

Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Catherine Everett Elementary School

50711676052674
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

May 16, 2023

Local Board Approval Date

June 20, 2023

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Section 1 School Mission Statement and Description

School Mission Statement:

Success for ALL!

School Description:

Catherine Everett Elementary School is an established K-6 neighborhood school. Everett is located in the central part of Modesto. We are a neighborhood walking school as a majority of our students walk to and from school. Built in 1962, on a former almond orchard, Everett is located adjacent to Everett Park. All grade-level classes, with the exception of our TK, a Kinder class and our ECE classrooms, are housed in the original, permanent facilities structure. Four modular classrooms and a large multi-purpose room have been added to accommodate an increase in student population. Early Childhood Education Programs are housed in additional permanent buildings. Everett is home to 17 TK-6 grade-level classrooms, Resource Program, Speech and Language Program, 2 Full-day Head Start classes and 4 Half-day Preschool classes. The school grounds include a courtyard with benches, a large grassy field, a paved playground, and an outdoor lunch area with tables. Our welcoming and well cared for campus is complimented by a student garden, student work products, and projects displayed around the campus. All who step foot on our campus soon realize there is something special about our school. At Everett, We SOAR!

Our Everett Community Vision: Success for ALL!

During the 2023-2024 school year we identified an increase in student enrollment of 30 students.

2023-2024 Grade-Level Distribution of TK-6 classes:

TK- 1

K- 2

1st- 3

2nd-3

3rd- 2

4th- 2

5th-2

6th- 2

The staff is composed of fully credentialed Certificated teachers and itinerant staff, a knowledgeable and dedicated Classified staff and management, and certificated administrators who together collaboratively interact with parents and the community to serve as an effective team for the Everett Community. Catherine Everett School serves a diverse student population. Our Expanded Learning Program provides additional access and support to students outside of the school day. Expanded learning opportunities for students can occur before school with our Before School Program, after school, and during designated breaks within the year to include; Winter Break, Spring Break and over Summer. The program offerings include; additional support with academics, socialization, social emotional learning, strategic intervention and physical activities for more than 100 students. Everett School embraces the ever-changing diversity of our students and our Everett learning community. We grow upon our understanding of at "We're Better Together and Together We SOAR!"

The district has an extensive Character Education Program and Catherine Everett School students are recognized at Board meetings for their exemplary character. On campus we also encourage and reward acts of character with additional awards/incentives for improved attendance, perfect attendance, and meeting fluency and math goals. This year we are in our seventh year of implementing the PBIS model to address behaviors in an appropriate manner and cultivate a community in which didactic interventions and preventative measures are put in place to improve student outcomes. Our PBIS plan is based on the foundation and collective efficacy that all EAGLES SOAR. Each letter of EAGLES SOAR represents a monthly theme that we teach, reinforce and celebrate to/with our students regarding positive and highly desired behavior expectations on a monthly basis and through out the school year. We are rooting our incentive program as we go into year 2 of PBIS rewards system. Student incentives have increased as well as the positive behavior demonstrated by students and staff to create and foster a positive culture on within our Everett Community.

Community is an integral part of Catherine Everett Elementary School. In addition to students and staff, additional educational partners include; business partners, high school students, parents, and professional organizations All who serve as a part of our school community and assist in the efforts to support improving outcomes for all students. Our goals are to provide each student with a quality education, enhance self-advocacy abilities, address social emotional learning needs, cultivate each child's positive self-image, create a love of learning, and guide in developing the necessary skills, abilities, and values required to equip our students to be responsible citizens. The entire school community strives to teach and learn by our Vision and Mantra:

Vision Success for ALL!

Mantra: We're Better Together and Together, We SOAR!

Slogan: At Everett, We SOAR

ALL students are important and can reach their full potential towards academic and social emotional success. Everett will foster a positive, nurturing, safe school climate for ALL. We are committed to building positive relationships with our families and community to ensure our students will become productive members of society.

At Everett, I SOAR (am Safe, Organized, Accountable & Respectful), and I WILL Succeed. We are PeaceBuilders!

Modesto City Elementary: K-8

Migrant Education /Title I Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee which meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- ☒ Schoolwide Program
- ☒ Additional Targeted Support and Improvement
 - White Only - Chronic Absenteeism
 - Two or more Races - Chronic Absenteeism
 - SWD - Chronic Absenteeism

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA goals are aligned to MCS LCAP. The SPSA meets ESSA requirements, has metrics set to the CA Dashboard and is written and evaluated by stakeholder groups.

