

School Year: 2021-2022

School Plan for Student Achievement (SPSA)

Santa Teresa Elementary School

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Santa Teresa Elementary School	43696256067243	June 3, 2021	November 18, 2021

Purpose and Description

The SPSA describes Santa Teresa's Schoolwide Program

The COVID-19 pandemic has created conditions at Santa Teresa Elementary School that have compelled us to stop, reflect, and identify the impacts that a year-and-a-half of distance learning created for our school community. These impacts have influenced our parent and teacher community to prioritize social emotional learning (SEL) as well as providing additional learning opportunities to mitigate the learning loss many students have endured during the pandemic.

We work closely with stakeholders throughout the school and analyze student performance data on an ongoing basis. Six goals, outlined below, have been identified as the focus within the Oak Grove School District's three year LCAP plan to improve outcomes for all students. At Santa Teresa, it is our mission to cultivate a safe and nurturing environment where students reach their full potential. The expenditures and strategies outlined in the Santa Teresa SPSA support this mission and the district goals outlined below.

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Goal 4 - Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Goal 5 - School and classroom environments support learning, creativity, safety, and engagement.

Goal 6 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Stakeholder Involvement

During Distance and Hybrid Learning in 2020-21, we continued to engage parent and family involvement. Parents participated in providing enrichment and SEL opportunities for students through asynchronous lessons. Parent meetings were held through google meetings. For the first part of this school year, we will continue to engage our community via virtual meetings in an effort to continue safety practices during the ongoing pandemic. School information is communicated via Parent Square and monthly newsletters (*Paw Print*).

Presentations to stakeholders included:

School Site Council
May 27, 2021

Home and School Association
September 14, 2021

English Learner Advisory Committee (ELAC)
September 1, 2021

The Santa Teresa School Site Council approved the 2020-21 SPSA on June 3, 2021.

Note from June 3, 2021: The Santa Teresa School Site Council recognizes that all signs point to a full reopening of schools for the 2021-22 school year, with students attending full days, five days a week. As the team learned this past year, the ability to adjust plans based on circumstances is critical. The ST SSC will be prepared to shift expenditures and plans based on any unforeseen issues related to COVID-19 or any other health or safety concern. A new SSC will be formed in September 2021, and will have input on any adjustments needed for the 2021-22 SPSA.

Resource Inequities

While Santa Teresa carefully utilizes school budgets to support student learning and social growth, and appreciates the financial support of the Home and School Association (help purchasing chromebooks, document cameras, Accelerated Reader, and more), the additional resources below would benefit the school community. The COVID-19 pandemic may require that any initial enrichment activities or parent workshops be virtual for the 2021-22 school year.

- Securing resources to provide after school enrichment activities for all students
- Hiring an outside agency to provide structured activities during recess
- Providing additional instructional aides for special education classes
- Increasing the number of noon duties supervising students during recess times
- Securing funding and personnel for evening parent workshops

Goals, Strategies, Expenditures, & Annual Review

Goal 1

All students will be proficient in meeting and/or exceeding all Common Core State Standards. All teachers are implementing Common Core standards, strategies, and materials.

Identified Need

With the implementation of CCSS, SBAC and iReady assessments are indicating that students are showing gaps in foundational literacy and math skills. We plan to focus our grade level professional learning community work on closely monitoring the assessment data for students not at grade level standard. Instructional strategies and plans will be analyzed and modified based on student need. Supplemental curriculum and supplies will be purchased to support whole class, small group, or individual interventions to enhance student achievement and close the educational gap. The COVID-19 pandemic has heightened the need for additional intervention support for Santa Teresa students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standard for All Students	ELA 2015: 62% 2016: 69% 2017: 67% 2018: 70%	Increase the CAASPP SBAC percent of all students meeting or exceeding standards by 5% from the 2018-2019 school year in ELA and Math in grades 3-6.

