

The School Plan for Student Achievement

School: Ramona Middle School
CDS Code: 19643296011860
District: Bonita Unified School District
Principal: James Ellis
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The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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School Vision and Mission

Ramona Middle School's Vision and Mission Statements

Ramona Middle School Vision Statement

The Ramona Middle School team is committed to providing a safe and positive learning environment where students are engaged in a rigorous, standards-based curriculum that prepares them for the next level of their education. Ramona will be a place where students develop a desire to continue learning and gain the skills they need to function productively in society.

Ramona Middle School Mission Statement

Our mission is to create a safe and positive learning environment where students will gain the skills necessary to be successful in a rapidly changing world. The Ramona team, working in collaboration with our community, will prepare our students to become independent thinkers, continual learners, and productive citizens.

Ramona Middle School Purpose Statement

Our purpose is to prepare students to become educated, compassionate citizens who thrive in a safe and inclusive environment.

Ramona Expectations -- VIKING PRIDE

In the 2019-20 school years, the staff is promoting school wide expectations of behavior. Viking Pride was developed by a group of 20+ teachers as the essential traits all members of Ramona should aspire to (students and staff). Those traits are: Personal Responsibility, Respect, Integrity, Drive, and Empathy.

School Profile

Ramona is one of the 13 schools of the Bonita Unified School District located in the city of La Verne. Total student enrollment at Ramona is 1396. The staff is made up of 46 general education teachers, 5 special academic instruction teachers and 2 self contained classroom teachers. In addition Ramona supports students who are identified as GATE eligible and these students are provided enrichment programs that are delivered by a certified GATE coordinator. Ramona's two self contained classrooms provide students with specialized support. One of the classrooms is for students who need social and emotional support and the other is for students who have moderate to severe intellectual disabilities. Ramona has a licensed Marriage and Family Therapist full time, on staff to provide social emotional support to students -- either ongoing or during a personal crisis.

Other distinguishing characteristics about Ramona MS include:

- Ramona is one of the two middle schools within the Bonita Unified School District.
- A full time Speech Language Pathologist, School Psychologist and an additional 20% School Psychologist are assigned to Ramona Middle School.
- A district nurse provides health services to students in need.
- It is the only middle school within the district to provide students who are identified with social and emotional difficulties a full time classroom setting called the Viking Academy.
- Students are provided enrichment programs which include; after school drama club, athletics, dance team, 5 different band classes, 5 different performing choir classes and more.
- There are intervention classes in Math and Language Arts available to students in the school day in place of an elective class. There is also a class for students learning English as a second language.

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).

Ramona used the California Health Kids Survey, Attendance and Suspension records, and collaboration that would assist us in the fostering of a positive school climate and engagement in learning. Teachers collaborate bi-monthly in Department meetings to discuss methods of differentiating instruction, common assessment data results and professional develop opportunities. Students have ample access to technology in the classroom, with all academic classrooms having their own set of Chromebook laptops for student use. Ramona MS teaching aligns to California State Academic Standards and Next Generation Science Standards.

Based upon observation and sign-up's parent involvement is low/moderate. A small amount of parents attend the PTA meetings. This is a limitation as we move forward to strengthen our parent and community engagement. There are a core group of parents who volunteer and are engaged in our committees. It is our goal to build a strong foundation of parent engagement and involvement and to ensure that all of our parent are active participants within the school culture and learning environment. One way we are addressing this is by bridging communication daily with the emailing of the school bulletin, weekly website updates and marquee postings.

Students are expressing a positive connection and engagement with the staff at Ramona Middle School. As represented by the Healthy Kids Survey, a high percentage of students feel engaged and connected to the school site and its staff members. Student who are caught being good receive a certificate for a front of the line pass. There is also a Renaissance Assembly for students who earn a GPA meeting the threshold.

Classroom Observations

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

Classroom observations are conducted by both district and site administration. Observations are both formal and informal and are made several times throughout the school year by site administration. The informal observations allow administrators the opportunity to assess the classroom instructional practices and programs on a regular basis. Informal observations also provide opportunities to observe staff and student interactions and engagement. These observations provide feedback to the teacher to provide feedback on strategies that are effective or suggestions for improvement. The informal walk through also provides the site administration insight to potential professional development opportunities for department or school wide implementation.

Formal observations are provided to the teaching staff who are currently within the evaluation year cycle. During the formal observation a teacher is observed one or more times throughout the school year. These formal observations are completed using a pre and post observation meeting to discuss with the teacher the outline of the lesson and how the lesson aligns with the California Standards for the Teaching Profession (CSTP's). These formal observations allow for specific and direct feedback to the teacher in order to help improve their teaching practice and engage student learning.

Summary of Findings: Classroom observations demonstrate that teachers have a working understanding of the CSTP's expectations and the California State Academic Standards as well as Next Generation Science Standards. Teachers work within their collaborative groups to engage in instructional planning and to develop common assessments to ensure their instructional practices and implementation of standards is consistently approaching mastery.

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

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

Ramona utilizes multiple measurements throughout the school year to ensure best practices for student achievement: CAASPP Math Interim Assessments is administered to each student at all grade levels 2-4 times per year. CAASPP Math yearly assessment is administered to all grade levels during the spring semester. Students who are enrolled in Math Integrated I and II also complete the district wide assessments to measure student performance and mastery. The CAASPP ELA Interim Assessments is provided to students 2-4 times per year as well as the CAASPP ELA yearly assessments during the spring semester. The English department also utilizes Accelerated Reader by Renaissance Place to improve literacy comprehension and modifications.

These assessments are a reflection of students current understanding and mastery of the curriculum standards of CCSS and NGSS for their respective grade level. The assessment data also provides the teacher with insight to provide differentiated instruction to targeted groups of students who need additional support. The information provided by these assessments is used to plan and introduce best instructional practice to ensure all students are successful. Through the monthly staff meetings and bi-monthly PLC meetings, data is analyzed and broken down to determine current areas of needed focus and to design actions steps to develop curriculum to ensure the on going differentiation of instruction to targeted students to ensure all students succeed.