White

Two or more Races

SWD

Our Everett Community plans address the identified gaps by creating more parent involvement opportunities for parents, to provide earned incentives to students, and incorporate into the plan to encourage our attendance of student through greater outreach to provide knowledge to families surrounding the connection between the importance of being in school to the outcomes that are made possible in student academics.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Inequities:

Facilities: With growing enrollment and going into the 61st year of Everett's initial construction, we have identified there is a need for additional classroom spaces and space for a Multi Purpose Room such as; a space for intervention program offering, Parent Center and Professional Development space for our Everett Community. Though the campus is in good condition and even though maintained, our campus has not been upgraded and does not provide the necessary facilities such as a multi purpose room to hold large gatherings for parent support, to hold parent meetings, and large gatherings to support student learning. As a result of the limitations of space on campus, we are unable to most effectively provide resources to students due to space considerations.

We may not know the true impact, though with having new, renovated and up to date building facilities, the environment naturally, is much more welcoming and appealing/aesthetically pleasing to the eye of the community. Families and community are more likely to seek entrance to a newer building as opposed to a building location that is seasoned.

Section 3 Educational Partners Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the 2022-23 SPSA Annual Review and Update

Everett consulted with School Site Council, English Learner Advisory Committee, Site Leadership Team, and student groups for input during meetings and via survey. The meetings and gathering of input occurred during the 2022-2023 school year monthly. During 4 of our SSC, ELAC, SLT and through student survey, we discussed by the review of SPSA actions and services. Based on the input, there is direct correlation of strategies listed within our Everett SPSA and aligned with the input. Of the input received, actions were implemented as input was valued and necessary to the process of the review and update.

Involvement Process for the 2023-24 SPSA and Update

Everett consulted with our School Site Council, English Learner Advisory Committee, Site Leadership Team, and student groups for input during meetings and via survey. The meetings and gathering of input occurred during the 2022-2023 school year. This occurred during 4 SSC meetings, 4 ELAC meetings, 4 SLT meetings, through 2 parent surveys and through 1 student survey. These processes occurred in February, March, April, and May. Based on the input received, actions were implemented as input was valued and necessary to the process of the review and update of the development of our 2023-24 SPSA and update. . Based on the input, there is direct correlation of strategies listed within our Everett SPSA and aligned with the input.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Everett has been a K-6 school wide MTSS (Multi-tiered System of Support) going on 2 years at the conclusion of the 2022-2023 school year. This year we added TK as we expanded program offerings for our campus. At this time we have expanded our offerings to reflect TK-6 access. This program has provided small group-levelized reading instruction to all TK-6 grade students. With the assistance of an MTSS Coach, teachers, and instructional paraprofessionals students are assessed and their progress towards reaching District and site-wide learning goals is monitored throughout the year with the use of progress monitoring and assessment data. MTSS provided students with additional academic intervention. Support is delivered with the use of small group instruction focused on developing reading proficiency to enhance student achievement and increase the percentage of students meeting standards. The MTSS team utilized district- provided instructional material to pre-assess, teach, monitor, and post assess all students. Students received small group instruction 5 times per week. For our students who were furthest from the from the learning targets, double dipping occurred. Double dip students attended two MTSS intervention groups daily. An instructional para was utilized to assist with Tier II and Tier III instruction. Students were identified based upon DIBELS, CAASPP, ELPAC, fluency, benchmark, teacher observations, and writing assessments. All students received small group instruction focused on developing reading and writing foundation skills to increase proficiency. For the 2022-022 school year, Everett made a good faith effort to implement all of the strategies/activities/interventions noted within the 2022-2022 Single Plan for Student Achievement. As a result from 2022 ELA CAASPP data we have identified, of our students assessed, we are 41.1 points below standard. There was an increase of 1% overall in ELA SBAC in comparison to the previous year's data.