	<p>2019: 68%</p> <p>2020: No Data due to Covid-19 School Closures</p> <p>2021: No Data due to Covid-19</p> <p>Math</p> <p>2015: 47%</p> <p>2016: 57%</p> <p>2017: 57%</p> <p>2018: 57%</p> <p>2019: 56%</p> <p>2020: No Data due to Covid-19 School Closures</p> <p>2021: No Data due to Covid-19</p>	<p>Note: CAASPP SBAC data is not available for the 19-20 school year as the assessment was suspended due to the COVID-19 pandemic. Due to distance learning, the district submitted and received approval to utilize iReady in place of CAASPP SBAC for the 20-21 school year. A return to the CAASPP SBAC assessments for the 21-22 school year is anticipated.</p>
CA Dashboard Overall Academic Performance Levels	<p>ELA</p> <p>2017: Green</p> <p>2018: Green</p> <p>2019: Green</p> <p>2020: No data</p> <p>Math</p> <p>2017: Green</p> <p>2018: Green</p> <p>2019: Green</p> <p>2020: No data</p>	<p>Increase by one performance level (green to blue) on the CA Dashboard from the prior year in ELA and Math for all students in grades 3-6.</p>
<p>iReady Reading and Math Diagnostic Results</p> <p>Tier 1 (green) - On or above grade level</p> <p>Tier 2 (yellow) - One level below grade level</p> <p>Tier 3 (red) - Two or more levels below grade level</p>	<p>2019-20</p> <p>Diagnostic 1 to 2 - Reading</p> <p>10% (from 20%) in red/Tier 3</p> <p>27% (from 34%) in yellow/Tier 2</p> <p>64% (from 46%) in green/Tier 1</p> <p>Diagnostic 1 to 2 Math</p> <p>7% (from 15%) in red/Tier 3</p> <p>41% (from 53%) in yellow/Tier 2</p> <p>52% (from 34%) in green/Tier 1</p> <p>2020-21</p> <p>Diagnostic 1 to 2 - Reading</p> <p>10% (from 14%) in red/Tier 3</p> <p>23% (from 34%) in yellow/Tier 2</p> <p>67% (from 52%) in green/Tier 1</p> <p>Diagnostic 1 to 2 - Math</p> <p>10% (from 14%) in red/Tier 3</p>	<p>Diagnostic 1 to 2 and 2 to 3: Move 5% more students from tier 3 to tier 2 and tier 2 to tier 1</p> <p>Note: Due to the COVID-19 pandemic, students did not take the window 3 iReady Diagnostic Assessment during the 20-21 school year.</p>

	31% (from 42%) in yellow/Tier 2 59% (from 44%) in green/Tier 1 Diagnostic 3 - Reading 8% in red/Tier 3 18% in yellow/Tier 2 74% in green/Tier 1 Diagnostic 3 - Math 9% in red/Tier 3 25% in yellow/Tier 2 66% in green/Tier 1	
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Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

In addition to specific release time provided by the school district, one release day will be provided for teachers to meet with grade level colleagues to discuss curriculum decisions, student performance, and instructional modifications. Grade level teams will have the option to meet outside of the school day (selected evenings or weekend days) and receive funds directly should they choose. The cost for these release days exceeds the \$3,102 covered in the LCFF budget. The additional \$1,500 will come from another school budget.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$3,102	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Provide a roving substitute so teachers can meet with the school principal and support staff to discuss potential student retentions, set goals for the year, and review the impact of instructional strategies (2 days).

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$354	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Provide individual teacher accounts used to purchase materials to support student learning. A lot of funds used to purchase copy paper and other materials that all staff use to support students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$15,595	LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Provide all teachers with grade level subscriptions to Scholastic News, all teachers and students with BrainPop accounts, and support students in grades K-3 with RAZ Kids licenses (one additional upper grade license for select students). With the virtual experience that students in 1st-6th had last year during the distance learning portion of the COVID-19 pandemic, it's important for staff to leverage the skills students have developed in accessing and utilizing online tools.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,484 RAZ Kids	LCFF
\$2,763 BrainPop	
<u>\$3,800 Scholastic News</u>	
\$8,047	

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Provide a school Print Shop budget to duplicate supplemental classroom materials for special projects and units.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$1,800	LCFF
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Goal 2

