

School Year: [2024-25]

# School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the [SPSA Template Instructions](#).

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Santa Teresa Elementary School	43696256067243	May 23, 2024	June 20, 2024

## Plan Description

The SPSA describes Santa Teresa Elementary School’s schoolwide programs and strategies designed to support learning for all students and improve their academic and social success. The school staff works closely with educational partners throughout the school and analyzes student performance data on an ongoing basis to pinpoint areas of need and provide targeted support. Five 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 - School and classroom environments support learning, creativity, safety, and engagement.

Goal 5 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

## **Educational Partner Involvement**

### **Involvement Process for the SPSA and Annual Review and Update**

At Santa Teresa, school staff welcome a close partnership with families to discuss and plan for student growth. This partnership is particularly critical for students that are not meeting standards or showing continued growth. The staff also works directly with the Home and School Association to plan events and decide on key initiatives to build community and support students.

Presentations regarding the 2024-25 SPSA to educational partners included:

Community SPSA Input Meeting  
March 15, 2024

School Site Council  
May 23, 2024

Home and School Association  
May 14, 2024

## **Comprehensive Needs Assessment**

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- Data shows that socioeconomically disadvantaged students are performing at a lower level than all students in English Language Arts. The 2023 CA Dashboard level for this student group was orange, two levels below all students (green), which indicates a need for an increased focus on resources for socioeconomically disadvantaged students in ELA within tier 1 and tier

2. Reviewing this data with teachers, it has been determined that small group instruction and intervention support should target socioeconomically disadvantaged students, a subgroup that often includes students within other subgroups with ample room for growth.
- Data shows that students with disabilities are performing at a lower level than all students in Reading and Math. District iReady benchmark assessments indicate a decline from 2023 to 2024 in both Reading (32% to 21% meeting standard) and Math (32% to 14% meeting standard) within the students with disabilities subgroup. Reviewing the data with the School Site Council, general education teachers, and special education teachers, it has been determined that a close partnership between the Education Specialist and general education teachers is needed. A strong understanding of the accommodations and modifications and academic goals for students with disabilities is needed to provide the tier 1 support for this student group within the general education classroom. At the beginning of the year, the Education Specialist will meet with each general education teacher to review the needs of each student. Additional collaboration will occur throughout the year to monitor growth and adapt plans in the interest of improving the academic gains for students with disabilities on District benchmarks in both Reading and Math.

## **Goals, Strategies/Activities, and Expenditures**

### **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. Additionally, technology will be used as a tool for collaboration, communication, and research. Online learning programs will be utilized for individualized understanding and assessment of key grade level concepts.

### **Goal 1 - Annual Measurable Outcomes**

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<b>Metric</b>	<b>2021-2022 Data</b>	<b>2022-2023 Data</b>	<b>2023-2024 Data</b>	<b>Desired Outcome for 2024-2025</b>
<b>SBAC Scores</b>	69% meeting or exceeding standard in ELA 60% meeting or exceeding standard in Math	69% meeting or exceeding standard in ELA 64% meeting or exceeding standard in Math	Available August 2024	Annual Growth of 3% overall
<b>CA Dashboard Academic Indicator</b>	ELA - High Math - High	ELA - Green Math - Green	Status Available Fall 2024	Blue, Green or Increase of One Performance Level
<b>Local ELA Benchmark Assessments (iReady Mid-Year)</b>	59% on or above grade level	61% on or above grade level	61% on or above grade level	Annual Growth of 3% overall
<b>Local Math Benchmark Assessments (iReady Mid-Year)</b>	52% on or above grade level	53% on or above grade level	53% on or above grade level	Annual Growth of 3% overall
<b>Annual Teacher and Student (Grades 3-6) Technology Survey</b>	<i>Students in grades 3-6 who use technology daily at school 2021-22: 93%</i>  <i>Teachers who report students use technology on a daily basis 2021-22: 86%</i>	<i>Students in grades 3-6 who use technology daily at school 2022-23: 95%</i>  <i>Teachers who report students use technology on a daily basis 2022-23: 88%</i>	<i>Students in grades 3-6 who use technology daily at school 2023-24: 91%</i>  <i>Teachers who report students use technology on a daily basis 2023-24: 89%</i>	<i>Students in grades 3-6 who use technology daily at school 2024-25: 90%</i>  <i>Teachers who report students use technology on a daily basis 2023-24: 80%</i>
<b>Student Access to Core Subject Areas Using 21st Century Skills</b>	<i>83% of students report using technology to work or collaborate with others.</i> <i>67% of students report using technology to communicate with others.</i> <i>67% of students report using technology to solve problems or help with their critical thinking in class.</i>  <i>72% of students report using technology to be creative.</i>	<i>91% of students report using technology to work or collaborate with others.</i> <i>84% of students report using technology to communicate with others.</i> <i>69% of students report using technology to solve problems or help with their critical thinking in class.</i>  <i>85% of students report using technology to be creative.</i>	<i>91% of students report using technology to work or collaborate with others.</i> <i>71% of students report using technology to communicate with others.</i> <i>82% of students report using technology to solve problems or help with their critical thinking in class.</i>  <i>82% of students report using technology to be creative.</i>	<i>90% of students report using technology to work or collaborate with others.</i> <i>80% of students report using technology to communicate with others.</i> <i>80% of students report using technology to solve problems or help with their critical thinking in class.</i>  <i>80% of students report using technology to be creative.</i>

