

School Year: 2022-2023

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 2, 2022	June 16, 2022

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 and a full year of COVID influenced in-person learning has created for our school community. These impacts have caused 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 educational partners 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.

Educational Partners Involvement

During the return to in-person learning for the 2021-22 school year, we continued to engage parent and family involvement virtually. Parent meetings were held through google meetings. For the 2022-23 school year, knowing that COVID protocols can change plans, a full return to in-person parent meetings and engagement is the current plan. In regards to communication, school information is presented via Parent Square and monthly newsletters (*Paw Print*).

Presentations regarding the 2022-23 SPSA to educational partners included:

School Site Council
June 2, 2022

Home and School Association
September 13, 2022

English Learner Advisory Committee (ELAC)
September 1, 2022

The Santa Teresa School Site Council approved the 2022-23 SPSA on June 2, 2022.

Note from June 2, 2022: 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 2022, and will have input on any adjustments needed for the 2022-23 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.

- 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
- Securing additional intervention teachers, particularly in the areas of math and writing

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

Teacher determined formative assessment data and iReady assessment results indicate that a significant percentage of 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.

Goal 1 - Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
SBAC Scores	N/A	Available August 2022	Annual Growth of 3% overall
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One

			Performance Level
Local ELA Benchmark Assessments (iReady Mid-Year)	67% on or above grade level	63% on or above grade level	Annual Growth of 3% overall
Local Math Benchmark Assessments (iReady Mid-Year)	60% on or above grade level	52% on or above grade level	Annual Growth of 3% overall

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.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,382	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)
\$468	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. In addition to the funds noted below, the Santa Teresa Home and School Association will provide an increase to teacher budgets, dependent on fundraising, in January of 2023.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$13,100	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)
\$1,495 RAZ Kids	LCFF
\$2,988 BrainPop	
<u>\$3,800 Scholastic News</u>	
\$8,283	

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)

\$1,200	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, and increased by over 10% during the 21-22 school year, the progress on the SBAC for ELs not reclassified is not adequate. Additionally, the percentage of EL students that are considered Long Term English Learners (LTEL) is concerning. The teaching and support staff will specifically focus on interventions and classroom supports for EL students at level 1 and 2 on the ELPAC. An emphasis on providing intervention support for ELs at Santa Teresa during the 2022-23 school year is required. Additionally, teachers will closely monitor supports, growth, and interventions provided for Hispanic students not at grade level with the intent to close the achievement gap.

Goal 2 - Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
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English Learner Reclassification Rate	9%	21%	15-20% of English Learners Reclassified Annually
Long Term English Learner (LTEL) Rate	14%	26%	20% or Less of English Learners Identified as LTEL
Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year)	<i>51 % of Latino students scored at or above grade level</i> <i>86 % of Black students scored at or above grade level</i> <i>44 % of English learners scored at or above grade level</i>	<i>33 % of Latino students scored at or above grade level</i> <i>75 % of Black students scored at or above grade level</i> <i>33 % of English learners scored at or above grade level</i>	Annual Growth of 5% for Listed Student Groups
Local Math Benchmark Assessments for Student Groups (iReady Mid-Year)	<i>38 % of Latino students scored at or above grade level</i> <i>57 % of Black students scored at or above grade level</i> <i>43 % of English learners scored at or above grade level</i>	<i>24 % of Latino students scored at or above grade level</i> <i>63 % of Black students scored at or above grade level</i> <i>27 % of English learners scored at or above grade level</i>	Annual Growth of 5% for Listed Student Groups
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level for Listed Student Groups

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 (additional guided reading and writing support). To address learning needs or foundational skill gaps for English Learners (EL) and students of color, interventions will be provided with the goal of increasing student proficiency.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$7,564	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

An intervention teacher will work with K-6th grade students, with the majority (more than 60%) being Hispanic, in a pull-out weekly foundational reading program (Orton Gillingham). Expenditures for this strategy will be paid out of another school budget.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
TBD by September 15, 2022	Expanded Learning Opportunities Funds (District Provided)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Students of Color, 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	Separate school budget (TBD)

