting parent coffees, parent support groups, inclusivity team meetings, school-wide videos, and weekly communication tools
- Provide clear and consistent communication to all parent groups about federal, state and district policies regarding attendance during a pandemic
- Leverage relationship with North Bay Security Group for SART (Student Attendance Review Team) Meetings, mentoring and increasing home visits
- Encourage students and families to attend school events in-person and Zoom

- Run weekly and monthly attendance reports to monitor progress

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

Amount(s)   Source(s)

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.

- During the 2021-22 school year, all staff was trained on the 12 essential tools of Tool Box. We developed a scope and sequence during In Motion three days a week to introduce the tools and review MindUP strategies.

- The MTSS Team developed a screener for teachers and parents for counseling request. The screener was used to gain data on the needs of the students and how the social-emotional needs effect their learning.

- Lunch Bunch groups were established to meet with NBSG and BACR counselors to work resolving problems with groups of students.

- Initial training on restorative circles was established for teachers to reflect on how their lessons and class meetings can be strengthened to be inclusive for all of our community.

- We received extended hours for our office technician to support attendance tracking with our SDC classes and larger elementary school.

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

- There was no major differences between budgeting and expenditures.

- Developing a plan for teacher training in PBIS was rescheduled.

- Hiring BACR counselors for five days a week was a challenge.

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.

- Our culture of caring is the foundation of our school and the social emotional regulation strategies carryover into our MTSS protocols and data analysis.

- It is essential that we support not only the academic needs of our students, but the whole child to ensure success.

- By following Maslow's Hierarchy of Needs, our staff meetings, Title II funding and district trainings will provide education for staff to have the tools and knowledge to create classroom and school environments that provide a feeling of safety and comfort.

- PBIS Teams will strengthen our common language to behavior expectations for our school community. This will enhance our social-emotional program development as a school and provide a deeper understanding for all stakeholders.

- Dolphin Lab four days a week for Kindergarten and 1st grade students to have opportunities for Plan-Do-Review to develop social and collaboration skills.

- Wellness Team collaborates monthly to create a scope and sequence of social-emotional program roll-out to create consistency and common language for all stakeholders.

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

Cutlure of Competence

LEA/LCAP Goal

To support closing the achievement gap for English learners, Socioeconomically Disadvantaged Students, Students experiencing homelessness and Foster Youth in all areas, NUSD will leverage Multiple Tiered Systems of Supports (MTSS) to ensure coherence between student needs and system response.

Goal 2

Implement clearly articulated systems for behavior, academics, and social-emotional support with fidelity within a multi-tiered system of support (MTSS) to enhance a "culture of competence" to maximize resources and ensure sufficient support to all students.

Identified Need

San Ramon established Universal Access time for students to receive support with IEP goals, reading intervention, math intervention, English Language Development, school based counseling, small group instruction and more. Each year, it is essential that the programs provide are adjusted to best meet the needs of students. Especially those not meeting expected levels of proficiency with benchmarks and standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Smarter Balanced English Language Arts (ELA)	2021-22 Percentage of students meeting or exceeded standards ELA All 54.68% Hispanic 30.77% English Learner 14.28% Socio-Economically Disadvantaged 36.17%	Increase each by 10%
CAASPP Smarter Balance Mathematics	2021-22 Percentage of students meeting or exceeded standards Math All 54.18% Hispanic 38.46% English Learner 28.57% Socio-Economically Disadvantaged 38.30%	Increase each by 10%
Galileo End of Year (BOY) - ELA	2022-23 BOY Met/ Exceeded standards - ELA All 64% Hispanic 50%	Increase each by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	English Learner 26% Socio-Economically Disadvantaged 45%	
Galileo End of Year (EOY) - Math	2021-22 EOY Met/ Exceeded standards - Math All 50% Hispanic 37% English Learner 21% Socio-Economically Disadvantaged 32%	Increase each by 10%
English Language Proficiency Assessment of California (ELPAC)	Moderately/Well-Developed 47.22%	Increase each by 10%

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, with an emphasis on Hispanic, socioeconomically disadvantaged and English leaner student groups