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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.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$5,500	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)
\$500	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 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 2025.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$9,285	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). Additionally, a site Starfall site license will be purchased. Provide professional development opportunities for the unitization of these online tools. 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)
\$1,607 RAZ Kids \$3,685 BrainPop \$400 Starfall	LCFF

**\$3,800 Scholastic News**  
**\$9,492 Total**

**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)

**\$900**

**LCFF**

**Strategy/Activity 6**

**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 \$500 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)

**\$500**

**LCFF**

**Strategy/Activity 7**

**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 8**

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

All Students

**Strategy/Activity**

With the need to further emphasize the TWIG science curriculum and the high interest, through community outreach, in providing hands-on science based activities for students, Santa Teresa Elementary will secure a Family Science Night for the community during the first half of the 24-25 school year. Additionally, teachers will be provided with professional development and planning time to further develop the implementation and understanding of TWIG Science units and the hands-on learning opportunities that accompany them.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$0	The funds for the Family Science Night will be secured through STHSA or another school budget.

**Strategy/Activity 9**

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

All Students

**Strategy/Activity**

The Santa Teresa staff will engage in professional development around providing culturally relevant teaching strategies and understanding how to further meet the needs of a diverse student and community population.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$0	Any cost associated with this professional development will come from an additional school budget.

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

During the fall of the 23-24 school year, all Santa Teresa teachers participated in one grade level release day to plan for instruction and intervention support. Teachers also further examined the new TWIG science adoption and planned for module implementation. Teachers on the evaluation cycle successfully set goals with the principal to improve instruction and student outcomes. Grade levels and individual teachers successfully utilized their budgets to purchase key instructional tools and materials needed to run successful classrooms. BrainPop, RAZ Kids, and Scholastic News were purchased, with high utilization rates. The instructional print shop budget was completely used, with an additional \$100 budgeted for 24-25.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All strategies were utilized and all expenditures were exhausted as of May 2024. The Santa Teresa Home and School Association provided additional funds for teacher supplies, providing more opportunities for securing engaging materials for student learning and productivity.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 4 from the 23-24 SPSA has been combined with Goal 1 in the 24-25 SPSA, as the effective use of technology is a component of learning that directly supports meeting common core standards. Most classrooms utilize technology as a learning tool on a daily basis. Technology strategies were added (strategies 6 and 7) in the 24-25 SPSA. Community input on the 24-25 SPSA for goal 1 indicated an overwhelming desire to further science related experiences for students as well deepening the cultural relevance of instruction and schoolwide activities. Strategies 8 and 9 were added to the 24-25 SPSA to address these needs.