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
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Goal 3

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

Identified Need

Providing extensive access to the general education environment for special education students and supporting the development of their academic skills is a major priority for the 22-23 school year. A decline in iReady scores during the 21-22 school year, where the assessment was once again administered in the controlled environment that in-person learning offers, gives a baseline to build on during the 22-23 school year. General education teachers and special education support providers will closely monitor IEP goals and provide targeted instruction that effectively demonstrates growth for special education students. Furthermore, as an SDC site that cautiously anticipates it will no longer face the level of requirements or excessive caution related to the COVID-19 pandemic, providing extensive mainstreaming opportunities for SDC students during social, physical, and academic sessions throughout the school day will benefit the entire school.

Goal 3 - Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
Local ELA	38% of Students with	29% of Students with	Annual Growth of 5%

Benchmark Assessments for Special Education (iReady Mid-Year)	<i>Disabilities Performed at or above grade level</i>	<i>Disabilities Performed at or above grade level</i>	for Special Education Student Group
Local Math Benchmark Assessments for Special Education (iReady Mid-Year)	<i>38% of Students with Disabilities Performed at or above grade level</i>	<i>30% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level for Special Education Student Group
Inclusion Data of Students with Disabilities	<i>63% of Students with Disabilities in General Education Settings for at least 80% of their day</i> <i>32% of Students with Disabilities In the Special Education Setting more than 60% of their day</i>	<i>54% of Students with Disabilities in General Education Settings for at least 80% of their day</i> <i>37% of Students with Disabilities In the Special Education Setting more than 60% of their day</i>	District SDC site target is >52% (ST seeks a 10% growth in 22-23 - at least 64%) District SDC site target is <21.6% (ST seeks a 20% decline in 22-23 - less than 17%)

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Students with disabilities in the Special Day Class Program (SH)

Strategy/Activity

Within the first 3 weeks of school, collaborate as a staff to determine significant mainstreaming opportunities for our SDC students. Led by the Santa Teresa SDC teachers, student interest and strengths will be determined and best fits in in the general education environment, in regards to content and desired instructional time duration, will be established. The entire Santa Teresa team will establish a schedule and determine what additional personnel support may be needed for SDC students to extensively participate in the general education environment.

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
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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)
\$1,404 SDC Teacher SC Attendance <u>\$200 IA Hours</u> \$1,604	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 small group 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 these past 2 ½ years, and identify those teachers and classes that need support to provide the professional development and coaching they need to ensure equal access to 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. The Santa Teresa staff will continue to support families with resources to access the internet at home. 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.

Goal 4 - Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
Annual Teacher and Student (Grades 3-8) Technology Survey	<p><i>Students in grade 3-6 who use technology weekly at school</i> 2020-21: No data</p> <p><i>Students in grades 3-6 who use technology daily at school</i> 2020-21: No data</p> <p><i>Teachers who report students use technology on a daily basis</i> 2020-21: No data</p>	<p><i>Students in grade 3-6 who use technology weekly at school</i> 2021-22: 99%</p> <p><i>Students in grades 3-6 who use technology daily at school</i> 2021-22: 93%</p> <p><i>Teachers who report students use technology on a daily basis</i> 2021-22: 86%</p>	<p><i>Students in grade 3-6 who use technology weekly at school</i> 2023-24: 100%</p> <p><i>Students in grades 3-6 who use technology daily at school</i> 2023-24: 90%</p> <p><i>Teachers who report students use technology on a daily basis</i> 2023-24: 80%</p>
Student Access to Core Subject Areas Using 21st Century Skills	<p><i>% of students report using technology to work or collaborate with others.</i></p> <p><i>% of students report using technology to communicate with others.</i></p> <p><i>% of students report using</i></p>	<p>83% of students report using technology to work or collaborate with others.</p> <p>67% of students report using technology to communicate with others.</p> <p>67% of students report</p>	<p>90% of students report using technology to work or collaborate with others.</p> <p>60% of students report using technology to communicate with others.</p> <p>80% of students report</p>