Strategy/Activity

San Ramon will continue to develop the Multi-Tiered Systems of Support Team in order to meet the needs of students not reaching expected levels of proficiency with standards.
- Establish an MTSS Team
- Further Develop SST and MTSS procedures and protocols
- Attend NUSD PLCs
- Attend California Student Mental Health Conference Spring 2023
- Participate in MTSS Team planning sessions with Data Cycle review of running record and benchmarks
- Establish Universal Access Time 30 minutes a day for grades TK-1 and 45 minutes a day for grades 3rd-5th, 4 days a week for all
- Extend hours for English Language Development (ELD) teacher to support designated instruction
- Continue Reading Intervention teacher and support staff to provide small group instruction
- Establish Math intervention with certificated teacher and paraeducator support
- Implement seven predictors of success First School strategies
- Establish designated time during monthly staff meetings to collect and discuss academic and social and emotional data to inform data driven decisions
- Develop Dolphin Lab to provide further small group instruction time for Kindergarten and 1st grade

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded
	Centralized district Funds - ELD teacher for designated instruction during Universal Access - ELO Grant
5000	Parent-Teacher Association (PTA)
	Universal Access, DolphinLab, and intervention certificated teachers
2500	Title II Part A: Improving Teacher Quality
	Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, with an emphasis on Hispanic, socioeconomically disadvantaged and English learner student groups

Strategy/Activity

San Ramon will continue to develop three tiers of interventions for academic and social emotional support for all students.
- Determine Tier 1 academic and SEL educational experiences all students at San Ramon will receive in their classrooms
- Determine Tier 2 designated strategies and programs for short term interventions for students struggling to meet essential standards or behavior expectations
- Determine Tier 3 school-wide strategies and programs for Intensive interventions for students working far below grade level or struggling with severe social-emotional control
- Continue ELD teacher to support designated instruction for English learners at each grade level during Universal Access
- Continue Reading Intervention teacher and support staff to provide small group instruction using Sonday System and Guided Reading Groups
- Establish stronger math intervention with pull-out and push in support
- Implement and share with the San Ramon Community Levels of Behavior Severity Scale with Interventions and Actions
- Continue weekly Student Study Team meetings with parents to ensure success for all students
- Establish designated time in monthly staff meetings to review and analyze Data Matters, DESSA, Imagine Learning, Running Records, Benchmark Assessments, Learning Maps, proficiency scales and more to discuss academic and social and emotional data to inform data driven decisions

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded
	Centralized District funds - Reading, Math and ELD intervention
6500	Lottery: Instructional Materials
	District adopted reading curriculum, math curriculum, intervention materials

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.

- San Ramon established Universal Access six years ago. Each year we work to improve our individualized instruction and increase services for our students.

- DNQ IEP assessments have decreased to nearly zero. This is due to the fact that we provide robust intervention program to support students. Also, our SSTs are data driven in order to work with parents on IEP qualification.

- MTSS meetings to review benchmark data and running records provide exit and entrance data for students that are in need of intervention.

- In 2021-22, reading intervention was adjusted to focus on reading comprehension in 4th grade. Data showed phonemic awareness was strong for this class which is due to focused intervention with Sonday System over the years.

- CAASSP and Galileo scores increased in ELA for all students.

- ELPAC scored for moderately and developed increased by 3% which led to more reclassification of students to RFEP.

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

- There was no major difference in budgeted expenditures to implement activities.

- PTA provided additional funding last year for afternoon math intervention,

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.

All interventions and universal access times will be adjusted each year to reflect the needs of our students.

- Students will be provided more opportunities to have small group instruction which is one of the essential strategies for effective instruction.

- Adjustments will be made to universal access and social-emotional program implementation in our SPSA to reflect student needs.

- We are adding new trainings for teachers and implementing new tools for students to learning strategies to solve programs, create an inclusive environment, show empathy for others and develop confidence based on their own strengths through Wellness, Equity, Inclusivity and PBIS.

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

Cutlure of Excellence

LEA/LCAP Goal

Through proficiency-based learning all students will demonstrate mastery of the desired learning outcomes, as NUSD ensures all students gain the skills, abilities, and knowledge necessary to be successful in college, career and civic life.

Goal 3

Implement clearly articulated proficiency-based education and school-wide structures to enhance "culture of excellence" and utilize the district-wide essential standards, learning maps, and proficiency scales to foster academic achievement and growth.