## 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 Latino student groups represent the largest student groups at Santa Teresa. The reclassification rate for EL students decreased by 8% during the 23-24 school year, and progress on the SBAC and iReady benchmark assessments for ELs not reclassified is not

adequate, particularly in math. However, the percentage of EL students considered Long Term English Learners (LTEL) dropped below 20% (18%), which is a significant improvement from the 22-23 school year. The teaching and support staff will specifically focus on interventions and classroom supports for EL students at level 1 and 2 on the ELPAC. A continued emphasis on providing intervention support for ELs at Santa Teresa during the 2024-25 school year is required. Additionally, teachers will closely monitor supports, growth, and interventions provided for Latino 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	2022-2023 Data	2023-24 Data	Desired Outcome for 2024-2025
<b>English Learner Reclassification Rate</b>	9%	21%	16%	8%	15-20% of English Learners Reclassified Annually
<b>Long Term English Learner (LTEL) Rate</b>	14%	26%	26%	18%	20% or Less of English Learners Identified as LTEL
<b>Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year)</b>	<p><i>51 % of Latino students scored at or above grade level</i></p> <p><i>86 % of Black students scored at or above grade level</i></p> <p><i>44 % of English learners scored at or above grade level</i></p>	<p><i>33 % of Latino students scored at or above grade level</i></p> <p><i>75 % of Black students scored at or above grade level</i></p> <p><i>33 % of English learners scored at or above grade level</i></p>	<p><i>40 % of Latino students scored at or above grade level</i></p> <p><i>67 % of Black students scored at or above grade level</i></p> <p><i>17 % of English learners scored at or above grade level</i></p>	<p><i>39 % of Latino students scored at or above grade level</i></p> <p><i>80 % of Black students scored at or above grade level</i></p> <p><i>29 % of English learners scored at or above grade level</i></p>	Annual Growth of 5% for Listed Student Groups
<b>Local Math Benchmark Assessments for Student Groups (iReady Mid-Year)</b>	<p><i>38 % of Latino students scored at or above grade level</i></p> <p><i>57 % of Black students scored at or above grade level</i></p> <p><i>43 % of English learners</i></p>	<p><i>24 % of Latino students scored at or above grade level</i></p> <p><i>63 % of Black students scored at or above grade level</i></p> <p><i>27 % of English learners</i></p>	<p><i>26 % of Latino students scored at or above grade level</i></p> <p><i>67 % of Black students scored at or above grade level</i></p> <p><i>19 % of English learners</i></p>	<p><i>27 % of Latino students scored at or above grade level</i></p> <p><i>20 % of Black students scored at or above grade level</i></p> <p><i>18 % of English learners</i></p>	Annual Growth of 5% for Listed Student Groups

	<i>scored at or above grade level</i>	<i>scored at or above grade level</i>	<i>scored at or above grade level</i>	<i>scored at or above grade level</i>	
<b>CA Dashboard Academic Indicator</b>	N/A	<i>ELA</i> <i>Latino - Low</i> <i>Black - Not Reported</i> <i>English learners - High</i>  <i>Math</i> <i>Latino - Low</i> <i>Black - Not Reported</i> <i>English learners - High</i>	<i>ELA</i> <i>Latino - Green</i> <i>Black - Not Reported</i> <i>English learners - Yellow</i>  <i>Math</i> <i>Latino - Green</i> <i>Black - Not Reported</i> <i>English learners - Green</i>	Status Available Fall 2024	Blue, Green or Increase of One Performance Level for Listed Student Groups

**Strategy/Activity 1**

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

EL, Latino, and other students not at standard

**Strategy/Activity**

An intervention teacher will work K-3rd grade students, with the majority (more than 60%) being EL and/or Latino, 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)
\$9,287	LCFF

**Strategy/Activity 2**

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

Latino, 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 Latino, 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, 2024	Separate school budget (TBD)

**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.

**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 Latino 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)
<b>Costs included in Goal 1</b>	<b>LCFF</b>

**Strategy/Activity 5**

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

Students of Color, Socioeconomically Disadvantaged Students, and English Learners

**Strategy/Activity**

Ensure Newcomers (1 year or less in the US) receive weekly individualized or group support in building language acquisition through a multitude of verbal opportunities.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
<b>\$0</b>	<b>There is no site cost for this strategy.</b>

**Strategy/Activity 6**

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

Students of Color, Socioeconomically Disadvantaged Students, English Learners, and All Students

**Strategy/Activity**

Develop a weekly or bi-weekly school-wide class buddy system, where older students meet with younger students, with practicing reading fluency and comprehension a consistent aspect of the program.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

\$0

There is no site cost for this strategy.