This year, our focus will continue to be in closing the achievement gap in both math, and ELA, as well as student wellness and welfare. Preventative measures listed as strategies, analysis of data, strategic planning and design of interventions as well as purposeful and intentional development and delivery of professional development will be targeted to reflect needs of our learning community in the area of ELA and math. Based on last year's approved SPSA and the allocation for funding, the following was implemented: 50% of Administrator of Curriculum and Instruction/Pupil Services, Teacher Professional Development with a focus in ELA for, Substitutes for Professional Development, Extended teacher collaboration, Data Dives with a focus on DIBELS data, monies utilized to stock our PBIS Rewards System Student Store, funding of SOAR SOM incentives, fieldtrips with an academic focus and writing component aligned with goal planning.

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

Funding of .2 TC II Translator: Though we began the school year with this position hired, due to unforeseen events, the role of this position became unfilled within the first trimester of the school year. Therefore the

monies allocated were not spent as originally projected. Cost of the TCII Translator Sub required a funding source. Monies were transferred to cover the hours subbed. Monies were also used to increase funding for teacher collaboration and cost of subs for ELA Data Dives. Substitutes Sitewide Intervention: We created the opportunity for teachers to offer targeted before/after school intervention/remediation to students with a specific focus in ELA Reading Comprehension, fluency, and letter sounds. Our District received grants to fund the cost associated with focused and targeted after school intervention. Monies were transferred to assist in covering the cost of Conference admission and travel associated with conference 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.

This year we will continue to focus on increasing the percentage of students earning Met or Exceed Standards in the ELA SBAC assessment. We plan to offer a minimum of one Literacy family event. Literacy Nights will include trainings and will be provided for families to get a "get, go and do" approach. This will promote a transfer of learning in the school setting to be implemented and reinforced in the home setting. We also plan to evolve our MTSS implementation. Extend opportunities for teachers, the MTSS Coach and Admin to meet as a grade level team to engage in Data Dives three times per year at minimum.

IDENTIFIED NEED (Data Analysis)

ELA

Based on CAASPP we identified that 70-89% of All students are in need of support / intervention in the area of: Increase access / participation

To address this the school can:

Continue to fund the cost of Amplify licensing for 4-6 grade teachers. Amplify is currently covered by the District at the K-3 grade span. This would be in addition to what is being offered as the base. Access to the Amplify licenses would provide 4-6 grade students and teachers with the ability to progress monitor and document growth towards m mastery of ELA concepts.

ELA PD

Based on Analysis of Assessment Data we identified the following area of need in professional development Support with Analysis of Assessment Data

To address this the school can:

Facilitate opportunity to cover the cost of a substitute so teachers are able to have additional time to collaborate with other teachers, Job-Embedded Coaches, MTSS coach and administration. Collaboration would be intentional and strategic as to build skill set with analyzing assessment data and developing next steps to address students' 'who are mastering and students who continue an identified need in closing the achievement gap.

Additionally we analyzed specific data to indicate the following need(s):

Opportunity for targeted and focused intervention/remediation before and/or after school. To increase student mastery and achievement, we also identified offering Literacy Family Night opportunities.

Discuss the areas of strength and need based on data analysis:

Implementation for MTSS K-6 and consistently running groups on a daily basis. It is noted in the data and by students when groups are not in place.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 ELA – Improve Distance from Standard 15 points or maintain status if above standard

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 41.1	Goal 26.1
English Learners (EL)	Actual 54.8	Goal 39.8
Students with Disabilities (SWD)	Actual 86.5	Goal 71.5
Other Student Groups SED	Actual 47.9	Goal 32.9

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to ensure students master grade level foundational skills.					
Identify strategies utilized to ensure students meet or exceed grade level reading & writing standards.					

Schoolwide (SW)	<p>PLC- Professional Development in effective direct instruction, Teacher Clarity, Success Criteria, lesson design, SMART goals, formative assessments, Common Core State Standards, grade level collaboration, data conferences, and other.</p> <p>Provide teachers with opportunities to participate in extended collaboration time to analyze student data, create common forms of assessment, and create smart goals to make informed instructional decisions to increase student achievement.</p>				
			Substitute Teacher Curriculum and Development Rate-Teacher Teacher Participation Rate - Teacher	Title 1 Professional Development	3000
			Instructional Materials/Supplies	Title 1 Supplies and Services	32638