Identified Need

It is essential that all students have the opportunity and access to rigorous and relevant instruction. After reviewing academic assessments, report cards, benchmark assessments, and state test results, we have identified student groups that are underperforming their peers. English learners continue to lag behind peers in both ELA and math. Test data shows that less than 50% of Socioeconomically Disadvantaged (SED) and Hispanic students are meeting or exceeding standards on CAASPP or Galileo benchmark assessments. By using district proficiency based-education and school-wide instructional strategies of best practice, the staff will provide dynamic and solid instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Smarter Balanced English Language Arts (ELA)	2021-22 Met/Exceeded Standards ELA All 54.68% Hispanic 30.77% English Learners 14.28% Socio-Economically Disadvantaged 36.17%	Increase each group by 10%
CAASPP Smarter Balanced Mathematics	2021-22 Met/Exceeded Standards Math All 54.18% Hispanic 38.46% English Learner 28.57% Socio-Economically Disadvantaged 38.30%	Increase each by 10%
Galileo End of Year ELA	2021-22 End of Year (EOY) Met/Exceeded Standards ELA All 64%	Increase each by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic 50% English Learner 26% Socio-Economically Disadvantaged 45%	
Galileo End of Year Math	2021-22 End of Year (EOY) Met/Exceeded Standards Math All 50% Hispanic 37% English Learner 21% Socio-Economically Disadvantaged 32%	Increase each by 10%

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, with an emphasis on socioeconomically disadvantaged and English learner student groups

Strategy/Activity

Implement math interventions, math extension activities and project-based learning strategies to increase mathematical foundational skills for all students.
- Establish designated time in monthly staff meetings to collect and discuss academic data to inform data driven decisions
- Use NUSD's data management program DataMatters to identify and monitor student areas for growth
- Administer Galileo math assessment three times a year in grades 1-5 and use the data to establish intervention groups and independent practice activities during Universal Access
- Administer ESGI benchmark assessments to all TK and Kindergarten students three times a year to evaluate growth towards mastering letter names, sounds and number sense to determine if interventions are needed
- Administer MARS and benchmark assessments to students kindergarten through 5th grade to determine progress towards proficiency
- Purchase Reflex Math, Prodigy and Khan Academy for progress monitoring and extension activities that reteach and challenge students
- Provide small group pull-out math instruction to review and reteach math concepts
- Provide push-in math support during math instruction and universal access time for small group math instruction
- Provide before and after school math intervention to support 2nd through 5th grade students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded
	Centralized District Funds -paraeducator and math intervention teacher - ELO Grant
5240	Lottery: Instructional Materials
	Supplemental math materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, with an emphasis on socioeconomically disadvantaged and English learner student groups

Strategy/Activity

San Ramon will continue to implement district-wide learning targets and proficiency scales to ensure high-quality instruction for all students.

- Proficiency Scales, learning maps will be shared with all students and the community so students can track their own learning in English language arts and math
- Build lessons and assessments to support learning maps and Proficiency Scales assessment cycles
- Utilize NUSDteach to support instruction of proficiency based education
- Utilize TLT to lead professional development on calibration of writing benchmarks and MARS tasks
- Increase classroom leveled libraries to include more books that reflect non-fiction content in science, math and social studies
- Data Cycles will be reviewed every 6-8 weeks to target instruction and interventions

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)
4220	Lottery: Instructional Materials
	Instructional materials

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 learning targets and proficiency scales were implemented during the last three school years.
- San Ramon's TLT members led multiple meetings and provided support for the staff through this process.

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

There were no major differences in implementation and budget expenditures.

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

- San Ramon staff will continually review data through assessments and progress monitoring to ensure students are making progress towards standards. This will be done through out MTSS team, grade level teams and individual teacher goals.
- As students struggle or need additional support, MTSS protocols will be implemented and Universal Access time adjusted to meet the needs of our students as discussed in Goal 2.
- Proficiency based education aligned with our essential standards is an important focus to continue to develop content knowledge and our 6 C's of the Graduate Profile.
- TLT member numbers for San Ramon have increased which will support the district initiative for deeper collaboration and equity focus.
- San Ramon staff need to continue our effort to align all instructional practices and benchmark assessment with these targets.
- For 2022-23 our critical milestone to reach will be our PBE implementation to align lessons and assessments to support learning maps for students to gain awareness of tracking their learning and PBE grading platform pilot.

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 Data-Based Decision Making

LEA/LCAP Goal

High Quality Data Based Decision Making: NUSD will expand training and access for the use of DataMatters, the district's data management system in order to implement targeted, time bound data cycles to monitor and improve student outcomes.

