

School Year: 2020-2021

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 | May 28, 2020 | November 12, 2020 |

Purpose and Description

As a result of the COVID-19 pandemic and under the guidance of the Santa Clara Public Health Department and the Santa Clara County Office of Education, Oak Grove School District closed its schools and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a distance learning model in which students participated in activities at home, receiving instruction primarily through digital means. Santa Teresa’s SPSA plan is in alignment with goals set forth and approved by the OGSD Board of Trustees in our Local Control and Accountability Plan and Learning Continuity Plan for the 2020-21 School Year.

With the realization that the closure to in-person instruction would continue to start the 2020-21 school year, Santa Teresa Elementary had to shift the priorities for the year to include ensuring all families and students had internet access and district provided chromebooks at home. Teachers also had to gain a deeper understanding of the google platform the district uses to access online learning. The COVID-19 pandemic elicited the need to include additional needs and strategies for distance learning within Santa Teresa’s SPSA goals.

Schoolwide Program

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

Involvement Process for the SPSA and Annual Review and Update

OGSD's efforts to solicit stakeholder feedback to inform stakeholders of the reopening plan for the 2020-21 school year, the use of federal categorical monies as it relates to the School Plan for Student Achievement and the Learning Continuity and Attendance Plan, began in June and continued regularly throughout the development process. OGSD's reopening plan explicitly identified research, survey and data collection as the first and foundational phase of planning. Engaging in outreach and surveying stakeholders has provided and continues to provide staff and administration invaluable input to inform the school's planning in Academics, Attendance, Engagement, Culture and Climate, Nutrition Services, and Public Health. In addition to surveys, beginning in June we also convened a Reopening Schools Taskforce with over 84 District Stakeholders.

Santa Teresa had multiple stakeholders participate in the Reopening Schools Taskforce (principal, teacher, special education staff member, parent), providing input that helped develop OGSD's reopening plan. While students received packets of learning materials and weekly check-ins with teachers during the initial shelter in place requirements in the spring of 2020, a much more robust and consistent opening to Phase 1 (distance learning) of the 2020-21 school year was required. Through a well developed deployment plan, during an extensive construction project, Santa Teresa was able to partner with a neighboring organization that provided parking lot space so all students and families could safely meet their teacher, receive

critical material, and secure chromebooks in preparation for the start of the unique school year. The Santa Teresa School Site Council discussed the need to identify new areas of need and strategies in May of 2020 that are reflected in updates to the SPSA.

Presentations to stakeholders included:

School Site Council
May 28, 2020

Home and School Association
May 12, 2020

English Learner Advisory Committee (ELAC)
October 7, 2020

The Santa Teresa School Site Council approved the 2020-21 SPSA on May 28, 2020.

Note from May 28, 2020: The Santa Teresa School Site Council recognizes that school shutdowns, beginning on March 16th, 2020, due to the COVID-19 pandemic, and the uncertainty of how school will look on August 12, 2020, will create a need to revisit the expenditures and strategies outlined in the SPSA. A new SSC will be formed in September and will have input on adjustments made to the 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, Accelerated Reader, and more), the additional resources below would benefit the school community.

- 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
- Securing additional chromebook devices in kindergarten so the entire school is at a 1:1 ratio
- Increasing the number of noon duties supervising students during recess times
- Securing funding and personnel for evening parent workshops

At the outset of the pandemic, Santa Teresa realized there was an increased need to address learning loss as a result of the sudden school closure on March 16, 2020. During this time, it was discovered that not all students had access to a device and an internet Hotspot. In

addition, the distance learning format proved to be a challenge, particularly for students with disabilities and English Language learners. Santa Teresa acknowledged the need for outreach to all families, in particular families with a lack of resources, to ensure connectivity, an understanding of the instructional day, and regular attendance.

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

Due to the COVID-19 pandemic, the Santa Teresa staff needs to pivot quickly to understand how to effectively deliver instruction and experiences that benefit student academic growth. Providing professional development centered around distance learning is a major priority.

