

# 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 28, 2023	December 5, 2023

## Purpose and Description

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

Additional Targeted Support and Improvement  
San Ramon identified for ATSI for Two or More (Race) Chronic Absenteeism and Suspension

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

In order to effectively meet the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs, San Ramon will work collaboratively with the District to implement Tier I curriculum with fidelity and intervene appropriately with Multi-Tiered System of Supports and Proficiency Based Education.

## 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 2023-24 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.

- Spring 2023: Youth Truth Survey Results from Grades third-fifth
- September 28, 2023 : ELAC reviewed and provided input for 2023-24 SPSA
- October 19, 2023: SSC reviewed 2022-23 SPSA and gathered stakeholder input for 2023-24 SPSA
- November 1, 2023: Certificated Staff Meeting to reflect on 2022-2023 SPSA outcomes and Youth Truth Survey Results and set new goals

- November 7, 2023: PTA Executive Meeting to share goals and gather input
- November 7, 2023: ILT goal review and action step clarification
- November 15, 2023: PTA General Meeting to share goals, successes and gather input
- November 30, 2023: SSC Reviewed ELAC input and approved 2023-24 SPSA

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	62	53	46	13.6%	12.9%	10.7%
Fluent English Proficient (FEP)	26	21	18	5.7%	5.1%	4.2%
Reclassified Fluent English Proficient (RFEP)	4	3	4	6.5%	0.7%	0.9%

### Conclusions based on this data:

1. Identification of the process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, including those which address the needs of ELs not meeting or at risk of not meeting challenging state academic content standards. (20 U.S.C. 6314[b][6]; 34 CFR Section 200.25[a]; EC Section 64001[g][2][B])
 

San Ramon will have monthly staff and grade level data cycle meetings to review student performance towards proficiency. In the meetings we use data from Data Matters, Galileo, Running Records, Math Unit Assessments, MARS Tasks, benchmark assessments and learning maps to evaluate program effectiveness.
2. a. Goals to improve student outcomes, identified through the needs assessment, including those which address the academic and language proficiency needs of ELs. (EC Section 64001[g][3][A])
 

SPSA Goal 2: Implement clearly articulated systems for behavior, academics, and social-emotional support with fidelity within a multi-tiered system of support (MTSS) and Universal Access time to enhance a “culture of competence” to maximize resources and ensure sufficient support to all students.

SPSA Goal 3: Implement clearly articulated proficiency-based education and school-wide data cycles to enhance “culture of excellence” and utilize the district-wide essential standards, learning maps, and proficiency scales to foster academic achievement and growth.

b. Evidence-based strategies, actions, or services to reach goals.(EC Section 64001[g][3][B])

All Classroom teachers will use strategies from GLAD and First Schools to create a language productive environment integrated with all subjects and students. Our ELD teacher will use Sonday System and Guided Reading ELD Support to implement designated EL instruction during Universal Access.
3. Proposed expenditures based on the projected resource allocation from the governing board or body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resources inequities, which may include a review of the LEAs budgeting, its SPSA-related portion of the LCAP, and school-level budgeting, if applicable. (EC Section 64001[g][3][C])
 

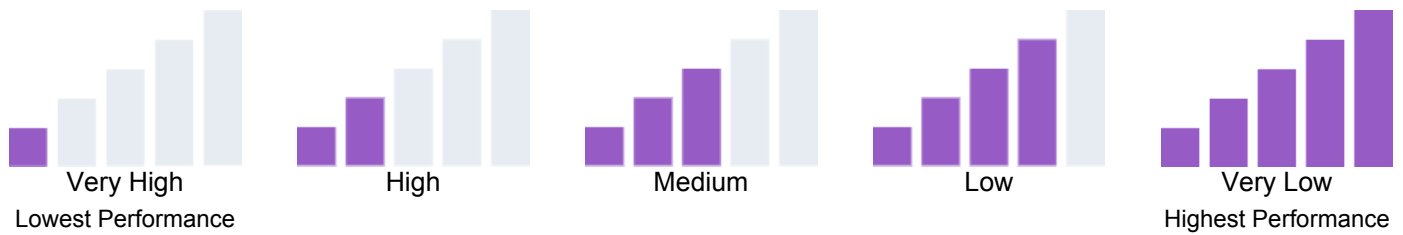
District Funds are used for ELD teacher and LCFF Supplemental funding is used for a Universal Access Paraeducator.