		<p>Collaboration Binder and Docs will be utilized for staff to keep a running record of their discussion and planning based on their data analysis. Teachers will utilize their Google forms on each collaboration date (15 days annually.) Teachers will share this doc with site admin. for input and suggestions.</p> <p>Know Thy Impact Rubric completed once every trimester with Admin and grade-level.</p> <p>Walkthrough data will be shared amongst staff members with the goal to improve site wide instructional practices and strategies to increase student engagement and achievement.</p> <p>Professional development sign in sheets, agenda and notes will be kept after each PD opportunity. A minimum of 4 on site PD will be provided to staff on ELA/ELD and Intervention by our Administrator of Curriculum and Instruction.</p>	
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Site Wide intervention- all staff teachers and paraprofessionals will provide intervention to students five times per week to increase ELA proficiency and lessen the achievement gap. MTSS	Intervention data will be kept by teachers, Paras, and MTSS Coach. Shared with site administration and grade level spans. within Trimester Data Dives. Data will be reviewed to determine appropriate placement of students. Will work closely with MTSS coach to review data. Funding of 5-hour MTSS Para.			
	Student incentives for students reaching fluency goals. State Testing Incentives for ELA student participation.	Teachers will keep data on students reaching their fluency goals. This data will be turned into site administration monthly. Students will be recognized at monthly assemblies.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	Provide additional Professional Development and ongoing support for teachers to maintain and increase their understanding on integrated and designated ELD instruction.	Class rosters will be created and attendance will be kept on students attending before and after school intervention groups. Student data will be reviewed every four weeks.	Professional Development	Title 1 Professional Development	4000
	Newcomers will have access to highly systematic and explicit programs that are focused on oral expression and teaching students the language of instruction, word knowledge, common information, concepts, sentence forms, classification, and problem solving.	Progress monitoring fluency, DIBELS, Common Formative Assessments and Unit assessments will be collected and communicated to stakeholders.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Typist Clerk II Translator to provide translation to our families through phone dialers, newsletters, and meetings.	Translation will be provided for parent involvement meetings, Back to School Night, Parent Teacher Conferences, school newsletters, and phone dialers.			
		Agendas, sign in sheets, and meeting minutes will be collected from ELAC and parent involvement meetings.			
Students with Disabilities (SWD)	Provide staff development and extended collaboration to special education and all staff on effective instructional strategies for various disabilities.	Special Education staff will meet with all staff at least three times per year to review IEP goals and other pertinent information, as needed.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Case managers will progress monitor students with various disabilities to ensure student growth throughout the school year.	Progress monitoring fluency, DIBELS, unit assessment scores, and progress on IEP goals will be reviewed by the case manager and classroom teacher. IEP team will address student progress on goals at annual IEP meetings.			
Other Student Groups ATSI Designation for eligible subgroups due to chronic absenteeism: SWD, Two or More Races, White	When offering Literacy nights student families from subgroups will be personally invited to attend.	Call log and parent response will be logged			
	PA will reach out to families from subgroups to personally invite to intercession	Sign in sheets will be reviewed. Phone log maintained Enrollment in PowerSchool for intercession will be reviewed to identify which students attended.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

For the 2022-2023 school year, Everett made a good faith effort to implement all of the strategies/activities/interventions noted within the 2022-2023 Single Plan for Student Achievement. Prior to last year, Everett heavily focused PD in Math with the support of our Swun Math Coach and District Job Embedded Math Coach. As a result from Math CAASPP data, we have identified we had an overall increase of 9 % for Math SBAC. This year, our focus will continue to be in closing the achievement gap in both math, and ELA, and will now include a deeper emphasis in social emotional learning. Preventative measures listed as strategies, analyzing of data, strategic planning and design of interventions as well as purposeful and intentional development and delivery of professional development will be targeted to reflect needs of our learning community in the area of Math and mastery development. During the 2023-2024 school year, Everett will be going into their and final year of Swun coaching with Swun math coach. Based on last year's approved SPSA and the allocation for funding, the following was implemented: 50% of Administrator of Curriculum and Instruction/Pupil Services, allocation of dollars for materials and teacher compensation for our Everett STEAM Night Family Event, Teacher Professional Development with a focus in math, Substitutes for Professional Development, Funding of .2 TC II Translator and Statewide Testing Incentives. We attempted to implement all of the strategies/activities. In previous years, there was a strong focus of professional development in the areas of math. This could be in correlation to why in years prior, Everett saw great gains in our math scores.

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

There were no major differences between the intended implementation and/or the budget expenditures to implement the strategies/activities to meet the articulated goal.