With the implementation of CCSS and SBAC, we are finding that our 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. Additionally, with distance learning continuing, in some form, during the fall of the 20-21 school year, additional training and professional development on successfully implementing online tools and programs is necessary. 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.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| SBAC Meet or Exceed Standard for All Students | <p>ELA</p> <p>2015: 62%</p> <p>2016: 69%</p> <p>2017: 67%</p> <p>2018: 70%</p> <p>2019: 68%</p> <p>Math</p> <p>2015: 47%</p> <p>2016: 57%</p> <p>2017: 57%</p> <p>2018: 57%</p> | <p>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> <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.</p> |

| | | |
|--|---|--|
| | 2019: 56% | |
| CA Dashboard Overall Academic Performance Levels | <p>ELA 2017: Green 2018: Green 2019: Green</p> <p>Math 2017: Green 2018: Green 2019: Green</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. |
| iReady Reading and Math Diagnostic Results | <p>2019-20 Diagnostic 1 to 2 - Reading 10% (from 20%) in red/Tier 3 27% (from 34%) in yellow/Tier 2 64% (from 46%) in green/Tier 1</p> <p>Diagnostic 1 to 2 Math: 7% (from 15%) in red/Tier 3 41% (from 53%) in yellow/Tier 2 52% (from 34%) in green/Tier 1</p> <p>2020-21 Diagnostic 1 - Reading 14% in red/Tier 3 34% in yellow/Tier 2 52% in green/Tier 1</p> <p>Diagnostic 1 - Math 14% in red/Tier 3 42% in yellow/Tier 2 44% in green/Tier 1</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</p> |

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. This release day will likely be provided in

the spring as the beginning of the 20-21 school year should have limited substitutes (if learning is in person on campus).

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|-----------|-----------|
| \$4,602 | 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.

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|-----------|-----------|
| \$531 | 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. Alot 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) |
|-----------|-----------|
| \$18,719 | 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, and support students in grades K-3 with RAZ Kids licenses

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|-----------|-----------|
| \$5,228 | LCFF |

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 |

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Teachers need to be able to access and utilize professional development opportunities that address the needs of distance learning. Teachers will utilize the OGSD online PD platform to participate in self-directed weekly PD opportunities. In addition, the staff, in addition to regular staff meetings, will participate in a monthly one hour PD that addresses the immediate needs of staff to function effectively in distance learning to support all students.

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|-----------|---|
| \$0 | Online PD - district provided Monthly Site PD - site developed |

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 COVID-19 pandemic greatly impacted teachers' in grades TK-3rd ability to deliver instruction using the SEAL model, a practice that has been successful with EL and all students for the past 5 years.

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.

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.) | <p>Hispanic Students</p> <p>ELA 2017-18: 57% 2018-19: 46%</p> <p>Math 2017-18: 39% 2018-19: 33%</p> <p>English Learner Students</p> <p>ELA 2017-18: 29% 2018-19: 8%</p> <p>Math 2017-18: 18% 2018-19: 13%</p> | <p>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.</p> <p>Note: Due to the COVID-19 pandemic, Hispanic and EL students did not take the SBAC assessment in 19-20.</p> |
| CA Dashboard Overall Academic Performance Levels | <p>Hispanic Students</p> <p>ELA</p> | Increase Hispanic Students to the green performance |

| | | |
|---|--|---|
| <p>for English Learner and Hispanic Students</p> <p>From lowest to highest performance color (red, orange, yellow, green, blue)</p> | <p>2017: Yellow 2018: Green 2019: Orange</p> <p>Math 2017: Yellow 2018: Orange 2019: Orange</p> <p>English Learner Students ELA 2017: Green 2018: Blue 2019: Green</p> <p>Math 2017: Green 2018: Blue 2019: Green</p> | <p>level on the CA Dashboard in grades 3-6. Increase EL performance level in ELA and Math to blue in grades 3-6.</p> |
| <p>2018-19 ELPAC Level Data for ST EL Students Currently Enrolled in Grades K-5 During the 19-20 School Year</p> | <p>Level 1 - 18 students (14.6%) Level 2 - 24 students (19.5%) Level 3 - 33 students (26.5%) Level 4 - 48 students (39%)</p> | <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> |

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.

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|----------------|-----------------------------------|
| \$6,000 | LCFF |
| \$5,000 | Low Performing Block Grant |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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 program.

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|-----------|----------------------------|
| \$11,000 | 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) |
|-----------|----------------------------|
| \$10,955 | 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 |
|---------------------------------|-------------|

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Hispanic students, Socioeconomically Disadvantaged students, English Learners, and all students

Strategy/Activity

Teachers in grades TK-3rd will receive optional online Professional Development centered around delivering SEAL instruction through online units (SEAL toolkits). Teachers will also have the opportunity to check-out site based SEAL units to use at home while delivering SEAL instruction in the distance learning model.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

| | |
|------------|-------------------------|
| \$0 | Provided by SEAL |
|------------|-------------------------|

Goal 3

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

Identified Need

Due to the COVID-19 pandemic, resource specialist support needs to take place outside of the 8-12:30 instructional day (whenever possible). Additionally, Special Day Class (SDC) students need to have access to hands on materials to support learning and social development.