We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Identified Need

The English Learner and Hispanic student groups represent the largest student groups at Santa Teresa. Although reclassification rates for EL students have been high, the progress on the SBAC for ELs not reclassified is not adequate. The teaching and support staff will specifically focus on interventions and classroom supports for EL students at level 1 and 2 on the ELPAC. The COVID-19 pandemic and distance learning did not afford the opportunity to provide EL students with the additional support they needed. An emphasis on providing intervention support for ELs at Santa Teresa during the 2021-22 school year is required.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Hispanic Students and English Learner Students (Note: SBAC data for EL students does not include reclassified english learners, while the CA Dashboard data below does.)	Hispanic Students ELA 2018: 57% 2019: 46% 2020: No Data due to Covid-19 2021: No Data due to Covid-19 Math 2018: 39% 2019: 33%	Increase the CAASPP SBAC percent of Hispanic and EL students meeting or exceeding standards by 10% higher than the prior year in ELA and Math in grades 3-6. Note: Due to the COVID-19 pandemic, Hispanic and EL students did not take the

	<p>2020: No Data due to Covid-19 2021: No Data due to Covid-19</p> <p>English Learner Students ELA 2018: 29% 2019: 8% 2020: No Data due to Covid-19 2021: No Data due to Covid-19</p> <p>Math 2018: 18% 2019: 13% 2020: No Data due to Covid-19 2021: No Data due to Covid-19</p>	SBAC assessment in 19-20 or 20-21.
<p>CA Dashboard Overall Academic Performance Levels for English Learner and Hispanic Students</p> <p>From lowest to highest performance color (red, orange, yellow, green, blue)</p>	<p>Hispanic Students ELA 2017: Yellow 2018: Green 2019: Orange 2020: No Data</p> <p>Math 2017: Yellow 2018: Orange 2019: Orange 2020: No Data</p> <p>English Learner Students ELA 2017: Green 2018: Blue 2019: Green 2020: No Data</p> <p>Math 2017: Green 2018: Blue 2019: Green 2020: No Data</p>	Increase Hispanic Students to the green performance level on the CA Dashboard in grades 3-6. Increase EL performance level in ELA and Math to blue in grades 3-6.
2018-19 ELPAC Level Data for ST EL Students Currently Enrolled in Grades K-5 During the 19-20 School Year	<p>18-19 ELPAC Data Level 1 - 18 students (14.6%) Level 2 - 24 students (19.5%) Level 3 - 33 students (26.5%) Level 4 - 48 students (39%)</p>	Move all students at least 1 level (1st-6th grade ELs in 20-21). Reclassify at least 30 of the 48 students at level 4.

<p>Note: ELPAC data for the 19-20 school year is minimal with very few students assessed due to COVID-19 school closures.</p> <p>20-21 ELPAC assessment rates are much higher, and ELPAC assessment data is expected to be available in the fall of 2021</p>		
<p>RFEP numbers and percentages (Reclassified Fluent English Proficient)</p>	<p>ST RFEP numbers and % of EL population</p> <p>2018 - 37 students (26%)</p> <p>2019 - 60 students (48%)</p> <p>2020 - 5 students (5%)</p> <p>2021 - 7 students (9%)</p>	<p>Increase the percentage of EL students receiving RFEP status by 10% (from 9% to 19% or more)</p> <p>Students receiving RFEP status in 2020 and 2021 qualified based on iReady scores, as ELPAC results are minimal due to the COVID-19 school closure and distance learning</p>

Strategy/Activity 1

Students to be Served by this Strategy/Activity

EL, Hispanic, and other students not at standard

Strategy/Activity

An intervention teacher will work K-4th grade students, with the majority (more than 60%) being EL and/or Hispanic, in a pull-out weekly foundational reading and writing program. Knowing that students are returning back to a full in-person learning model after a year-and-a-half of distance or hybrid learning, to address learning needs or foundational skill gaps for English Learners (EL) and students of color, interventions will be provided for with the goal of increasing student proficiency.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$7,500	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Hispanic, and other 3rd-6th grade students not at standard in math and/or reading

Strategy/Activity

An intervention teacher will work with 3rd-6th grade students, with the majority (more than 60%) being Hispanic, in a pull-out weekly foundational math and/or reading program. Additional expenditures for this strategy will be paid out of another school budget.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,275	Low Performing Block Grant

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

Hispanic students, Socioeconomically Disadvantaged students and English Learners

Strategy/Activity

Guided Reading and supplemental math materials will be purchased to support the intervention teachers and students provided services. These materials will also be available to other teachers when not being used in the intervention programs. With distance learning remaining a possibility, online learning tools specifically for this group of students will be considered.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000	Low Performing Block Grant

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

Hispanic students, Socioeconomically Disadvantaged students and English Learners

Strategy/Activity

Purchase additional RAZ Kids license to support low performing, socioeconomically disadvantaged, EL, and Hispanic students in grades 4-6. This will provide supplemental resources to strengthen their reading, fluency, and comprehension.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Costs included in Goal 1	LCFF

Goal 3

We will provide an inclusive learning environment for students with disabilities to best support social, emotional, and academic development.