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

Tier 2 pull-out intervention support was secured, with LCFF funds used to provide additional guided reading and writing support, with some additional math support, to over 40 students during the 23-24 school year. An additional budget was used to provide Orton Gillingham early reader intervention support for an additional 40 students, with an upper grade group added in February 2024 based on teacher input and significant reading support, particularly for Newcomers. Rigby and other assessment data pinpoints accelerated gains for students receiving these interventions. THE RAZ Kids upper grade license was utilized by 36 students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All strategies were implemented and all expenditures were exhausted.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To better build a strong student community and promote the joy of literacy, a school-wide class buddy system will be developed, with an emphasis on building reading fluency and comprehension for students (strategy 6). Additionally, with the influx of Newcomers at Santa Teresa, it's important to emphasize the impact of the ELD Instructional Aide on language acquisition (strategy 5).

## 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 and social skills is a major priority for the 24-25 school year. Santa Teresa special education students taking the iReady assessments during the 23-24 school year experienced significant declines in reading and math from 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, 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	2022-23 Data	2023-24 Data	Desired Outcome for 2024-2025
<b>Local ELA Benchmark Assessments for Special Education (iReady Mid-Year)</b>	<i>38% of Students with Disabilities Performed at or above grade level</i>	<i>29% of Students with Disabilities Performed at or above grade level</i>	<i>32% of Students with Disabilities Performed at or above grade level</i>	<i>21% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group
<b>Local Math Benchmark Assessments for Special Education (iReady Mid-Year)</b>	<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>	<i>32% of Students with Disabilities Performed at or above grade level</i>	<i>14% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group
<b>CA Dashboard</b>	N/A	ELA	ELA	Status Available Fall	Blue, Green or

<b>Academic Indicator</b>		<i>Students with Disabilities - Low</i>  <i>Math Students with Disabilities - Low</i>	<i>Students with Disabilities - Yellow</i>  <i>Math Students with Disabilities - Yellow</i>	2024	Increase of One Performance Level for Special Education Student Group
<b>Inclusion Data of Students with Disabilities</b>	<p><i>63% of Students with Disabilities in General Education Settings for at least 80% of their day</i></p> <p><i>32% of Students with Disabilities In the Special Education Setting more than 60% of their day</i></p>	<p><i>54% of Students with Disabilities in General Education Settings for at least 80% of their day</i></p> <p><i>37% of Students with Disabilities In the Special Education Setting more than 60% of their day</i></p>	<p><i>52% of Students with Disabilities in General Education Settings for at least 80% of their day</i></p> <p><i>42% of Students with Disabilities In the Special Education Setting more than 60% of their day</i></p>	<p><i>47% of Students with Disabilities in General Education Settings for at least 80% of their day</i></p> <p><i>47% of Students with Disabilities In the Special Education Setting more than 60% of their day</i></p>	<p>District SDC site target is &gt;52% (ST seeks a 10% growth in 24-25 - at least 57%)</p> <p>District SDC site target is &lt;21.6% (ST seeks a 10% decline in 24-25 - less than 37%)</p>

**Strategy/Activity 1**

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

Students with disabilities in the Special Day Class Program (Extensive Needs)

**Strategy/Activity**

Within the first 5 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.