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 while aligning resource specialist support with the activities and content taught in the general education classroom.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| SBAC Meet or Exceed Standards for Students with Disabilities | ELA 2019: 3% Math 2019: 15% | 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 absent | Drop 10% in chronic absenteeism from 2019 dashboard for Student with Disabilities (19.5%) |
| Least Restrictive Environment Targets | 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 | We will meet the State targets on the Performance Indicator Review Measure of the amount of service on an IEP. >80% of the day in the general education setting for students receiving RS services (at least 51.2% of these students) <40% of the day in the general education setting for students in the SDC program (at least 22.6% of these students). |

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 the 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. |

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, 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 |

Strategy/Activity 7

Students to be Served by this Strategy/Activity

Students with disabilities (RSP)

Strategy/Activity

In distance learning, students receiving RSP support need that support outside of the 8am-12:30pm instructional day. The RSP teacher will carefully create a schedule that meets the needs of students (in accordance with their IEPs), keeping in mind the need for breaks and less prolonged screen time outside of the instructional day.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 8

Students to be Served by this Strategy/Activity

Students with disabilities (SDC)

Strategy/Activity

Santa Teresa’s SDC teachers will provide boxes of hands on items and materials to be distributed to families during distribution days or to be delivered directly to families to support student engagement and learning.

Proposed Expenditures for this Strategy/Activity

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

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

During distance learning, Santa Teresa needs to ensure all students have a district provided chromebook and connectivity at home. In addition, the office staff needs to be available to

support families that are struggling to log on. This will include home visits by the principal to provide support with learning how to use the online tools and/or connect a provided hot spot. Additionally, there is a need for more online tools designed to supplement the core curriculum and provide students with engaging learning platforms they can utilize within and beyond the instructional day.

In the classroom, we have some teachers who implement technology as a center or use it more as a separate resource outside of CCSS Instruction. We need to continue to 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, all 1st-6th graders have access to chromebooks at a 1:1 ratio (2:1 in TK/K). Universal student utilization of technology as a daily collaborative tool is a goal for the Santa Teresa staff. This is even more evident today, with all students currently (as of March 16, 2020) participating in a distance learning model, with internet access and access to devices critical to participation.

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 | 90% of students will report using technology as a tool to collaborate with others. |

| | | |
|--------------------------|--|---|
| | <p>collaborate with others.</p> <p>On the 2019-20 Student Technology Survey, 86.9% of Santa Teresa 3rd-6th graders reported using technology to collaborate with others.</p> | |
| SBAC Participation Rates | In 2018-19, 98% of Santa Teresa 3rd-6th graders participated in taking the SBAC assessment using a chromebook | We will continue to monitor to ensure that 95% of all students will participate in CAASPP Testing on the Chromebooks and laptops. |

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 \$3,000 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) |
|-----------|-----------|
| \$3,000 | LCFF |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Purchase chromebooks for classrooms to maintain a site standard of one chromebook cart with 1:1 devices in grades 1-6.

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|-----------|--|
| \$0 | Other school budgets and the Home and School Association Supplements the remainder of costs needed |

Strategy/Activity 3

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. |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Due to the COVID-19 shutdown, Santa Teresa will ensure that all students have district provided devices and internet access at home. The principal will make home visits and/or invite families to the school that need support with technology. In addition, videos on how to utilize the technology will be provided for the community.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0

District funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Due to the COVID-19 shutdown, Santa Teresa will provide access for all students to Brainpop and Brainpop Jr. for the entire 2020-21 school year. In addition, Generation Genius, a supplemental science platform, will be provided for teachers to utilize with their classes.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0

These online programs are funded by the Santa Teresa Home and School Association

Goal 5

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

Identified Need

During the COVID-19 shutdown, it is critical to monitor the attendance and participation rates of Santa Teresa students. Additionally, students are in need of daily social-emotional supports and learning to address mental health concerns.