Goal 4

Enhance the accuracy of collecting, recording and analyzing behavior and academic data to be utilized within the problem-solving process to improve system effectiveness.

Identified Need

Implementing effective instruction and interventions requires crucial review of data and assessments that reveal how our students' learning is progressing. This type of data analysis needs to be taught and reviewed on a regular basis to ensure student growth and program adjustments that are essential.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Smarter Balanced - ELA	2021-22 Students who met or exceeded standards - ELA All 54.68% Hispanic 30.77% English Learner 14.28% Socio-Economically Disadvantaged 36.17%	Increase each by 10%
CAASP Smarter Balanced - Math	2021-22 Students who met or exceeded standards - MATH All 54.18% Hispanic 38.46% English Learner 28.57% Socio-Economically Disadvantaged 38.30%	Increase each by 10%
Galileo End of Year - ELA	2021-22 End of year - students who met or exceeded standards - ELA All 55% Hispanic 30% English Learners 15% Socio-Economically Disadvantaged 32%	Increase each by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Galileo End of Year - Math	2021-22 End of year - students who met or exceeded standards - MATH All 55% Hispanic 34% English Learners 21% Socio-Economically Disadvantaged 27%	Increase each by 10%

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, with an emphasis on socioeconomically disadvantaged and English leaner student groups

Strategy/Activity

San Ramon will focus on academic and social emotional data to drive instructional practices and programs to support excellence for all students.
- Establish designated time in monthly staff meetings to collect and discuss academic and social and emotional data to inform data driven decisions
- Use DataMatters to identify and monitor student areas for growth on Galileo and Running records
- Administer Galileo assessment three times a year in grades 1-5 to determine progress towards proficiency and create intervention groups
- Administer ESGI benchmark assessments to all TK and Kindergarten students three times a year to determine progress towards proficiency and create intervention groups
- Administer Running Records at least 4 times a year to monitor reading growth and determine reading intervention groups during Universal Access
- Revisit implementation of CAASPP Interim 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)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, with an emphasis on socioeconomically disadvantaged and English leaner student groups

Strategy/Activity

San Ramon will hire a Teacher on Special Assignment (TOSA) to support staff with data driven discussions and coordination of MTSS to support all students.

- Develop job description, routines and schedule for TOSA to support staff and students during the school day
- Establish new procedures for SSTs and scheduling
- Create data cycle Google Doc for continuous monitoring
- Site TOSA will meet district TOSA for professional development
- Utilize district wide assessments and data tools for discussion

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

                                             District Funded

                                             Centralized District Funds - Data Specialist
                                             TOSA - LCFF Supplemental

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.

For the 2021-22 school year a .50 FTE Data Specialist (TOSA) coordinated SST's, worked with MTSS Team who reviewed data and established student assignments for Universal Access, and provided PD for data cycles with teachers.

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

No major differences between the intended implementation and/or budgeted expenditures.

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

For 22-23, San Ramon was to have a fulltime data specialist (TOSA). Do to reassignment, this individual moved to another school in October. To support the staff a retired administrator is on campus part of the week supporting principal with her duties. The principal will carryout the Data Specialist duties and SPSA goals for the year.

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Amanda Langford	Principal
Anna Fields	Parent or Community Member
Christine Mollet	Parent or Community Member
Carlos Banuelos	Parent or Community Member
Courtney Larson	Parent or Community Member
Alwyn Greene	Parent or Community Member
Edith Ainsworth	Classroom Teacher
Rachel Ojeda	Classroom Teacher
Kim Gallagher	Classroom Teacher
Nancy O'Hara	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 11/14/2022.

Attested:

	Principal, Amanda Langford on 11/29/22
	SSC Chairperson, Courtney Larsen on 11/29/22

Budget Summary - San Ramon Elementary 2022-23

Federal	Approved Budget
Title I	N/A
Title II	$3,300
Total Federal provided to the school through the Consolidated Application	$3,300

State and/or Local	Approved Budget
Unrestricted	$17,553
Elementary Yard Duty	$15,694
LCFF Supplemental	$37,673
Lottery - Instructional Material	$14,455
Special Education	$500
PTA	$27,000
General Donation	$35,276
Total State/Local funds for this school	$148,141

Total federal, state, and/or local funds for this school	$151,441