**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.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
<b>\$0</b>	<b>No site cost associated with this strategy</b>

**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% absence threshold to set up plans to increase their attendance rate. Additionally, appropriate attendance notification 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)
<b>\$0</b>	<b>There is no cost associated with this strategy.</b>

**Strategy/Activity 5**

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

Students with disabilities in Special Day Classes

**Strategy/Activity**

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. A portion of these funds may also be used so SDC teachers can attend grade level field trips with their students while having a qualified teacher remain with the rest of the class not in that grade level.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
<b>\$1000 SDC Teacher SC/Field Trip Attendance</b>	<b>LCFF</b>

**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)
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## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

While mainstreaming opportunities occurred for many of Santa Teresa's SDC students during the 23-24 school year, a renewed focus on impacting all SDC students with this strategy is needed. All scheduled Support Staff meetings occurred, with data collection and individual student plans at the forefront of conversations and documentation. Since no 6th grade SDC students attended science camp, these funds were able to be used for classroom supplies. SDC teachers were able to utilize a site provided release day to collaborate and ensure IEP compliance. Additional days were provided by the district.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The additional hours for Instructional Aide collaboration time (strategy 5) was not utilized in 23-24 and has been omitted in the 24-25 SPSA.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Mainstreaming for SDC students is a priority for 24-25, and a more robust plan and accountability system for these opportunities is needed.

## Goal 4

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

### Identified Need

Despite a third consecutive full in-person school year, the residual effects of COVID-19 pandemic has contributed to a continued higher than desired percentage of chronically absent students during the 23-24 school year. With that being said, the chronic absenteeism rate dropped from 15% in 22-23 to 9.7% in 23-24 (as of 4/17/24). An emphasis on attendance, including continuing to revamp the attendance reward system and closely monitor the students above the 10% absence threshold, is required for the 24-25 school year. Additionally, there is a need to ensure a continued upward trajectory in the percentage of students feeling connected to school occurs. Continuing to create meaningful connections to students is an important initiative 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 2023-24 counseling support for students in need is necessary. The Santa Teresa staff continues to notice stress on students and families, and mental health and behavioral supports continue to be essential for the 2024-25 school year.

### Goal 4 - Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	2022-2023 Data	2023-2024 Data	Desired Outcome for 2024-2025
Attendance Annual Average	97.9%	93.6%	94.5%	95.5% (as of 4/17/24)	98%
Chronic Absenteeism	4.2%	17%	15%	9.7% (as of 4/17/24)	<i>The Chronic Absenteeism rate will be reduced to 5%.</i>
Suspension Rate	0%	1%	1%	1%	1%

<b>Expulsion Rate</b>	0%	0%	0%	0%	<b>0 students</b>
<b>Student Safety, Connectedness and Belonging Survey</b>	<i>Survey not available in 2020-21</i>	<i>95% of 3rd-6th feel safe at school 52% of 3rd-6th feel connected at school</i>	<i>95% of 3rd-6th feel safe at school 83% of 3rd-6th feel connected at school</i>	<i>95% of 3rd-6th feel safe at school 83% of 3rd-6th feel connected at school</i>	<i>Greater than 95 % feel safe at school 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. Continue new strategies, including a year end lunch for students chronically absent in 23-24 that have less than 10 absences as of April 30, 2025.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
<b>\$500</b>	<b>LCFF</b>

**Strategy/Activity 2**

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

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Students needing intensive counseling support

**Strategy/Activity**

Provide funds for additional counseling support (social work intern) to ensure services are available for students in need. Promote more group counseling interactions to provide students with tools to avoid conflict and settle disputes diplomatically and effectively. This is in addition to any potential support from the District counseling intern program (2 days a week in 23-24).

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$5,000	LCFF

**Strategy/Activity 3**

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

All students

**Strategy/Activity**

We will use Nearpod, and other online platforms, to provide social-emotional learning for students. Additionally, Santa Teresa teachers will continue to participate in the Restorative Practice training to better provide students opportunities to express their feelings and problem solve disputes.

**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. The principal will closely monitor and communicate with these students/families, particularly those families whose students were chronically absent during the 23-24 school year.