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

The data is used to determine and monitor students current mastery of the curriculum matter throughout the school year. Teachers also use the information during department collaborative team meetings to discuss strategies and interventions implemented to provide additional support for students to ensure the mastery of the standards.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Ramona hold a valid California Teaching Certificate and the majority of certificated staff members hold advanced graduate degrees.

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

Teachers receive professional development throughout the year. The district office provides staff development in direction instruction, the CPM (College Preparatory Math) program, the NGSS Standards, implementing technology and more. Teachers are able to seek out and attend outside conferences and/or training based on student needs, teacher needs, and interests. This year, the science department is piloting a new curriculum (Amplify) the better aligns to the Next Generation Science Standards and their expectations of performance (What students should be able to know and do). Elective teachers also attend conferences to broaden their content and instructional knowledge. In 2019-20, a new intervention class for students learning English as a second language was added for students who need extra support in this area. The Bonita USD also provides staff development on current district initiatives.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)
The Bonita Unified School District as well as Ramona Middle School believe that high quality, data driven and research based professional development is essential to continuous improvement of teaching skills and concepts. The district provides or coordinates on-going training bases on the needs identified through student performance indicators including, but not limited to, results from CAASPP Assessments as well as the English Language Proficiency Assessment for California, district and site common assessments, STAR Reading and STAR Math assessments (provided through Renaissance place), input from site administrators and teacher leaders. Professional developments align with the district LCAP Strategic Plan for Student Achievement and District Goals. Teachers, paraprofessionals and administrators participate in workshops and conferences that foster professional growth and collegial sharing. In addition each teacher is provided ample opportunity to collaborate and analyze student data, curriculum development and review of best instructional practices.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
Teachers are provided instructional support/training through staff meetings, administrators, and district specialists. The district has TOSAs in Math and Science to provide the instructional staff (both certificated and classified) with guidance on best practices in the subject area.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)
Teachers are provided a bi-monthly time to collaborate within department groups to discuss curriculum and analyze students performance data to determine targeted growth markers.

Teacher communicate daily with grade level teams.

Lead teachers meet with the counseling staff and administrative staff to determine focus areas of growth and to analyze current instructional programs.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)
Bonita USD has textbooks that align with the California state approved textbooks in the areas of English Language Arts, Science, Social Studies and Mathematics. Teachers have been provided with pacing guides and instructional resources to support daily instruction.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)
Ramona abides by the recommended instructional minutes for academic courses. At-risk students are provided with interventions such as before school tutoring, Math and ELA intervention classes, and through the Special Academic Instruction (Special Education) classes on campus.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
All teachers are provided with department team collaboration time to plan and pace lessons to meet the needs of their students. Common assessments are also utilized to analyze data results and ensure that best first instructional practices are ongoing.

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

All students have access to the California State Standards, Next Generation Science Standards, and Physical Education Model Content Standards

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

All highly qualified teachers use all SBE-adopted and standards-aligned instructional materials for general education, interventions and special education.

Opportunity and Equal Educational Access

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

In the past 3 years, Ramona has increased the number of in-schedule intervention classes for students in need of support but not qualifying for an IEP. In the 2019-2020 school year, the intervention opportunities will expand to 4 classes -- 2 in ELA, 1 in Math, and 1 for English Language Learners. Additionally, there are co-teaching classrooms where students with and without IEPs benefit from two teachers providing instruction, one a general education teacher and the other a specialized services teachers. These co-teach classes also have a para-educator assigned to assist. There is math tutoring available to all students 4 days a week before school. Many teachers also open their classrooms before school and/or at lunch for students to receive support.

14. Research-based educational practices to raise student achievement

The following list is several different research-based practices that are being used at Ramona to increase student achievement.

- Professional Learning Communities in the form of Department Meetings to review student achievement, plan curriculum, adjust instruction, research best practices
- Accelerated Reader
- Thinking Maps
- Google Classroom
- 1:1 Technology Devices
- Modified Assignments
- Scaffold Instruction
- Math and ELA Intervention Classes

Parental Involvement

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

Ramona Vikings Website

Aeries Parent Portal

Parent Teacher Conferences

Open House

Back to School Night

Parent Teacher Association

West Ed. Healthy Kid Survey

16. 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)

There are several opportunities for parents and community representatives to be involved with the planning and implementation of activities and programs at Ramona. DLAC, ELAC, SSC Advisory Committees and PTA are just a few committees that we offer annually for parent and community involvement. Family and community involvement takes place at a multitude of levels; Parent volunteers are an integral part of our school community.

- DLAC
- ELAC
- School Site Council
- Ramona Vikings Website
- Back to School Night
- Open House
- Parent Teacher Conferences
- Awards Night
- PTA
- Automated dialing systems for communicated school information
- Parents and community members are consistently invited and encouraged to serve on the school site committees that support the overall goals and visions for the school.

Funding

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

Categorical funds consist of Title I and Title III. State and federal funds are used to support, but not supplant, the district's general funds in providing resources and services to all of our students. The following special programs are offered at the school:

- English Language Learner Program
- Resource Specialist Program
- Gifted and Talented Education
- Marriage and Family Therapist Mental Health Counseling
- Speech and Language Services
- School Psychologist

18. Fiscal support (EPC)

Ramona receives funding from district general budget, categorical budgets, donations and PTA for some school related activities.