Identified Need

The Read 180/Systems 44 program has been widely successful at Santa Teresa in improving the lexile level, reading comprehension and writing skills, and vocabulary development for the students it serves. With that being said, the length of the program (90 minutes) limits the amount of time students served are in the general education program. With the Read 180/System 44 program potentially being phased out, students receiving resource specialist support have had schedules and plans adjusted to provide more time in the general education classroom. Additionally a greater focus on aligning resource specialist support with the activities and content taught in the general education classroom is necessary. During the COVID-19 pandemic and distance learning, students with IEPs received reduced and different levels of support, highlighting the need for closely monitoring their growth and development in IEP goals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Students with Disabilities	ELA 2019: 3% 2020: No Data due to Covid-19 2021: No Data Math 2019: 15% 2020: No Data due to Covid-19 2021: No Data	Increase the CAASPP SBAC percent of students with disabilities student group meeting or exceeding standards by 10% from 2018-19 results in ELA and Math in grades 3-6.
CA Dashboard Chronic Absenteeism Levels for Students with Disabilities	2018: 14.3% chronically absent 2019: 19.5% chronically	Drop 10% in chronic absenteeism from 2019 dashboard for Student with

	absent 2020: No Data	Disabilities (19.5%)
Least Restrictive Environment Targets	<p>19-20 100% of students receiving resource specialist support are in the general education environment at least 80% of the day. 100% of students in the moderate/severe SDC program are mainstreamed in general education classes less than 40% of the day</p> <p>20-21 20-21 data combines SDC students and students receiving resource specialist support. 63% of all special education students at Santa Teresa are in the general education environment at least 80% of their day (target is > 52% - target met).</p>	<p>We will meet the State targets on the Performance Indicator Review Measure of the amount of service on an IEP.</p> <p>>80% of the day in the general education setting for students receiving RS services (at least 51.2% of these students)</p> <p><40% of the day in the general education setting for students in the SDC program (at least 22.6% of these students).</p>

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Students with disabilities in READ 180/Systems 44 program

Strategy/Activity

Investigate ways to decrease the time needed to fully implement the READ 180/Systems 44 program so more students are in the general education setting for more than 80% of the day. Continue the trial program using a 60 minute READ 180/Systems 44 block rather than the recommended 90 minutes. Phase out READ180/System 44 where appropriate. Closer align resource instruction to content/activities in the general education classroom.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	There is no cost associated with this strategy.
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

Students with Disabilities and potential students at risk for special education identification

Strategy/Activity

Hold weekly site support staff meetings that include the principal, resource teacher, speech and language pathologist, psychologist, other service providers, and social worker interns. The focus of the meeting is to discuss and give updates on upcoming IEPs, services, and potential students at risk for special education identification. There is much conversation about students who need tier 2 interventions and strategies. The goal is to provide intervention early.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No site cost associated with this strategy

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

Communication regarding needs, goals, strategies, and updates for students with disabilities is a focus at Santa Teresa. IEP meetings always have a general education teacher, parent or guardian and all members of the team present. Compliance is a priority. Case managers ensure that all teachers who have students with IEPs, 504s or other individualized plans clearly understand the goals, interventions and who the team is for the child. Case managers and the psychologist make time in their schedule to meet and connect with general education teachers to scaffold and provide relevance to the student's curriculum within the classroom. Inclusion is a big goal of all students with disabilities at Santa Teresa. This collaboration ensures that the transition for students between resource support time and the classroom is smoother because the work is related. To better inform families, the Santa Teresa office is committed to notify

families of upcoming IEPs using a letter, sent home in addition to the Notice of Meeting (NOM), well before the proposed IEP date.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No site cost associated with this strategy