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.

The implementation of Swun math curriculum that incorporated side by side coaching, monthly support along with the administration of assessments that match CAASPP testing. Supports for families will be provided for Math Family Night to be offered at minimum 1x per year. PLCs will focus on the instructional design, diagnostic assessments, pre/post-assessments, student engagement. In addition, strategies and pacing will be addressed to ensure effectiveness during distance learning. With the implementation of SWUN math curriculum side by side coaching, monthly support along with the administration of assessments that match CAASPP testing will be utilized. Support for families will be provided with a math night.

IDENTIFIED NEED (Data Analysis)

MATH

Based on CAASPP we identified that 70-89% of All students are in need of support / intervention in the area of: Increase access / participation

To address this the school can:

Extend our PLC collaboration by allocating monies for teachers to engage in extended collaboration during the school year in which the four PLC questions are the central focus to guide analysis of data, conversation in what is and what did not support mastery of learning and planning next steps.

MATH PD

Based on Observations we identified the following area of need in professional development Support with Analysis of Assessment Data

To address this the school can:

Facilitate opportunity to cover the cost of a substitute so teachers are able to have additional time to collaborate with other teachers, Job-Embedded Coaches, MTSS coach and administration. Collaboration would be intentional and strategic as to build skill set with analyzing assessment data and developing next steps to address students' 'who are mastering and students who continue an identified need in closing the achievement gap.

Additionally we analyzed specific data to indicate the following need(s):

Training in retrieving and analyzing data using the Performance Matters platform.

Discuss the areas of strength and need based on data analysis:

Teachers are strengthening efforts within the PLC process. To further drive the concerted efforts and drill into the data, use of performance matters would enhance the effectiveness of activity occurring within grade-level PLCs.

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2 Math - Improve Distance from Standard 17 points or maintain status if above standard

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 68.4	Goal 51.4
English Learners (EL)	Actual 75.8	Goal 58.8
Students with Disabilities (SWD)	Actual Not Available	Goal N/A
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase the percent of students meeting or exceeding grade level Math Standards.					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Admin, District Math Coaches Staff members and Swun Coach will: Model lessons and provide coaching for teachers in order to increase percent of students mastering grade level foundation skills.	Collaboration Google Docs will be utilized for staff to keep a running record of their discussion and planning based on their data analysis. Teachers will utilize their Google forms on each collaboration date (15 days annually.) Teachers will share this doc with site admin. for input and suggestions.	Substitute Teacher Curriculum and Development Rate - Teacher Teacher Participation Rate - Teacher	Title 1 Professional Development	6000
	Provide professional development in regards to state standards, SWUN curriculum modules (lesson studies), numeracy strategies, collaborative teams and more. PD can be delivered within PLC, Staff meeting, extended collaboration and/or full day PD offering.	Professional development sign in sheets, agenda and notes will be kept after each PD opportunity. A minimum of 2 on site PD will be provided to staff on Math Strategies by our Administrator of Curriculum and Instruction.			
	Provide teachers extended collaboration time focused on analyzing math data and plan for instruction based on student data and create common formative assessments and SBAC Interim Assessment	Extended collaboration will require teacher team to submit an Agenda, Participant names, and detailed notes focusing on the planning, preparing and anticipation of students who will be served.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Parent Math Focus nights where families will be offered childcare/translation and information on Math curriculum and CCSS from grade span teachers.</p> <p>Family Math nights where families can work with their teachers and child. They will be able to come and create make and takes to use in the home setting.</p>	<p>Parent/Family Nights sign in sheets, agendas, and notes will be kept after each parent involvement opportunity. A minimum of 1 Math will be provided to families for the 2023-2024 school year.</p>			
English Learners (EL)	<p>Typist Clerk II Translator to provide translation to our families through phone dialers, newsletters, and meetings.</p> <p>Translators available for math family educational night.</p>	<p>Translation will be provided for parent involvement meetings, Back to School Night, Parent Teacher Conferences, school newsletters, and phone dialers.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Case managers will monitor students' data, grades and IEP goals to work towards meeting grade level standards.	Special Education staff will meet with all staff at least three times per year to review IEP goals and other pertinent information, as needed. IEP team will address student progress on goals at annual IEP meetings.			
Other Student Groups ATSI Designation		Call log and parent response will be logged			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
for eligible subgroups due to chronic absenteeism: SWD, Two or More Races, White	When offering math nights student families from subgroups will be personally invited to attend.	Sign in sheets will be reviewed.			
	PA will reach out to families from subgroups to personally invite to intercession	Phone log maintained			
		Enrollment in PowerSchool for intercession will be reviewed to identify which students attended.			