Description of Barriers and Related School Goals

The barriers of Ramona Middle School include the following:

- Continued need for ongoing training and resources that align with California State Academic Standards and Next Generation Science Standards
- Continued need for staff development to align with the California State Standards and Next Generation Science Standards
- Continued need for increased parent involvement
- Continued need for staff development in the area of technology
- Continuous need to analyze student assessment results with a focus on significant subgroups and their achievement
- For the classrooms serving students more severe social-emotional needs, there is a need to more access to specialized staff with expertise in behavior modification.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	422	449	456	414	449	454	413	449	454	98.1	100	99.6
Grade 7	469	422	437	462	420	434	461	420	434	98.5	99.5	99.3
Grade 8	487	472	430	479	467	429	478	467	429	98.4	98.9	99.8
All Grades	1378	1343	1323	1355	1336	1317	1352	1336	1317	98.3	99.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2535.9	2557.0	2551.8	16	23.16	23.79	42	42.76	38.77	23	22.27	24.01	19	11.80	13.44
Grade 7	2579.7	2588.4	2599.0	20	25.24	29.72	48	45.00	46.54	18	18.57	14.52	14	11.19	9.22
Grade 8	2596.4	2603.4	2608.1	22	26.98	29.37	42	39.19	38.46	25	22.27	23.31	12	11.56	8.86
All Grades	N/A	N/A	N/A	19	25.15	27.56	44	42.22	41.23	22	21.11	20.65	15	11.53	10.55

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	21	26.28	29.30	52	54.57	46.04	27	19.15	24.67
Grade 7	34	34.05	38.02	46	50.00	45.16	20	15.95	16.82
Grade 8	32	34.55	35.90	48	43.78	45.92	20	21.67	18.18
All Grades	30	31.61	34.32	48	49.36	45.71	22	19.03	19.97

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	26	36.38	34.58	50	48.66	47.80	24	14.96	17.62
Grade 7	41	48.56	49.77	47	43.30	41.24	12	8.13	8.99
Grade 8	38	39.78	42.89	48	49.25	47.79	14	10.97	9.32
All Grades	35	41.40	42.29	48	47.18	45.63	16	11.42	12.07

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	18	21.60	22.69	72	68.82	66.74	10	9.58	10.57
Grade 7	20	16.90	21.89	70	69.29	68.20	10	13.81	9.91
Grade 8	24	21.89	22.14	65	69.31	69.93	11	8.80	7.93
All Grades	21	20.22	22.25	69	69.14	68.26	10	10.64	9.49

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	31	39.20	35.02	56	48.55	52.64	13	12.25	12.33
Grade 7	33	42.24	49.54	55	45.82	41.94	12	11.93	8.53
Grade 8	33	45.28	47.09	56	40.34	44.29	11	14.38	8.62
All Grades	32	42.28	43.74	56	44.83	46.39	12	12.89	9.87

Conclusions based on this data:

1. 65.92% of 6th grade ELA students were Standards Met or Standards Exceeded.
70.00% of 7th grade ELA students were Standards Met or Standards Exceeded.
66.17% of 8th grade ELA students were Standards Met or Standards Exceeded.
2. 34.07% of 6th grade ELA students were Standards Nearly Met or Standards Not Met.
29.76% of 7th grade ELA students were Standards Nearly Met or Standards Not Met.
33.83% of 8th grade ELA students were Standards Nearly Met or Standards Not Met.
3. In order to provide continuous support for the students at Ramona there are several interventions in place to increase our percentage of Standards Met and Standards Exceeded.
 - ELA Co-Teaching Classes
 - ELA Intervention Intervention Class
 - English Learner Aide
 - After School Homework Center

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	422	448	456	414	448	454	411	448	454	98.1	100	99.6
Grade 7	468	421	436	461	420	432	459	420	432	98.5	99.8	99.1
Grade 8	487	473	430	479	467	429	479	467	429	98.4	98.7	99.8
All Grades	1377	1342	1322	1354	1335	1315	1349	1335	1315	98.3	99.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2561.1	2582.8	2567.7	31	40.85	34.36	27	26.12	26.65	26	21.65	23.57	16	11.38	15.42
Grade 7	2564.4	2567.2	2594.3	25	27.14	35.19	21	26.67	26.85	37	27.14	27.08	16	19.05	10.88
Grade 8	2585.9	2597.6	2607.7	28	33.40	37.53	24	23.98	23.54	25	21.63	21.45	23	20.99	17.48
All Grades	N/A	N/A	N/A	28	33.93	35.67	24	25.54	25.70	30	23.37	24.03	19	17.15	14.60

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	43	54.46	46.92	33	29.02	32.38	24	16.52	20.70
Grade 7	32	35.48	47.22	40	35.71	35.42	28	28.81	17.36
Grade 8	37	43.04	46.39	33	33.40	33.57	29	23.55	20.05
All Grades	37	44.49	46.84	36	32.66	33.76	27	22.85	19.39

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	29	37.05	31.06	51	47.32	47.58	20	15.63	21.37
Grade 7	27	32.14	34.26	48	47.86	48.15	25	20.00	17.59
Grade 8	26	32.76	37.30	55	43.68	45.22	19	23.55	17.48
All Grades	27	34.01	34.14	51	46.22	47.00	21	19.78	18.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	26	41.07	37.22	55	44.20	39.43	19	14.73	23.35
Grade 7	27	30.00	31.94	58	55.71	56.25	15	14.29	11.81
Grade 8	28	31.48	36.36	55	52.25	48.02	17	16.27	15.62
All Grades	27	34.23	35.21	56	50.64	47.76	17	15.13	17.03

Conclusions based on this data:

1. 66.97% of 6th grade Math students were Standards Met or Standards Exceeded.
53.81% of 7th grade Math students were Standards Met or Standards Exceeded.
57.38% of 8th grade Math students were Standards Met or Standards Exceeded.
2. 33.03% of 6th grade Math students were Standards Nearly Met or Standards Not Met.
46.19% of 7th grade Math students were Standards Nearly Met or Standards Not Met.
42.62% of 8th grade Math students were Standards Nearly Met or Standards Not Met.
3. In order to provide continuous support for the students at Ramona there are several interventions in place to increase our percentage of Standards Met and Standards Exceeded.
 - Math Co-Teaching Classes
 - Math Intervention Intervention Class
 - Before School Math certified tutor
 - After School Homework Center

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Conclusions based on this data:

1.