For chronic absenteeism, the Santa Teresa Elementary is labeled as orange through the 2019 California Dashboard. For suspensions, all students are 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.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Dashboard Chronic Absenteeism Indicator | <p>All Students 2018: Green 2019: Orange</p> <p>Hispanic Students 2018: Yellow 2019: Red</p> <p>Students with Disabilities 2018: Yellow 2019: Orange</p> | 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) | 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) | Increase Santa Teresa's overall attendance rate to 97.5%. |
| CA Healthy Kids Survey | 5th grade students responding to the 2018-19 California Healthy Kids Survey, when answering the question "Do you feel safe at school?", noted 51% (all the time), 26% (most of the time), and 23% (some of the time). The staff responding to the 2018-19 California School Staff Survey, when asked if school is a safe place for students, noted 63% (strongly agree) and 38% (agree). When the staff was asked if school is a safe place for staff, 38% (strongly agree) and 63% (agree). Santa Teresa parents responding to the 2018-19 California School Parent Survey, when answering if school is a safe place for | When responding to the Healthy Kids Survey, 90% of students will note that they feel safe at school all or most of the time. When responding to the California School Staff Survey, 75% of staff will note that they "strongly agree" that school is a safe place for students and staff. When responding to the California School Parent Survey, all parents will strongly agree or agree that school is a safe place for students, with the goal being 75% strongly agreeing. |

| | | |
|---------------------|---|---|
| | <p>students, noted 47% (strongly agree) and 46% (agree).</p> <p>UPDATED AUGUST 2020 5th grade students responding to the 2019-20 California Healthy Kids Survey, when answering the question “Do you feel safe at school?”, noted 51% (all the time), 39% (most of the time), and 10% (some of the time). The staff responding to the 2019-20 California School Staff Survey, when asked if school is a safe place for students, noted 60% (strongly agree) and 40% (agree). When the staff was asked if school is a safe place for staff, 68% (strongly agree) and 32% (agree). Santa Teresa parents responding to the 2019-20 California School Parent Survey, when answering if school is a safe place for students, noted 51% (strongly agree) and 40% (agree).</p> | |
| PBIS Implementation | The School Wide PBIS Tiered Fidelity Inventory from 4/15/19 indicated an 81% implementation Rate | Continue to monitor PBIS implementation and increase to at least a 90% implementation rate. |
| Nearpod Usage | As of 10/20/20, 11 out of 24 Santa Teresa teachers had used Nearpod as a SEL tool. | Increase Nearpod usage by 50% (6 additional teachers) and monitor how teachers (in addition to Nearpod) are providing SEL support for students. |

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 |

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 to work with qualifying 4th-6th grade students that need social, emotional, or academic support. This support has now shifted to an online format due to the COVID-19 shutdown.

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|-----------|----------------------------|
| \$7,200 | Low Performing Block Grant |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Due to the COVID-19 shutdown and distance learning, students are in need of social-emotional and mental health supports more than ever. 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

During the COVID-19 shutdown and distance learning, 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

During the COVID-19 shutdown, without the ability to meet with and communicate directly in person with families, the Santa Teresa teachers and staff must utilize online platforms to provide timely and critical information to students and families.

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.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| CA Healthy Kids' Annual Parent Survey | <p>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.</p> <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>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> <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, and the COVID-19 pandemic will likely require that.</p> | <p>We will increase parent attendance at meetings by another 13 parents (at least 30 total).</p> |
| Parent Email Subscriptions to Parent Square | <p>As of 5/27/2020, 100% of Santa Teresa families are able to be reached.</p> | <p>We will continue to closely monitor delivery data to ensure that 100% of families can be reached using Parent Square</p> |

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Knowing that meeting attendance is always 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)

| | |
|------------|--|
| \$0 | There is no cost associated with this strategy. |
|------------|--|

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)

| | |
|------------|--|
| \$0 | There is no cost associated with this strategy. |
|------------|--|

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.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Due to the COVID-19 shutdown, teachers and staff will utilize Parent Square on a daily to weekly basis to provide clear and concise information for families. To best serve families, staff will include pictures, videos, maps, and other communication beyond the written word. The school also 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. |

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

\$75,797

Other Federal, State, and Local Funds

| State or Local Programs | Allocation (\$) |
|---|-----------------|
| Low-Performing Student Block Grant | \$34,155 |
| LCFF Budget | \$41,642 |

Subtotal of state or local funds included for this school: \$75,797

Total of federal, state, and/or local funds for this school: \$75,797