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 5**

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

All students

**Strategy/Activity**

The Santa Teresa teaching staff, students, and community will select picture books that represent the monthly themes at the national or local level. Books may also be chosen that highlight the monthly mega skill at Santa Teresa. Each class will receive a copy of the monthly school-wide book.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
<b>\$0</b>	<b>Picture books will be purchased through STHSA or another school budget.</b>

**Strategy/Activity 6**

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

All students

**Strategy/Activity**

The Panther Pride Assembly program allows for school-wide updates on upcoming events, the introduction of the monthly mega skill, highlighting national and local monthly themes, celebrating grade level attendance growth, and honoring individual students (Paw of Achievement) for a variety of outstanding accomplishments. The Santa Teresa team is committed to the character and team building aspects of these assemblies moving forward.

**Proposed Expenditures for this Strategy/Activity**

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

## Annual Review

**SPSA Year Reviewed: 2023–24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

Incentives for positive behavior and improved attendance (grade level and individual) happened throughout the 23-24 school year. Although not from AVCS, students received counseling support through the OGSD Counseling Intern program without needing a wait list for most of the year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to additional counseling support from the District, the use of Almaden Valley Counseling Services was not needed in 23-24.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In addition to online SEL tools (strategy 3), many Santa Teresa teachers participated in a Restorative Practice training in 23-24, with a group of these teachers providing professional development on this topic with the staff. With additional participants in 24-25, the components of Restorative Practice will continue to be evident throughout Santa Teresa's campus in 24-25. Santa Teresa will allocate LCFF funds for additional Social Work Intern support during the 24-25 school year (strategy 2) for an additional 2 days of mental health support. Community and staff input indicates a need to secure school-wide picture books that naturally accompany the national/local theme and/or school mega skill of the month to build community (strategy 5). Panther pride assemblies will continue in 24-25 (strategy 6).

## Goal 5

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, Winter Performances, Gallery Walks). The Home and School Association has creatively developed opportunities for parent engagement through events like the Gobble Thon, Book Fairs, the Fun Run, and Walk n' Roll Days. 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 during the 23-24 school year.

## Goal 5 - Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	2022-2023 Data	2023-2024 Data	Desired Outcome for 2024-2025
<b>Attendance at School Parent Meetings</b>	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.	22-23 STHSA attendance data indicates an average of 15 attendees at in-person/virtual meetings.	23-24 STHSA attendance data indicates an average of 17 attendees at in-person/virtual meetings.	Have an annual average increase of at least 5 attendees to STHSA meetings
<b>Parent Square Delivery and Post Data</b>	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	As of 5/15/23, 100% of families were reachable via PS	As of 4/23/24, 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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

All students

#### Strategy/Activity

Knowing that meeting attendance is not always feasible for families, the school principal will send out, via Parent Square, the Principal's Report the afternoon of each Home and School Association meeting. This will serve as an informative post as well as a reminder of the meeting.

#### Proposed Expenditures for this Strategy/Activity

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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. 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.

**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.

**Strategy/Activity 5**

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

All students

**Strategy/Activity**

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. These informal meetings will occur on the same date as Walk-and-Roll or Linger Longer Days.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

**TBD by September 15, 2024**

**STHSA will be asked to provide a small fund for treats for these meetings**

**Strategy/Activity 6**

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

All students

**Strategy/Activity**

To better highlight activities, celebrations, and learning happening on campus, a Journalism Club will be developed with the task of sending out quarterly student developed newsletters to the community.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

**\$0**

**Any cost associated with this strategy will come from an additional school budget.**

**Strategy/Activity 7**

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

All students

**Strategy/Activity**

To better develop a student voice, 24-25 Student Council members will be asked to participate in Monday morning announcements, sharing information about upcoming activities and events.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

\$0

There is no cost associated with this strategy.

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

Principal's Reports were provided before each 23-24 STHSA meeting. Although attendance at ST meetings only slightly grew, the online option and BTSN sign-ups brought new community members to the discussion. Gallery walks occurred in TK-3 classrooms, with PBL visits in 4-6th needing a greater emphasis in 24-25.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Informal principal parent meetings need a larger focus in 24-25. Partnering with Walk-and-Roll and/or Linger Longer Days and establishing and promoting dates in August 2024 will benefit commitment and attendance.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Through community and staff input, a new way of highlighting the outstanding learning and activities happening on campus is needed. A Journalism Club will be developed in 24-25, with staff advisors leading students through the creation of a quarterly newsletter sent out to the community via Parent Square (strategy 6). Student voice also needs to be more prominent at school. Student Council members will participate in Monday morning announcements, sharing about upcoming activities at school (strategy 7).