Planned Improvements in Student Performance

District Goal #1: School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements. The School Site Council has identified students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures of students not yet meeting state standards:

Theme: Personalized Learning		
District Goal #1:		
1. The District will provide instruction that offers high quality teaching, curriculum, technology, and learning environments to address the needs of all students and staff ensuring students are college and career ready.		
Metrics/Target:		
Metric		Target
Aeries: Meeting A-G graduations Requirements:		60% of all students met A-G graduation requirements
65% All students		52% of Low Income graduated having met A-G requirements
55% Low Income		
State CAASPP: Meeting or exceeding standards in Math		Math results (Percent Meeting or Exceeding Standards)
55% All students		56% All Students (Up 2%)
50% Low income		44% Low Income Students (Up 4%)
32% English Learners		31% English Learners (Up 6%)
State CAASPP: Meeting or exceeding standards ELA		ELA results (Percent Meeting or Exceeding Standards)
68% All students		71% All Students (Up 3%)
59% Low income		59% Low Income Students (Up 6%)
27% English Learners		32% English Learners (Up 3%)
Redesignated students to English proficient		22% of BUSD EL students were redesignated
15% Redesignated students		11%)
District Data PD Sign in Hours & PD Days:		5 hours of training per co-educational personnel
Hours of participation in professional opportunities for co-educational (classified), certificated and management		60 hours of training per certificated person
		26 hours of training per management personnel
West Ed Student Survey:		71% of Grade 5 students
Students strongly agree/agree that they feel connected to the school		70% of Grade 7 students
		57% of Grade 9 students
		54% of Grade 11 students

CALPADS: District-wide attendance rate: Maintain at least 95% attendance rate

BUSD met the goal of at least 95% attendance in grades TK- 12 was 96.2%.

CALPADS: Chronic absenteeism rate; Maintain no more than 6% chronic absenteeism rate

BUSD had a 6.8% chronic absenteeism rate

CALPADS: Suspension rates

Metric changed from CALPADS to the California Department of Education indicates that for all students the data is as follows

0.5% elementary

4.5% secondary

18% continuation school

ALL Students: 3.3%

- 1.5% decrease

Green on CAASPP Dashboard

CALPADS:

BUSD had a 94.7% graduation rate

4 year cohort graduation rate including comprehensive, alternative programs and non-public schools: Maintain at least 96% graduation rate

School Goal #1:

Ramona Middle School will Increase student achievement (as defined analyzing the percentage of students meeting or exceeding standard (CAASPP). The goal on the 2019-20 assessments will be for 74% of students to meet or exceed standards on the ELA assessments and for 60% on the math assessments.

Data Used to Form this Goal:

2017-2018 CAASPP

Preliminary Scores for 2018-19 CAASPP (embargoed as of this writing)

Findings from the Analysis of this Data:

Based upon the 2017-2018 CAASPP:

Overall, 68.79% of students taking the ELA Smarter Balanced Assessment either Met or Exceeded Standards.

Overall, 61.37% of students taking the MATH Smarter Balanced Assessment either Met or Exceeded Standards.

62.56% of 6th grade ELA students were Standards Met or Standards Exceeded.

76.26% of 7th grade ELA students were Standards Met or Standards Exceeded.

67.83% of 8th grade ELA students were Standards Met or Standards Exceeded.

61.01% of 6th grade Math students were Standards Met or Standards Exceeded.

62.04% of 7th grade Math students were Standards Met or Standards Exceeded.

61.07% of 8th grade Math students were Standards Met or Standards Exceeded.

The 2018-19 CAASPP Data was embargoed as of this writing -- will update SPSA and Site Council when numbers are available to the public.

How the School will Evaluate the Progress of this Goal:

The ultimate measure will be when looking at future results of the Smarter Balanced Assessments (CAASPP). Within the school year, student Assessments, District Benchmark, Performance Tasks, Accelerated Reader and Math Assessments, and other common assessments will be used to identify strengths and areas of need. Classroom instruction will be adjusted based on the analysis and needs of the students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure		
			Description	Type	Fund

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure		
			Description	Type	Fund
1. Provide teachers and instructional aides core curriculum and supplemental materials that are aligned to California State Standards to implement educational programs.	2019-20	Administrators, Teachers, Para-educators	Purchase Core Curriculum Materials aligned to Ca. State Standards	4000-4999: Books And Supplies	LCFF
			Purchase Supplemental Materials to provide additional resources for use in class and/or to provide resources for intervention with struggling students.	4000-4999: Books And Supplies	LCFF
			Curriculum for use exclusively in classrooms with Title 1 students to provide academic intervention and promote student achievement.	4000-4999: Books And Supplies	Title
			These materials will be identified over the course of the year after analyzing student test results.		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure		
			Description	Type	Fund
2. Provide classrooms with necessary technology, equipment (including appropriate licenses and maintenance agreements) to develop and deliver curriculum and promote student achievement.	2019-20	Administration, Teachers and Para- Educators	Purchase technology and other equipment for use in the classroom to support student learning. This includes, but is not limited to, teacher laptops computers and presentation technology, student technology for 1:1 use, digital equipment for video production and drama classes, technology for health living course, etc.	0000: Unrestricted	LCFF
			Purchase technology beyond the core needs of the classroom to enhance learning opportunities and/or support struggling students.	0000: Unrestricted	LCFF
			Purchase technology to be used with Title 1 students that will support that academic needs. The equipment will be supplemental to core offerings - providing additional resources for these students.	0000: Unrestricted	Title