# School and Student Performance Data

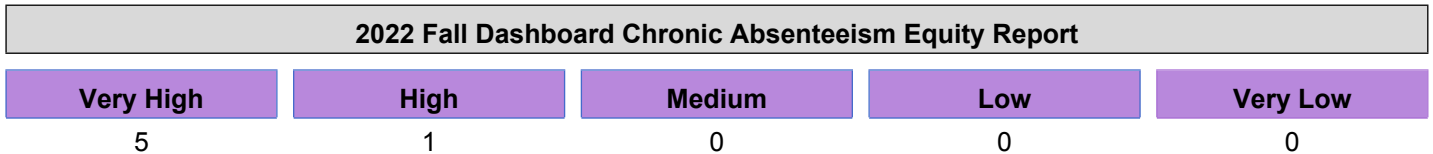
## Academic Engagement Chronic Absenteeism

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

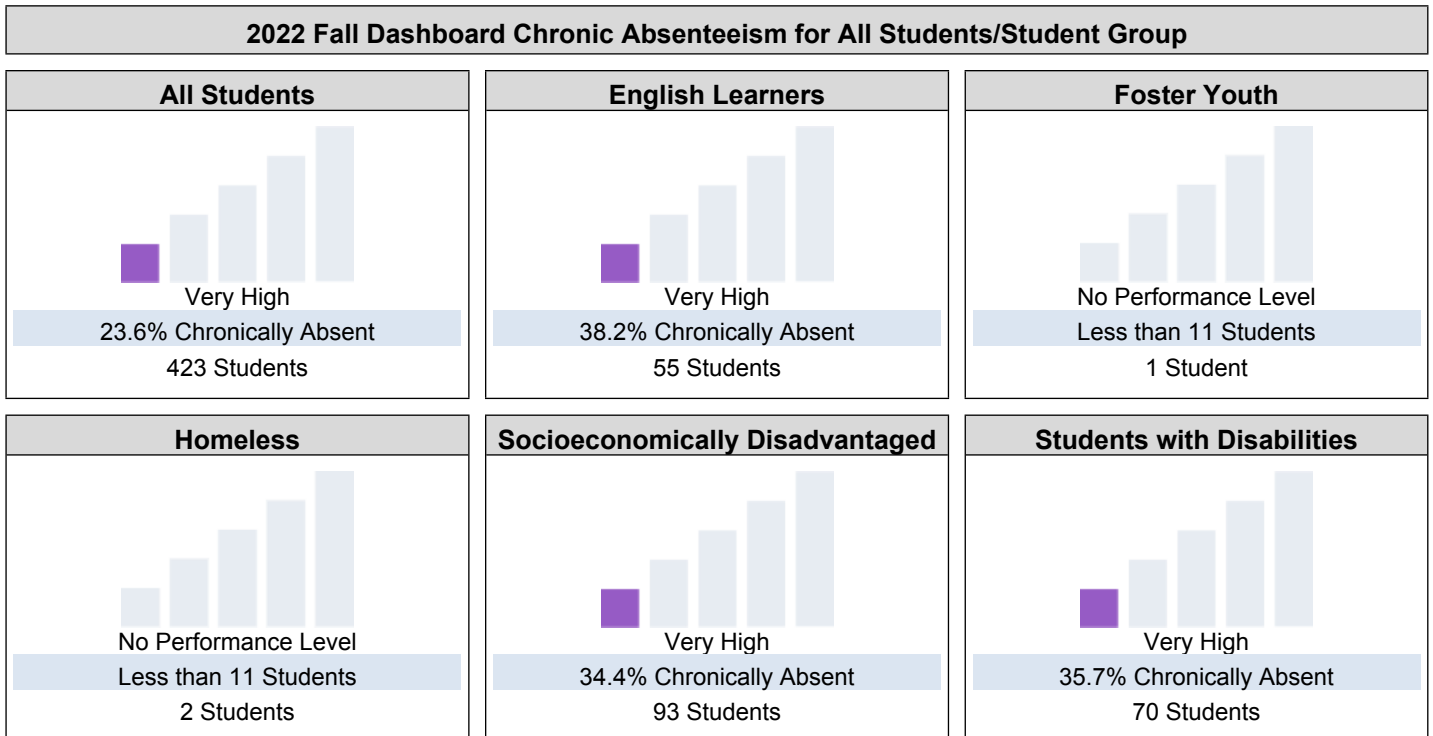
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