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$41,964

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
[List state or local program here]	\${Enter amount here}
[List state or local program here]	\${Enter amount here}
[List state or local program here]	\${Enter amount here}
[List state or local program here]	\${Enter amount here}
[List state or local program here]	\${Enter amount here}

Subtotal of state or local funds included for this school: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$[Enter total funds here]

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC 64001(g)(1)*, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

## Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance

category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

### **Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

### Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

*Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

## **Budget Summary Table**

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

# Appendix A: Plan Requirements for Title I Schoolwide Programs

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

- iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
  - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
  - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
- B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
      - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      - b. Use methods and instructional strategies that:
        - i. Strengthen the academic program in the school,
        - ii. Increase the amount and quality of learning time, and
        - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
      - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        - i. Strategies to improve students' skills outside the academic subject areas;
        - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

- v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  1. Ensure that those students' difficulties are identified on a timely basis; and
  2. Provide sufficient information on which to base effective assistance to those students.

- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 64001 et. seq.

## Appendix B: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

## Santa Teresa School Site Council Meeting

May 23, 2024 @ 6pm in-person

<https://meet.google.com/ksg-pnap-zkp?authuser=0>

Members: Mark Lepori (Principal), Jennifer Anderson (Teacher), Jonel Toledo (Teacher), Cheryl Snyder (School Secretary), Amanda Amaral (Teacher/ELTP), Jesse Castañeda (Parent), Vanessa Torres (Parent), Saneer Nashashibi (Parent), Lauren Sullivan (Parent), Emily Becker (Parent)

### I. Call to Order

### II. New Business

1. [Santa Teresa 24-25 SPSA](#) - Review, adjust, and approve 24-25 SPSA

### III. Old Business

1. Review of ST Mid-Year Data - [ST Mid Year Data 2023-24](#)
2. [Santa Teresa Elementary School - SPSA summary of expenses 021524 cs.docx](#)  
- A summary of expenditures from our LCFF budget to date
3. [Santa Teresa School Safety Plan 2023-2025](#) - Approved by SSC in January. Will be submitted to the Board in March
4. [Santa Teresa SPSA 2023-2024](#) - Here is the 23-24 SPSA. We will modify this document for the 24-25 school year (future SSC meetings)

### IV. Announcements

1. Returning 24-25 SSC Members: Year 2 - Saneer, Emily, Jonel, Jen - additional terms available for current members finishing year 2 this year

Santa Teresa Elementary School Site Council Notes - 23-24 SY

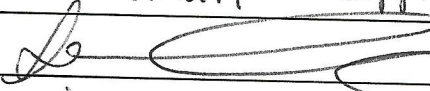
Meeting Date	May 23, 2024
Members Present	Mark Lepori (Principal) Jonel Toledo (Teacher) Jennifer Anderson (Teacher) Cheryl Snyder (School Secretary) Lauren Sullivan (Parent) Sanee Nashashibi (Parent) Emily Becker (Parent)
Members Absent	Vanessa Torres (Parent) Jesse Castañeda (Parent) Amanda Amaral (Teacher/ELTP)
Additional Guests	None
Call to Order	Mark Lepori
New Business	All of the goals and strategies of the 24-25 SPSA were reviewed and discussed.  The 24-25 SPSA was approved unanimously. <ul style="list-style-type: none"> <li>• First - Cheryl Snyder</li> <li>• Second - Sanee Nashashibi</li> </ul>
Meeting Date	April 23, 2024
Members Present	Mark Lepori (Principal) Jonel Toledo (Teacher) Jennifer Anderson (Teacher) Cheryl Snyder (School Secretary) Jesse Castañeda (Parent) Lauren Sullivan (Parent) Sanee Nashashibi (Parent) Emily Becker (Parent)
Members Absent	Vanessa Torres (Parent) Amanda Amaral (Teacher/ELTP)
Additional Guests	None
Call to Order	Mark Lepori
New Business	The team reviewed the 24-25 LCFF budget. The team reviewed additional staff input on each SPSA goal and added/removed strategies under each SPSA Goal. Goal 1 - Science Night, TWIG PD, culturally relevant teaching Goal 2 - ELD Instructional Aid, School-wide reading buddies