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure		
			Description	Type	Fund
3. At the beginning of the year and all grade reporting periods, review student achievement data (multiple measures: AR, STAR assessments, benchmarks, Interims, etc). Identify students needing additional support and enroll in programs and students who are no longer needing resources and can access the curriculum without support.	2019-20	Administration, Counselors, Teachers, Para-Educators, Classified staff	Certificated hourly money to compensate for meetings outside the work day to review data and target students for intervention and Title 1 support.	1000-1999: Certificated Personnel Salaries	Title
			Hire substitute teachers for meetings within the work day so full-time staff can review data and target students for intervention and Title 1 support.	1000-1999: Certificated Personnel Salaries	Title

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure		
			Description	Type	Fund
4. Provide teachers and para-educators additional materials, training, technology, and/or equipment to implement intervention programs for Title 1 students.	2019-20	Administration, Teachers and Para-Educators	Send teachers and para-educators to trainings (including but not limited to conferences, online training, contracted on-site training, etc.) in researched based strategies to support students not meeting standards and targeted for Title 1 support.	5800: Professional/Consulting Services And Operating Expenditures	Title
			Specific training to be identified based on analysis of needs discovered during when reviewing student achievement data.		
			Substitute employee costs incurred as a result of training attendance by full-time certificated employees.	1000-1999: Certificated Personnel Salaries	Title
			Substitute employee costs incurred as a result of training attendance by full-time classified employees.	2000-2999: Classified Personnel Salaries	Title

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure		
			Description	Type	Fund
5. Fund a full time counselor to provide additional support to students who are not making sufficient academic progress. Counselor provides social emotional support and connections to resources (both school based and outside school) to students and families who may have barriers outside the classroom that are impeding academic progress.	2019-20	Counselor	Partially Funding additional Student Service Coordinator to support Title 1 students. Counselors activities may include (but are not limited to) meeting with students and/or parents to connect with resources, enroll in intervention, motivate performance, review plans and performance.	1000-1999: Certificated Personnel Salaries	Title
6. Provide extra duty opportunities for staff, as needed, to support academic progress in ELA and Math (i.e. homework club, zero period intervention, Saturday school opportunities, after school classes, etc)	2019-20	Administration, Teachers, Paraeducators	Math Homework Club run by credentialed staff member (hourly pay) before school/zero period. Students drop in for assistance.	1000-1999: Certificated Personnel Salaries	LCFF
			Other opportunities to be determined (certificated)	1000-1999: Certificated Personnel Salaries	LCFF
			Other opportunities to be determined (classified)	2000-2999: Classified Personnel Salaries	LCFF
7. Purchase necessary equipment and materials for presentations, events, field trips, and/or assemblies to promote college and career readiness.	2019-20	Administration, Teachers, Para-educators, Classified Staff	College/Career Week, Red Ribbon Week, Motivational Speakers, school wide events,	0001-0999: Unrestricted: Locally Defined	LCFF

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure		
			Description	Type	Fund
8. Provide targeted "at risk" students with enrichment opportunities to promote college/career readiness.	2019-20	Administration, Teachers	Enrichment opportunities (including but not limited to: field trips, motivation speakers, etc.) for targeted students to promote college/career readiness. These programs will be identified based on student interest and/or need during the school year.	0000: Unrestricted	Title
9. Provide curriculum, instruction and/or extra-curricular opportunities to students identified as above grade level to foster appropriate growth and academically rigorous experiences.	2019-20	Administration, Teachers, Para-educators	GATE opportunities. After school programs, field trips, etc.	0000: Unrestricted	LCFF
10. Purchase necessary materials, books, technology, equipment for school and classroom libraries to promote literacy and research.	2019-20	Administration, teachers, para-educators, media clerk	Library purchases, books and other materials	0000: Unrestricted	LCFF

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure		
			Description	Type	Fund
11. Academic departments on campus have release time (known as planning days) for curriculum development, collaboration, grading, data review.	2019-20	Administration, Teachers	Release days are provided to English, Math, History, Science, Specialized Services, for academic purposes (curriculum alignment and development, grading). Physical Education has days for curriculum development or ropes/course training. Electives may request as needs arise in their classes.	1000-1999: Certificated Personnel Salaries	LCFF
			Release days are provided for district training on research based teaching practices, direct instruction, EL training, meeting the needs of students with IEPs and 504s, behavioral management.	1000-1999: Certificated Personnel Salaries	LCFF

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure		
			Description	Type	Fund
12. Provide professional development opportunities for teachers and support staff. PD should target on best practices in support of student achievement. May include instructional strategies and/or behavior support strategies.	2019-20	Administration, Teachers, Para-educators	CPM Conference for 8th grade Math Teachers	5800: Professional/Consulting Services And Operating Expenditures	LCFF
			CMC Conference for math teachers.	5800: Professional/Consulting Services And Operating Expenditures	LCFF
			CAASPP training conference for ELA and Math	5800: Professional/Consulting Services And Operating Expenditures	LCFF
			Other conferences as they are identified by needs of departments.	5800: Professional/Consulting Services And Operating Expenditures	LCFF
			Provide books, materials, and/or online resources on professional development topics	4000-4999: Books And Supplies	LCFF
			Conferences for Certificated and/or Classified Staff focusing on Social/Emotional Support (MTSS-Behavior, PBIS)	5800: Professional/Consulting Services And Operating Expenditures	LCFF

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure		
			Description	Type	Fund
<p>13. Provide ELA and Math Intervention class within the master schedule for Title I students identified as 'at risk' in Reading/Writing and Mathematics</p> <p>Classes will all year. Students may enter or leave class based on performance/need.</p>	2019-20	Teachers	<p>Purchase 2 sections for intervention classes. This may require placing a teacher on a 120% FTE assignment.</p>	1000-1999: Certificated Personnel Salaries	Title
<p>14. Special Education Teachers receive funding to purchase support materials in the classroom. This includes, but is not limited to, token economy awards, supplement course materials, specialized equipment.</p>	2019-20	Special Education Teachers	<p>Teachers are given a classroom stipend of \$70/section to purchase materials in support of student learning.</p>	4000-4999: Books And Supplies	Spec

Planned Improvements in Student Performance

District Goal #1: School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements. Students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures of students not yet meeting state standards:

School Goal #2:

Ensure equitable access and use of innovative technology to ensure students are college and/or career ready and getting technology based

Data Used to Form this Goal:

Formal and informal classroom observation, teacher instructional framework and student work samples.