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

For the 2022-2023 school year, we implemented all of the strategies/activities. Minimal gains noted in our attendance data for 2022-2023. We currently have a student attendance rate of 92.54%. We will continue to implement and build a Comprehensive attendance plan. Attendance will continue to be one of our main foci as we implement new ways to celebrate increases in attendance for those students who improve poor attendance by decreasing number of days absent, recognize students who have strong attendance in an effort to sustain their attendance rate, promote the importance of attendance, and strive to work as a team to empower both our parents and students on the importance of daily attendance in school. All strategies were implemented and worked in tandem to increase student attendance. Student recognition and the implementation of PBIS Rewards served to increase student self-esteem and support the importance of attendance. Parent training was provided during parent meetings and during parent-teacher conferences to provide an understanding of the educational system and the correlation between attendance and student achievement.

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

There were no major differences between the intended implementation and/or the budget expenditures to implement the strategies/activities to meet the articulated goal. Though, due to continued attendance protocols in place by the CDC, rewarding perfect or improved attendance was inequitable because students were told they had to stay home. We continue to identify year to date data to identify our current attendance rate. We will clearly outline procedures and protocols within our comprehensive attendance plan.

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.

We continue to identify year to date data of our current attendance rate. As a result, we will address by building a detailed comprehensive attendance plan. Comprehensive Attendance Plan is being developed to address students absent two or more days, chronically absent, perfect attendance class wide and individual, students who were often absent and improved attendance, etc. An increase in SART, SARB, home visits and communication between school to home will be our focus. The plan will outline our plants to reward and incentivize students with strong or perfect attendance. The plan will also outline how we will team with educational partners to address undesired attendance behaviors and patterns occurring with individual students as well as specific subgroups (White, Two or More Races, SWD) Ongoing training and full implementation of PBIS Rewards will continue to support student attendance and build positive self-esteem/relationships.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on Dashboard Attendance we identified that 0-49% of All students are in need of support / intervention in the area of: Attendance

To address this the school can:

Develop a comprehensive attendance plan in which a tiered system of interventions is outlined for identifying students who are absent (2+), outreach to the family, monitoring of student's attendance, and celebration of growth towards target for attendance.

The target would be to increase student attendance for all students.

ATTENDANCE PD

Based on Analysis of attendance data we identified the following area of need in professional development PD from SAS/Mental Health Specialist

To address this the school can:

Coordinate with our Family Support Service provider and Student Assistance Specialist to build and deliver PD that is focused on increasing student attendance, awareness of attendance and impacts on learning. The workshops will also be offered to our families. We will personally reach out to the families of our students who we identify as chronically absent or getting close to that mark.

Additionally we analyzed specific data to indicate the following need(s):

Based on our ATSI eligibility, we have three sub groups in which meet the eligibility criteria based on chronic absenteeism. The three subgroups are White, SWD, and Two or More Races.

Discuss the areas of strength and need based on data analysis:

None

Subject: Attendance

LEA/LCAP: LCAP Goal 1

Goal #3 Increase student attendance rate by 0.5% or to 98%.