	<p>Goal 4 - assemblies, picture books for monthly or mega skill themes</p> <p>Goal 5 - Journalism Club, student announcements</p>
Meeting Date	March 21, 2024
Members Present	<p>Mark Lepori (Principal)</p> <p>Jonel Toledo (Teacher)</p> <p>Jennifer Anderson (Teacher)</p> <p>Amanda Amaral (Teacher/ELTP)</p> <p>Cheryl Snyder (School Secretary)</p> <p>Jesse Castañeda (Parent)</p> <p>Lauren Sullivan (Parent)</p> <p>Vanessa Torres (Parent)</p> <p>Sanee Nashashibi (Parent)</p> <p>Emily Becker (Parent)</p>
Members Absent	Vanessa Torres (Parent)
Additional Guests	None
Call to Order	Mark Lepori
New Business	The team viewed the notes from the 3/15 community input meeting regarding the LCAP/SPSA. The team noted themes within each of the 6 goals.
Meeting Date	February 15, 2024
Members Present	<p>Mark Lepori (Principal)</p> <p>Cheryl Snyder (school secretary)</p> <p>Jesse Castañeda (Parent)</p> <p>Lauren Sullivan (Parent)</p> <p>Vanessa Torres (Parent)</p> <p>Sanee Nashashibi (Parent)</p> <p>Emily Becker (Parent)</p>
Members Absent -	<p>Jennifer Anderson (Teacher)</p> <p>Amanda Amaral (Teacher/ELTP)</p> <p>Jonel Toledo (Teacher)</p>
Additional Guests	NONE
Call to Order	Mark Lepori
New Business - Mid-year Data, Mid-year Expenditures	<p>The team reviewed mid-year data.</p> <p>Last year's Hispanic subgroup showed good gains</p> <p>English Learners showed tremendous progress (Blue) on the California Dashboard. Over 60% of</p>

	<p>ELs grew one or more levels on the ELPAC  The team reviewed expenditures through LCFF so far this year.  The team discussed the work in front of us in developing the 24-25 SPSA</p>
Meeting Date	January 16, 2024
Members Present	<p>Mark Lepori (Principal)  Jonel Toledo (Teacher)  Jennifer Anderson (Teacher)  Amanda Amaral (Teacher/ELTP)  Jesse Castañeda (Parent)  Lauren Sullivan (Parent)  Vanessa Torres (Parent)  Sanee Nashashibi (Parent)  Emily Becker (Parent)  📱 2024-01-16 17:45 ST School Site Council ...</p>
Members Absent -	Cheryl Snyder (School Secretary)
Additional Guests	NONE
Call to Order	Mark Lepori
New Business - Review and Approve <a href="#">ST 23-25 School Safety Plan</a>	<p>Introductions  Reviewed Goals of Safety Plan  Goal 1 - Safe walking, biking, and driving routes and practices  Goal 2 - Update the ARCC  Goal 3 - Mental health support for students  Goal 4 - Security measures - cameras and software  Next Walk n Roll assembly is 2/14</p> <p>Motion to approve School Safety Plan - Jesse Castaneda  2nd to approve - Sanee Nashashibi  All members approve</p> <p>2/15 Meeting will review current SPSA expenditures and look at current data to prepare for 24-25 SPSA</p>

Santa Teresa Elementary SSC Sign-in Sheet

5.23.24 SSC Meeting

Name	Signature
Mark Lepori	M L.
Cheryl Snyder	Cheryl Snyder
Amanda Amaral	via email - approve
Jonel Toledo	via online
Jennifer Anderson	via online
Jesse Castenada	via email - approve
Sanee Nashashibi	
Vanessa Torres	via email - approve
Lauren Sullivan	La S
Emily Becker	Emily Becker