Findings from the Analysis of this Data:

Students need typing skills and computer research skills in order to meet the college and career readiness standards.

Students need computer literacy skills in order to be successful on state testing to meet the CCSS.

Online resources can support to work of the teacher and student at home, during breaks, and/or during differentiation time in the classroom.

How the School will Evaluate the Progress of this Goal:

Classroom Observations

CAASPP Assessment Data

Student work samples

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure		
			Description	Type	Fund
Online resources to support ELA and math will be purchased to academic achievement and support computer literacy	Ongoing	Administration and Teachers	Online Resources: Flocabulary Accelerated Reader Edulastic IXL (Math) EdPuzzle	0001-0999: Unrestricted: Locally Defined	LCFF
Technology/instructional supplies and equipment	Ongoing	Administration and Teachers	Purchase additional Chrombooks, headphones, technology devices and classroom instructional materials.	0001-0999: Unrestricted: Locally Defined	LCFF

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure		
			Description	Type	Fund
Student elective courses to provide technology instruction.	Ongoing	Administration and Teachers	Provide students will elective course offerings driven by student input and interest.	None Specified	

Planned Improvements in Student Performance

District Goal #2: School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements. Students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures of students not yet meeting state standards:

Theme: Students & Adults		
District Goal #2:		
2. The District will provide high quality, safe learning environments by recruiting and retaining qualified staff, implementing standards-based		
Target:		
Metric		Target
District Purchased Resources: ELA materials aligned to CA State Standards 90% aligned (Fall 2018)		100% aligned (Spring 2018)
District Purchased Resources: Math materials aligned to CA State Standards 75% aligned (Fall 2018)		With the purchase of CPM integrated Math 1, the district increased alignment of Math materials.
District Data: Ed Code 35186 Williams Complaints filed Maintain 0 Complaints (Spring 2019)		We have maintained 0 complaints in regards to requirements for students to have all necessary and clean.
District Data: Williams Act October Instructional Materials Board Approval Maintain 100% of students have access to all appropriate instructional materials. (October 2018)		100% of students have access to all appropriate instructional materials. Board approval was board approved in October 2018.
West Ed Student Survey: Percent of students that feel safe at school 91% of Grade 5 students feel safe 82% of Grade 7 students feel safe 77% of Grade 9 students feel safe 81% of Grade 11 students feel safe (February 2019)		Percent of students that feel safe at school 86% of Grade 5 students feel safe 71% of Grade 7 students feel safe 68% of Grade 9 students feel safe 71% of Grade 11 students feel safe Additionally, about 25% of secondary students feel safe nor unsafe", leaving fewer than 7% who

District Data--Credential Audit: Maintain 0 misassignments 100% of teachers will be correctly credentialed and appropriately placed. (December 2018)	100% of teachers were placed in classrooms school year following the California Commis: Accreditation requirements.
District Data: Williams Act October Instructional Materials Board Approval	100% of students have access to all appropri 2018)
District Data: Facilities Inspection Tool (FIT) Reports Maintain 100% of facilities will be in good repair based on the FIT reports (January 2019)	The Maintenance and Operation supervisors January 2019 with 100% of facilities in good
School Goal #1:	
Ramona Middle School will promote student-school connectivity by maintaining high-quality and safe learning environment, recruiting and providing curricular and extra-curricular activities that support student social/emotion well-being and growth.	

Data Used to Form this Goal:

Results of the West-Ed Surveys, provide to students, parents and staff.

Highlights from the student survey include:

Using a scale of High-Moderate-Low, students reported school connectedness as 61-35-5 and academic motivation as 40-43-17.

When rating the prompt, "At school, there is a teacher or some other adult that cares about me" 22% stated very much true, 35% pretty much true, 19% a little true, 8% not at all true.

When rating the prompt, "At school, there is a teacher or some other adult who listens to me when I have something to say" 34% stated very much true, 19% a little true, 8% not at all true.

62% of students stated it is "very much true" or "pretty much true," that at school, the students do interesting activities.

When asked if they feel close to people at this school (this did not distinguish between adults or peers), 69% of students either agreed or strongly agreed, 6% stated disagree or strongly disagree. When asked if they are happy to be at this school, 70% said agree or strongly agree, 21% were neutral, 6% disagreed. 72% of students agreed or strongly agreed that teachers treat students fairly, with 10% disagreeing. 71% reported feeling safe at school.

Discipline data for 2018-19 indicates an increase in the number of suspensions and discipline entries school wide. Anecdotally, teachers report more discipline referrals on campus which aligned with more discipline referrals. The discipline data plus teacher reports led Ramona to work to redefine our expectations for students and staff to strive for (VIKING PRIDE).

Findings from the Analysis of this Data:

As a general rule, students are connected to the school. They feel heard by staff members and other adults and feel cared for. Most students are close to and are happy. In nearly every area, there is 10-15% of students that feel disenfranchised or disconnected. As such, Ramona should continue to work for student involvement, and reach-out to those students who may not otherwise try to connect on their own.

VIKING PRIDE is a redefining of school-wide expectations of behavior. It clarifies expectations of behavior and provides a basis for lessons in behavior. It leads the staff to a Multi-Tier Systems of Support (MTSS) approach to behavior -- similar to the intervention system in place academically.

How the School will Evaluate the Progress of this Goal:

Evaluate athletic and extra-curricular activities to ensure all students have access, regardless of gender, race, income-level, sexual orientation. Identify students who are not connected and help them find an interest to share with others. Ramona Middle school should endeavor to hire more staff to work with our students. Ramona Middle School should keep the campus facilities clean and up to date to promote a culture of preparedness and safety. Observation of program and grounds to make sure they are running and up-to-date.