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Students with disabilities

Strategy/Activity

Commit to personally calling the families of special education students that have reached the 10% attendance threshold to set up plans to increase their attendance rate. Additionally, appropriate attendance letters will be sent out in a timely manner, and problem solving attendance meetings will be scheduled with families that need additional support.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	There is no cost associated with this strategy.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Students with disabilities in Special Day Classes

Strategy/Activity

Provide additional hours for Instructional Aids to collaborate with Special Day Teachers to better inform instruction and lesson plan. Additionally, funds will be made available so the 4th-6th

grade SDC teacher may attend science camp with SDC students while having a qualified teacher remain with the rest of the class.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,262	LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity

Students with disabilities

Strategy/Activity

In addition to specific release time provided by the school district, one release day will be provided for teachers to meet with grade level colleagues to discuss curriculum decisions, student performance, and instructional modifications. During this time, teachers will closely monitor the progress of students in their classrooms with IEPs and 504 plans. This focus will also be included in site Cycle of Inquiry meetings.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Cost included in Goal 1	LCFF

Goal 4

Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Identified Need

In the classroom, prior to the COVID-19 pandemic, we had some teachers who implemented technology as a tool used in a center or used more as a separate resource outside of CCSS Instruction. We need to leverage the gains made with technology used as a learning tool and identify those teachers and classes to provide the professional development and coaching they

need to ensure equal access to the technology tools and standards. As technology becomes a more and more significant part of everyday life, it's also apparent that it's here to stay in the world of education. Mobile devices, online solutions, and the plethora of apps for education are helping teachers and students deepen learning and collaborate in the classroom. However, this increasing use of technology can pose a challenge for students who don't have access to devices or an Internet connection at home. They're often left at a disadvantage in comparison to students with access to the wealth of information that technology offers, and in turn, the economic divide in education increases. In today's always-on world, no student should be put at a disadvantage because of difficulties accessing technology. English language learners' experience with technology can vary greatly from one student to the next. Some students may have never used a computer. At Santa Teresa, prior to the pandemic, all 1st-6th graders had access to chromebooks at a 1:1 ratio (2:1 in TK/K). Now, all students have daily access to a chromebook. Universal student utilization of technology as a daily collaborative tool is a goal for the Santa Teresa staff. Even after the COVID-19 pandemic, the Santa Teresa staff will continue to support families with resources to access the internet at home.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Technology Survey: Daily Technology as an Instructional Tool	On the 2018-19 Student Technology Survey, 93% of Santa Teresa 3rd-6th graders reported using technology daily. On the 2019-20 Student Technology Survey, 86.9% of Santa Teresa 3rd-6th graders reported using technology daily.	95% of students will use technology daily as an instructional tool to master the grade level technology standards.
District Technology Survey: Technology as a Collaboration Tool	On the 2018-19 Student Technology Survey, 78.7% of Santa Teresa 3rd-6th graders reported using technology to collaborate with others. On the 2019-20 Student Technology Survey, 86.9% of Santa Teresa 3rd-6th graders reported using technology to collaborate with others.	90% of students will report using technology as a tool to collaborate with others.

SBAC Participation Rates	In 2018-19, 98% of Santa Teresa 3rd-6th graders participated in taking the SBAC assessment using a chromebook 2019-20 - No Data	We will continue to monitor to ensure that 95% of all students will participate in CAASPP Testing on the Chromebooks and laptops.
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Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Purchase hardware (document cameras, digital projectors) to support student learning. In addition to the \$2,000 contribution from LCFF, supplemental funds will be requested from STHSA and if necessary additional school budgets will be used.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Utilizing the Bernal Learning Community Ed Tech support person, the staff will receive professional development on how to effectively use the hardware and software provided for student learning on a daily basis, with an emphasis on how technology (google accounts) can be used as a collaborative tool.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	There is no cost associated with this strategy.

Goal 5

School and classroom environments support learning, creativity, safety, and engagement.