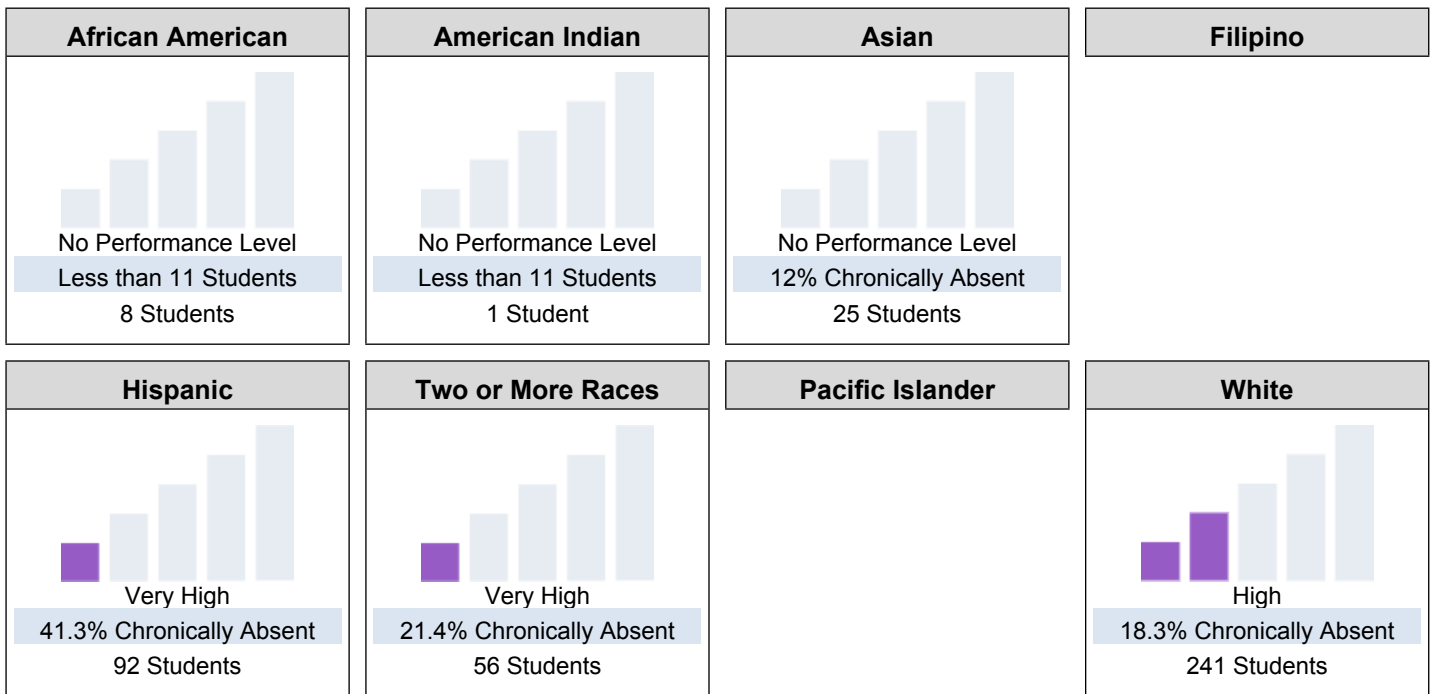
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. San Ramon has very high absenteeism rates, therefore, we are working with d.Can, our district office, and our weekly site attendance teams to increase our daily attendance rates and decrease chronic absenteeism.
2. San Ramon's attendance team has maximized communication outlets to make the community aware of attendance policies, increase awareness and advertise school wide incentives.
3. San Ramon staff has created engaging activities and events around holidays and breaks to reward students and increase desire their to attend school.