VIKING PRIDE and the work with developing MTSS should see a decline in the number of discipline referrals and/or suspensions on campus.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure		
			Description	Type	Fund
Provide incentives for students who excel and/or show great improvement academically, socially and or academically on campus.	2019-20	Administration, Teachers, Para-educators	Assemblies, recognition nights, and awards for students who excel or show improvement in targeted areas.	0000: Unrestricted	LCFF

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure		
			Description	Type	Fund
Promote school spirit with opportunities for students to have supplies and/or apparel with school logo.	2019-20	Administration, Teachers, ASB	ASB will run a student store with spirit shirts, hats, and merchandise for sale	0000: Unrestricted	ASB
Provide funds for athletic opportunities for all students at all grade levels.	2019-20	Administration, Teachers	Interscholastic sports teams for 7th and 8th grade students. The school will incur costs involved with equipment, uniforms, coaches, transportation, and other incidentals, officials.	0000: Unrestricted	LCFF
			Intramural opportunities for 6th graders with 8th graders as coaches. Costs incurred for equipment, staff supervision.	0000: Unrestricted	LCFF
RMS will spend site money for landscape upkeep/improvement, building maintenance, custodial materials.	2019-20	Administration, Classified staff	Purchase equipment for custodians to maintain grounds/classrooms. The district office funds many of these projects.	0000: Unrestricted	LCFF
RMS will provide opportunities for clubs run by students (through ASB).	2019-20	Teachers, Administration	Club oversight and expenses.	None Specified	ASB
RMS will spend money to keep campus safe, including but not limited to campus supervisor equipment, emergency preparedness equipment, release time to organize and develop a safety plan	2019-20	Administration, Classified Staff, Teachers	Emergency supplies	0000: Unrestricted	LCFF
			campus supervisor equipment	0000: Unrestricted	LCFF
			The RMS safety committee will have release time to make sure our safety plan is up to date and supplies are in tact.	0000: Unrestricted	LCFF

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure		
			Description	Type	Fund
RMS will hire and maintain highly-qualified staff to instruct and support our students	2019-20	Administration	Hiring practices will seek to secure the most talented staff in services to our students and families.	None Specified	
RMS will provide student mental health services beyond the services of the full time MFT to support students on campus.	2019-20	Administration, Counselors,	Contract with an outside Marriage Family Therapist to provide mental health services to staff.	0000: Unrestricted	LCFF
Purchase a behavioral support program to be implemented with students identified as Title 1 and that struggle with social/emotional skills to an extent that it impedes academic success and social relationships on campus with peers and staff.	2019-20	Administration, Teachers	Purchase materials for SEL Program in Viking Academy (Title I students with identified needs in emotional regulation). Program to be identified by new instructor in class in 2019-20 - update with name/cost when it is selected.	4000-4999: Books And Supplies	Title
The teachers and student government will provide extra-curricular activities for students, promoting school connection. These include but are not limited to: Student government, action color competitions, student birthday recognition lunches, student of the month recognition, honor roll recognition, ULV Mentor program Where Everyone Belong (WEB) 6th grade welcome program, etc.	2019-20	Administration, Teachers	there may be costs involved with running these programs. They are determined as the year goes on as needs are identified.	0000: Unrestricted	LCFF

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures		
			Description	Type	Fund
Provide Professional Development in Social/Emotional Learning to all school staff (MTSS approach to behavior). This may take the form of consultants presenting to staff or sending staff members to conferences/training. The staff will also work to research and implement programs on campus to support social/emotional learning.	2019-20	All School Staff	Assistant Principal, Principal, and two teachers to attend MTSS Conference hosted by Orange County Office of Education (July 2019). Conference costs, mileage, and hotel costs included.	5800: Professional/Consulting Services And Operating Expenditures	LCFF
			Identify consultants/trainers and/or school wide programs to implement SEL supports for students.	5800: Professional/Consulting Services And Operating Expenditures	LCFF
			Release time for certificated staff to research and develop MTSS programs for implementation on campus.	1000-1999: Certificated Personnel Salaries	LCFF
			Release time for classified staff to research and develop MTSS programs for implementation on campus.	2000-2999: Classified Personnel Salaries	LCFF

Planned Improvements in Student Performance

District Goal #3: School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements. Students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures of students not yet meeting state standards:

Theme: Community	
District Goal #3:	
3. The District will partner with parents and the community to increase engagement between home and school, communications and parent involvement, and continually improving the school climate at each school.	
Target:	
Metric	Target
West Ed Survey, Parent Survey Targets: Survey question A.14: 95% strongly agree/agree that the school keeps them well-informed about school activities (February 2019)	The West Ed California School Parent Survey strongly agree/agree that the school keeps them well-informed about school activities. This rate has been maintained over the last three years. BUSD continues to use a variety of communication methods to engage parents and is looking to change to a different method of notifications to parents. Bonita will continue to use school calendars, and district and school website to communicate with parents.
West Ed Survey, Parent Survey Targets: Survey question A.26: 90% agree/strongly agree that the school promptly responds to phone calls, messages, or emails.	The West Ed California School Parent Survey strongly agree/strongly agree that the school promptly responds to phone calls, messages, or emails.
West Ed Survey, Parent Survey Targets: 90% agree/strongly agree feel teachers at the school communicate with parents about what students are expected to learn in class.	West Ed survey indicates that 86% of parents at the school communicate with parents about what students are expected to learn in class.
Number of community partnerships with Bonita USD each year. Increase community partnerships from '16-'17 baseline data.	The baseline number of partnerships was 28 over the last three years. Bonita has created a new partnership with the English Language Learner programs. Additionally, Soroptimists have created a new program at Bonita High School called Dream It - Be It.

BUSD participated in a Principal for the Day . Chamber of Commerce in order to facilitate businesses.