Identified Need

For chronic absenteeism, the Santa Teresa Elementary was labeled as orange through the 2019 California Dashboard. For suspensions, all students were in the blue category on the Dashboard. Additionally, there is a need to ensure that all students feel safe at school most or all of the time. Although PBIS has been highly implemented at Santa Teresa, there is a need for improvement, particularly with tier 2 support. Lastly, additional counseling support for students in need is necessary. The COVID-19 pandemic has added additional stress on students and families, and mental health and behavioral supports are essential for the 2021-22 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Chronic Absenteeism Indicator From lowest to highest performance color (red, orange, yellow, green, blue)	All Students 2018: Green 2019: Orange 2020: No Data Hispanic Students 2018: Yellow 2019: Red 2020: No Data Students with Disabilities 2018: Yellow 2019: Orange 2020: No Data	For chronic absenteeism, improve 2 levels for all students (orange back to green), hispanic students (from red to yellow), and students with disabilities (orange to green) on the California Dashboard.
Suspension and Expulsion Rates	2017-18 Suspension Rate - 0% 2018-19 Suspension Rate - 0% 2019-20 Suspension Rate - 0.3% (2 students) 202--21 Suspension Rate - 0% - Distance Learning	Continue to promote the restorative practice model and keep the suspension rate close to 0%
Attendance Rate	2018-19 Attendance Rate - 96.54% 2019-20 Attendance Rate - 96.53% (through March 2020) 20-21 Attendance Rate -	With a full return to in-person instruction in 21-22, increase Santa Teresa's overall attendance rate to 97.5% (from 96.53% in 19-20 - the

	97.99% (through March 2021 - Distance Learning)	most recent in-person data)
CA Healthy Kids Survey	<p>5th grade students responding to the California Healthy Kids Survey, when answering the question “Do you feel safe at school?”</p> <p>18-19 - 77% most or all of the time</p> <p>19-20 - 90% most or all of the time</p> <p>The 20-21 survey addressed distance learning. When asked if they had been cyberbullied in the past 30 days, 98% of responding 5th graders indicated “no.”</p> <p>The ST staff responding to the California School Staff Survey, when asked if school is a safe place for students:</p> <p>18-19 - 100% agreed or strongly agreed</p> <p>19-20 - 100% agree or strongly agree</p> <p>When asked if school is a safe place for staff:</p> <p>18-19 - 100% agreed or strongly agreed</p> <p>19-20 - 100% agree or strongly agree</p> <p>The 20-21 survey addressed distance learning. When asked if students are coping well with remote learning, 76% of Santa Teresa Staff agree or strongly agree.</p> <p>Santa Teresa parents responding to the California School Parent Survey, when answering if school is a safe place for students:</p> <p>18-19 - 93% agree or strongly agree</p>	<p>When responding to the Healthy Kids Survey, 100% of students will note that they feel safe at school all or most of the time. When responding to the California School Staff Survey, 100% of staff will note that they agree or strongly agree that school is a safe place for students and staff. When responding to the California School Parent Survey, 100% parents will strongly agree or agree that school is a safe place for students.</p>

	<p>19-20 - 91% agree or strongly agree</p> <p>The 20-21 survey addressed distance learning. When parents were asked if their child's teachers are responsive to their child's social and emotional needs, 71% agreed or strongly agreed.</p>	
PBIS Implementation	<p>The School Wide PBIS Tiered Fidelity Inventory from 4/15/19 indicated an 81% implementation Rate</p> <p>Note: The School Wide PBIS Tiered Fidelity Inventory has not been completed for the 19-20 or 20-21 school years.</p>	Continue to monitor PBIS implementation and increase to at least a 90% implementation rate.
Nearpod Usage	<p>As of 10/20/20, 11 out of 24 Santa Teresa teachers had used Nearpod as a SEL tool.</p> <p>As of 5/26/21, 24 out of 24 Santa Teresa teachers had used Nearpod as a SEL tool.</p>	<p>Increase Nearpod usage by 50% (6 additional teachers) and monitor how teachers (in addition to Nearpod) are providing SEL support for students.</p> <p>21-22 - All staff will use Nearpod or other tools for SEL learning.</p>

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students and students with disabilities/Hispanic students

Strategy/Activity

Provide student incentives (rewards) for positive behavior and/or outstanding attendance rates for all students, with a particular emphasis on students with disabilities and Hispanic students.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$500	LCFF
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

4th-6th graders qualifying under the Low Performing Block Grant

Strategy/Activity

Provide a dedicated counselor from an outside agency (Almaden Valley Counseling Services) to work with qualifying 4th-6th grade students that need social, emotional, or academic support (2 days a week).