# 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 increasing attendance rates and engagement.

## Identified Need

During the pandemic, San Ramon staff continued to implement social emotional programs and strategies to build a culture of caring and engagement back in school. It is more clear than ever that the culture of caring needs to be a top priority in education. As our health guidelines have changed for COVID, it is essential we increase our attendance rates and have students engaged in attending to their learning.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey	2022-23 Percent Positives <ul style="list-style-type: none"> <li>Engagement 86%</li> <li>Academic Challenge 44%</li> <li>Instructional Methods 68%</li> <li>Culture 16%</li> <li>Belonging 44%</li> <li>Relationships 87%</li> </ul>	Increase Academic Challenge, Culture and Belonging by 10%
Average Daily Attendance Rate (ADA)	2022-23 Average Daily Attendance Rate 93.7%	2023-24 Average Daily Attendance Rate 96%
Chronic Absenteeism (CA)	2022-23 Chronic Absenteeism 8% (68 students)	2023-24 Chronic Absenteeism decrease to 35 students
DESSA	2023-24 BOY Students in Need of Support 6.5%	Of the 29 students, decrease the need by 9 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 Hispanic student groups

**Strategy/Activity**

San Ramon will implement programs and incentives school wide to engage in school and increase attendance rates.

- 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 utilize weekly communication tools
- Provide clear and consistent communication to all parent groups about federal, state and district policies regarding attendance
- Create engaging activities and events around holidays and breaks with rewarding and engaging activities to increase desire to attend school
- Communicate positive attendance trends for previous chronically absent students with rewards
- Mail bi-monthly chronic absenteeism letter home for students missing more than 10% of the school year
- Attendance Team will meet weekly to review attendance data and document successes and action tips
- Work the District d.Can teams to create incentives and shift mindset for positive attendance

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1000	General Fund Attendance Incentives
	District Funded Centralized District Funds - BACR Counseling services - LCFF Supplemental
	District Funded d.Can training and support

**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 with implementation of Positive Behavior Interventions and Supports (PBIS) to create a positive learning environment

- 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
- Implement school wide lessons from Changing Perspectives to unify school strategies and vocabulary for empathy, inclusion and neurodiversity.
- Celebrate Inclusivity and Neurodiversity Weeks to create awareness, empathy and establish a school environment that celebrate differences and acceptance for all of our community.
- Increase training opportunities for Restorative Practices and Circles for all staff
- Utilize BACR Counselor 5 days a week to support individual students and social skills for all student groups
- Implement Dolphin Lab for TK-2nd grade Plan-Do-Review for developing social skills and collaboration in our youngest students
- 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
- Incentivize FINS (Finding solutions, including everyone, never give up, sharing kindness) school wide to increase positive behaviors

**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
	District Funded Centralized District Funds - additional Dolphin Lab teacher - ELO Grant
1772	District Funded



	County of Marin BHRS Grant for Incentives for PBIS
10000	Parent-Teacher Association (PTA) Dolphin Lab teacher
4000	General Fund PBIS Incentive materials and posters

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

- During the 2022-23 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 affect 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 PBIS was established for teachers to reflect on how lessons, school routines and procedures can be strengthened to be clear and consistent.

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, wellness, Equity and inclusivity were restructured.
- 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, 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 TK through 2nd grade students provides opportunities for Plan-Do-Review to develop social and collaboration skills.
- Attendance Team collaborates weekly to create communication and incentives for 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

Culture 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) and Universal Access time 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 provided 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)	2022-23 Standards Met/Exceeded ELA All Students 67% Hispanic 43% English Learner 17% Socio-Economically Disadvantaged 39% Students with Disabilities 37%	Increase Student groups by 10%
CAASPP Smarter Balance Mathematics	2022-23 Met/Exceeded Standards Math All Students 60% Hispanic 39% English Learner 34% Socio-Economically Disadvantaged 38% Students with Disabilities 37%	Increase Student groups by 10%
Galileo Beginning of Year (BOY) - ELA	2023-24 Beginning of Year (BOY) Met/Exceeded Standards ELA All 64%	Increase Student groups by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic 41% English Learner 20% Socio-Economically Disadvantaged 36% Students with Disabilities 38%	
Galileo Beginning of Year (BOY) - Math	2023-24 Beginning of Year (BOY) Met/Exceeded Standards Math All 53% Hispanic 31% English Learner 12% Socio-Economically Disadvantaged 36% Students with Disabilities 29%	Increase Student groups by 10%
English Language Proficiency Assessment of California (ELPAC)	Moderately/Well-Developed 46%	Increase 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 learner 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 2024
- 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 2nd-5th, 4 days a week for all
- Extend hours for English Language Development (ELD) teacher to support designated instruction
- Continue with Certificated Reading Intervention teacher and increase with additional support staff to provide small group instruction
- Establish Math intervention with certificated teacher and data driven intervention
- 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 TK through 2nd 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
15000	Parent-Teacher Association (PTA) Universal Access, DolphinLab, and intervention certificated teachers
2000	Title II Part A: Improving Teacher Quality Professional Development Conferences
	District Funded Data Specialist
	District Funded Reading Intervention teacher .5
20862	LCFF - Supplemental Paraeducator and ELD 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 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 increase support staff to provide small group instruction using Sonday System and Guided Reading Groups
- Establish stronger math intervention with pull-out Certificated Teacher
- 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
14000	Lottery: Instructional Materials  District adopted reading curriculum, math curriculum, intervention materials

**Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

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

- San Ramon established Universal Access seven years ago. Each year we work to improve our individualized instruction and increase services for our students. This process is an important contributor to our dramatic increase in CAASPP scores.

- 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 2022-23, reading intervention was adjusted to focus on reading comprehension in 4th grade and 5th grade. Data showed phonemic awareness was strong for this class which is due to focused intervention with Sonday System over the years.
- Math intervention was not as consistent and data driven as staff would have preferred, so it essential to establish stronger math intervention in 2023-24
- 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 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

Culture 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 data cycles 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)	2022-23 Standards Met/Exceeded ELA All Students 67% Hispanic 43% English Learner 17% Socio-Economically Disadvantaged 39% Students with Disabilities 37%	Increase Student Groups by 10%
CAASPP Smarter Balanced Mathematics	2022-23 Met/Exceeded Standards Math All Students 60% Hispanic 39% English Learner 34% Socio-Economically Disadvantaged 38% Students with Disabilities 37%	Increase Student Groups by 10%



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Galileo Beginning of Year ELA	2023-24 End of Year (BOY) Met/Exceeded Standards ELA All 64% Hispanic 41% English Learner 20% Socio-Economically Disadvantaged 36% Students with Disabilities 38%	Increase Student groups by 10%
Galileo Beginning of Year Math	2023-24 End of Year (BOY) Met/Exceeded Standards Math All 53% Hispanic 31% English Learner 12% Socio-Economically Disadvantaged 36% Students with Disabilities 29%	Increase Student groups 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, Kindergarten and first grade 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
- Provide small group pull-out math instruction using data to review and reteach math concepts

### 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 - Dolphin Lab - ELO Grant
5240	Lottery: Instructional Materials Supplemental math materials
8080	Title II Part A: Improving Teacher Quality Teacher Planning Days and Data Cycles

## 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 PBE
- 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)
12244	Lottery: Instructional Materials Instructional materials

# Annual Review

## SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

- The learning targets and proficiency scales were implemented during the last four school years.
- San Ramon's TLT members led multiple meetings and provided support for the staff through this process.
- Math Intervention needed revamping to target struggling students.

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 2023-24 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.

# 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	\$10,880
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$94,998.00

## 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 II Part A: Improving Teacher Quality	\$10,880.00

Subtotal of additional federal funds included for this school: \$10,880.00

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 (\$)
District Funded	\$1,772.00
General Fund	\$5,000.00
LCFF - Supplemental	\$20,862.00
Lottery: Instructional Materials	\$31,484.00
Parent-Teacher Association (PTA)	\$25,000.00

Subtotal of state or local funds included for this school: \$84,118.00

Total of federal, state, and/or local funds for this school: \$94,998.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Amanda Langford	Principal
Anna Fields	Parent or Community Member
Christine Mollet	Parent or Community Member
Carlos Banuelos	Parent or Community Member
Emily Cremdis	Parent or Community Member
Kristin Czikowski	Parent or Community Member
Edith Ainsworth	Classroom Teacher
Rachel Ojeda	Classroom Teacher
Deirdre Quinn	Classroom Teacher
Mira Brownfield	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.

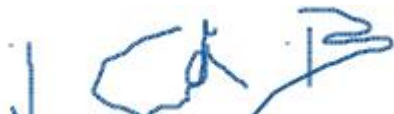
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/28/2023.

Attested:



Principal, Amanda Langford on 11/28/2023



SSC Chairperson, Carlos Solis on 11/28/2023