West Ed School Climate Report:
Secondary School Climate Index
Lone Hill Middle School reach 98 percentile
Ramona Middle School reach 98 percentile
Bonita High School reach 98 percentile
San Dimas High School reach 87 percentile
(February 2019)

On the West Ed. reports, percentiles are no however, School Connectedness / School Cli follows:

Lone Hill Middle School 93%
Ramona Middle School 96%
Bonita High School 91%
San Dimas High School 90%

School Goal #1:

Ramona Middle School will maintain effective communication between home-school. Ramona will seek engagement with parents through family nights that bring families together on campus. Ramona Middle School will maintain a website with information regarding school pro

Data Used to Form this Goal:

West Ed Survey Results:

71% of parents report that the school welcomes parent input an contributions (either strongly agree or agree).
79% of parents report that the school encourages them to be an active partner with the school (either strongly agree or agree).
68% of parents report that parents are welcome to participate at school (either strongly agree or agree).
90% of parents report that the school staff treats parents with respect and 78% report that their concerns are taken seriously.
88% of parents report that the school staff is helpful to parents (either strongly agree or agree).
92% of parents feel will informed about school activities (either strongly agree or agree).
85% of parents report that teachers communicate what students are expected to learn in class and 83% feel phone calls/emails are return

Findings from the Analysis of this Data:

Ramona has a solid reputation in the community and parents are pleased with the education their child receives.

How the School will Evaluate the Progress of this Goal:

The school site council, administration, teachers, and staff will review the results of future surveys. plans are developed to address areas o are already doing well.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure		
			Description	Type	Fund
School Website will be ADA compliant, kept up-to-date with information about the school, and provide information and means of contact for parents.	2019-20	Administration, Teachers, Classified Staff	Website costs Social Media Presence (Twitter and/or Facebook) update website, occasional extra hours for specific project or unexpected costs related to website.	0000: Unrestricted None Specified 0000: Unrestricted	LCFF LCFF
School Site Council will meet regularly to monitor school plan and budget, find areas of strength and areas to improve, develop plans to address needs	2019-20	Administration, School Site Council	Meetings will occur 4+ times per year	None Specified	
Continue annual surveys of parents, students, and staff to monitor school culture.	2019-20	Administration, Teachers, Classified Staff	Conduct school surveys - some costs may be involved (postage, survey cost, delivery, report costs)	0000: Unrestricted	LCFF
Family nights from a variety of programs, including but not limited to: Choral and band concerts, drama productions, math family night, history night (Night at the Museum), athletic events, award nights, promotion ceremony, etc.	2019-20	Administration, Teachers,	costs involved with hosting nights may include.	0000: Unrestricted	LCFF
Parent Information Night for Title 1 families will be held so parents are aware of the interventions available to their students. If a need arise, materials may be provided to parents in how they can support students in their learning.	2019-20	Instructional Staff and Administration	Costs involved with hosting the event (hourly costs for staff, for example) and/or supplying materials/resources to families as they work with students.	5000-5999: Services And Other Operating Expenditures	Title

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF-Base	132,850.00
LCFF-Supplemental	80,000.00
Special Education	2,240.00
Title 1	158,531.08

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	117,550.00
0001-0999: Unrestricted: Locally Defined	16,000.00
1000-1999: Certificated Personnel Salaries	143,031.08
2000-2999: Classified Personnel Salaries	6,500.00
4000-4999: Books And Supplies	56,740.00
5000-5999: Services And Other Operating Expenditures	2,000.00
5800: Professional/Consulting Services And Operating	31,800.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	ASB	0.00
None Specified	ASB	0.00
0000: Unrestricted	LCFF-Base	65,050.00
0001-0999: Unrestricted: Locally Defined	LCFF-Base	16,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	12,000.00
4000-4999: Books And Supplies	LCFF-Base	24,500.00
5800: Professional/Consulting Services And	LCFF-Base	15,300.00
0000: Unrestricted	LCFF-Supplemental	40,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental	13,000.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental	4,500.00
4000-4999: Books And Supplies	LCFF-Supplemental	17,000.00
5800: Professional/Consulting Services And	LCFF-Supplemental	5,500.00
4000-4999: Books And Supplies	Special Education	2,240.00
0000: Unrestricted	Title 1	12,500.00
1000-1999: Certificated Personnel Salaries	Title 1	118,031.08
2000-2999: Classified Personnel Salaries	Title 1	2,000.00
4000-4999: Books And Supplies	Title 1	13,000.00
5000-5999: Services And Other Operating	Title 1	2,000.00
5800: Professional/Consulting Services And	Title 1	11,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
District Goal #1: School Goal #1	293,071.08
District Goal #1: School Goal #2	12,000.00
District Goal #1: School Goal #3	
District Goal #1: School Goal #4	
District Goal #1: School Goal #5	
District Goal #2: School Goal #1	64,000.00
District Goal #2: School Goal #2	
District Goal #2: School Goal #3	
District Goal #2: School Goal #4	
District Goal #2: School Goal #5	
District Goal #3: School Goal #1	4,550.00
District Goal #3: School Goal #2	
District Goal #3: School Goal #3	
District Goal #3: School Goal #4	
District Goal #3: School Goal #5	

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
James Ellis	X				
Cyndi Smith			X		
Dominique Betancourt		X			
Stephen Duran		X			
Hillary Hageman		X			
Jennifer Stuart		X			
Jen Cole-Gutierrez				X	
Carmen Gamboa				X	
Alex Kim				X	
Christina McKeough-Ochoa				X	
Anthony Ortega				X	
Penny Praeger				X	
Numbers of members of each category:	1	4	1	6	0

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

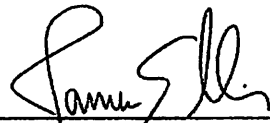
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

James Ellis

Typed Name of School Principal



Signature of School Principal

9/20/2019

Date

Jen Cole-Gutierrez

Typed Name of SSC Chairperson



Signature of SSC Chairperson

9/20/2019

Date