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$14,400	Low Performing Block Grant

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

We will use Nearpop, and other online platforms, to provide social-emotional learning for students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The Santa Teresa teaching staff will communicate weekly, using a collaborative online tool, regarding the specific attendance and SEL needs of students. The principal will use this information to support families directly and potentially get students connected to counseling support.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	There is no cost associated with this strategy.

Goal 6

We will actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions.

Identified Need

The Santa Teresa community is an incredibly supportive one. Parents widely attend student performances and community events (Harvest Festival, Multicultural Festival). With that being said, robust attendance at Home and School Association and other meetings is desired. Additionally, the school wants all families to feel welcome, with their voices heard. Santa Teresa will continue to regularly, in multiple formats, communicate with families about what's happening at school and how they can get involved. The Santa Teresa staff and community will work together to provide creative opportunities for parent engagement in light of the continuing COVID-19 pandemic limitations. This will include regular virtual community meetings and safe outdoor events, such as the neighborhood Gobble-thon.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids' Annual Parent Survey	On the 2018-19 CA Healthy Kids' Annual Parent Survey , 40% of parents strongly agreed and 47% agreed that school allows input and welcomes parents' contributions.	We will increase parent responses on the questions below from the CA Healthy Kids' Annual Parent Survey to Strongly Agree and Agree by 5% from the prior year.

	<p>When asked, 51% strongly agreed and 41% agreed that parents feel welcome to participate at this school.</p> <p>On the 2019-20 CA Healthy Kids' Annual Parent Survey, 43% of parents strongly agreed and 46% agreed that school allows input and welcomes parents' contributions.</p> <p>When asked, 49% strongly agreed and 43% agreed that parents feel welcome to participate at this school.</p> <p>On the 2020-21 CA Healthy Kids' Annual Parent Survey, 34% of parents strongly agreed and 45% agreed that the school actively seeks input from parents before making important decisions (9% disagreed and 9% didn't know)</p> <p>When asked, 45% strongly agreed and 45% agreed that parents feel welcome to participate at this school.</p>	<p>*School allows input and welcomes parents' contributions.</p> <p>*Parents feel welcome to participate at this school.</p>
Attendance at Parent Meetings	<p>Meeting attendance sheets (STHSA) indicate a slight increase in attendance (from 15 to 17) from 18-19 to 19-20. A recent virtual STHSA meeting was better attended with 28 guests. Parents have indicated a desire to continue to this format.</p> <p>20-21 STHSA attendance data indicates an average of 23 attendees at virtual meetings.</p> <p>.</p>	<p>We will increase parent attendance at STHSA meetings to at least 30 parents.</p>

Parent Email Subscriptions to Parent Square	<p>As of 5/27/2020, 100% of Santa Teresa families are able to be reached via Parent Square</p> <p>As of 5/27/2021, 558 out of 558 families(100%) are able to be reached through Parent Square</p>	We will continue to closely monitor delivery data to ensure that 100% of families can be reached using Parent Square
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Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Knowing that meeting attendance can be an issue, the school principal will send out, via Parent Square, the Principal's Report just before or just after each Home and School Association meeting

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
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\$0	There is no cost associated with this strategy.
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Continue to have parents sign up to attend STHSA meetings at BTSN in each individual classroom.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
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\$0	There is no cost associated with this strategy.
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Promote SEAL gallery walks in TK-3rd and culminating PBL presentations in grades 4-6. Invite families to attend and include a sign-in sheet. Should visitors not be allowed on campus during all or some of the 21-22 school year, provide virtual options for viewing presentations and classroom activities.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$0	There is no cost associated with this strategy.
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The COVID-19 shutdown required meetings to be virtual. The overall attendance at site meetings, particularly STHSA, roughly doubled in the virtual format. The school will hold virtual STHSA, SSC, and ELAC meetings to promote continued parent involvement.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$0	There is no cost associated with this strategy.
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Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$58,835

Other Federal, State, and Local Funds

State or Local Programs	Allocation (\$)
Low-Performing Student Block Grant	\$18,675
LCFF Budget	\$40,160

Subtotal of state or local funds included for this school: \$58,835

Total of federal, state, and/or local funds for this school: \$58,835