	<p><i>technology to solve problems or help with their critical thinking in class.</i></p> <p><i>% of students report using technology to be creative.</i></p> <p>No data available for 20-21</p>	<p><i>using technology to solve problems or help with their critical thinking in class.</i></p> <p>72% of students report using technology to be creative.</p>	<p><i>using technology to solve problems or help with their critical thinking in class.</i></p> <p>80% of students report using technology to be creative.</p>
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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 \$1,000 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)

\$1,000	LCFF
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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.
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Provide professional development and internal support for the effective use of iReady, BrainPop, RAZ Kids, Google Apps for Education, Accelerated Reader, and/or other online learning tools.

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

Despite a full in-person school year, the COVID-19 pandemic has contributed greatly to a higher percentage of chronically absent students during the 21-22 school year. An emphasis on attendance, including a revamped reward system and close monitoring of students above the 10% absence threshold, is required for the 22-23 school year. Additionally, there is a need to ensure a significant increase in the percentage of students feeling connected to school occurs. Creating meaningful connections to students is an important step for the adults working on the Santa Teresa campus. Although PBIS has been highly implemented at Santa Teresa, there is a need for improvement, particularly with tier 2 support. Lastly, maintaining the 2021-22 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 continue to be essential for the 2022-23 school year.

Goal 5 - Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
Attendance Annual Average	97.9%	93.6%	98%
Chronic Absenteeism	4.2%	17%	<i>The Chronic Absenteeism rate will be reduced to 5%.</i>
Suspension Rate	0%	1%	1%
Expulsion Rate	0%	0%	0 students
Student Safety, Connectedness and Belonging Survey	<i>Survey not available in 2020-21</i>	<i>95% of 3rd-6th feel safe at school</i> <i>52% of 3rd-6th feel connected at school</i>	<i>Greater than 95 % feel safe at school</i> <i>Greater than 75% feel connected at school</i>

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

Students needing intensive counseling support

Strategy/Activity

Provide a dedicated counselor from an outside agency (Almaden Valley Counseling Services) to work with students that need social, emotional, or academic support (2 days a week). This is in addition to any potential support from the District counseling intern program (1 day a week in 21-22).

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$14,400	Separate school budget (TBD)

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 regularly 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 or other interventions, including those related to attendance.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	There is no cost associated with this strategy.
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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). The Home and School Association has creatively created opportunities for parent engagement during the pandemic through events the the Gobble Thon and Family Movie Night. 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, with a less heightened focus on COVID-19 restrictions opening up more opportunities during the 22-23 school year.

Goal 6 - Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
Attendance at School Parent Meetings	20-21 STHSA attendance data indicates an average of 23 attendees at virtual meetings.	21-22 STHSA attendance data indicates an average of 25 attendees at virtual meetings.	Have an annual average increase of at least 5 attendees to STHSA meetings
Parent Square Delivery and Post Data	100% of families were reachable via PS during the 20-21 school year	As of 4/29/22, 100% of families were reachable via PS	Ensure that all families can receive information via PS. Promote a 50% increase in the number of parents that have downloaded the PS

			app
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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)
\$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

With pandemic restrictions lifted, 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. Provide additional virtual options for viewing presentations and classroom activities, leveraging the online tools that multiple staff members currently use (Flipgrid, etc.)

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 in-person STHSA, SSC, and ELAC meetings to promote continued parent involvement, but will also offer virtual attendance through a Google Meet link.

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 5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

With in-person experiences available in the fall, the principal will conduct monthly morning informal parent meetings to connect with parents, provide updates, and allow for discussions related to supporting students at home and in school.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
TBD by September 15, 2022	STHSA will be asked to provide a small fund for treats for these meetings

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	\$39,101

Other Federal, State, and Local Funds

State or Local Programs	Allocation (\$)
LCFF Budget	\$39,101

Subtotal of state or local funds included for this school: \$39,101

Total of federal, state, and/or local funds for this school: \$39,101