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	2022-23 Final Data	2023-24 Data Goal Increase	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 92.55%	Goal 95%	Actual 24.07%	Goal 1%
English Learners (EL)	Actual 93.78%	Goal 95%	Actual 12.96%	Goal 1%
Students with Disabilities (SWD)	Actual 93.04%	Goal 95%	Actual 22.22%	Goal 1%
Other Student Groups White	Actual 92.25%	Goal 95%	Actual 26.56%	Goal 1%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.					
Schoolwide (SW)	Daily phone calls made by the Student Records Clerk to verify absences. The attendance clerk will notify administration regarding truancy, home visits will be conducted by Attendance Liaison/Site Administration.	Site administration and SRC will communicate weekly regarding student absenteeism. SRC will make daily contact with families when a student is absent.			
	Weekly Attendance reviewed in cabinet meetings with SRC and Administration.	Attendance Conferences for SRC and administration focusing on best practices and research based strategies to increase student attendance.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Student Assistance Specialist-Center for Human Services referrals will be made for students who are experiencing an event in their life that is causing an avoidance in coming to school.</p> <p>Vice Principal will support and coordinate the SART process in the absence of the principal. Providing families information on the importance of student attendance and how it correlates with student achievement. Schedule regular SART and SARB meetings to address chronic absenteeism. SART: (Attendance Liaison, Student Records Clerk (SRC), Administrator, Parent, and Student will be present at meetings.</p>	<p>Student Assistant Specialist will be notified during SART meetings when appropriate to sign a referral for students in need of additional support.</p> <p>Two SART meetings will be held each month to review student attendance data with the SART team. Documentation of SART meeting will be kept in PowerSchool.</p> <p>Bi-weekly meetings will be scheduled for SRC, VP, SSM, AA and Principal to analyze attendance data identify next steps. Will refer to comprehensive attendance plan.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Student recognition incentives to promote a positive school climate to increase student attendance (perfect attendance, as well as improved attendance.)	Site Attendance Team will develop an incentive plan for student attendance recognition.	Student Incentives	Title 1 Supplies and Services	3150
	Admin and SSM to hold parent meetings with incoming Kindergarten parents regarding the history of poor attendance in Kindergartners and to educate kindergarten parents regarding the importance of daily attendance.	Meetings will be scheduled at the mark of the start of each Trimester			
English Learners (EL)	<p>Attendance will be monitored by the attendance clerk.</p> <p>The Student Records Clerk will make personal contact each day when a student is absent or late.</p> <p>Administration will be contacted regarding truancy, and home visits will be conducted.</p>				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Typist Clerk II Translator will provide translation to families on phone calls and SART meetings.</p> <p>Provide resources to families through our SAS to assist with classroom skills and leadership opportunities.</p>	<p>Typist Clerk II Translator will provide translation to our families through phone dialers, newsletters, and meetings.</p>			
	<p>Students will be awarded for perfect attendance monthly, at trimester, and end of year.</p>				
Students with Disabilities (SWD)		<p>Site administration and SRC will communicate weekly regarding student absenteeism.</p> <p>SRC will make daily contact with families when a student is absent.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Attendance will be reviewed in every IEP meeting to ensure student success in the classroom.</p> <p>Case managers will work with the Student Records Clerk to be an extra communication regarding students with disabilities.</p>	<p>Attendance will be monitored by the VP. VP and Case Manager will reach out to the IEP team to coordinate a meeting to discuss attendance.</p>			
	<p>After a student with an IEP is absent for 3 or more days, an IEP will be scheduled by the Case Manager and VP</p>				
Other Student Groups ATSI Designation for Chronis Absenteesism for the following subgroups: White, Two	<p>Hold SST for students who show attendance concerns</p> <p>FSS develop workshops for student families in sub groups</p>	<p>Based on SST team findings, team will identify if SAS or BCM services may be of benefit to student.</p> <p>FSS establish a schedule to offer meetings one per start of Trimester</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
or More Race, and SWD	VP and SRC develop student specific attendance plan for students approaching chronic absenteeism status.	Incentivize and celebrate students who show improvement with attendance.			

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

We implemented all of the strategies/activities and saw great gains in a decrease in our number of referrals and student suspensions. Continuing to have all Everett Community members implement didactic tiered systems of intervention versus punitive practices continued to be a focus. There is an ongoing commitment to identify and establish new ways to celebrate students, promote desired behaviors, and empower our parents to serve as team with school. The anticipated result would be to see an increase in desired behaviors and expected conduct from our students. Our PBIS Student Rewards team meets monthly during the year to review implementation and effectiveness of the rewards system. Staff development was provided at a staff meeting to provide light training on use and rollout of our PBIS Rewards System.

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

One of the major differences between the intended implementation and/or the budget expenditures to implement the strategies/activities to meet the articulated goal was the absence of scheduled and held site PBIS meetings. Our PBIS rewards system implementation began towards the end of January and not at the start of the school year.

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.

We have implemented PBIS Rewards System at the start of our return from Winter Break during the 22'-23' school year. Moving forward, the system will commence each year on the first day of school and for the entire school year. Our PBIS team will develop and calendar three designated dates to meet during the year and discuss our tiered PBIS system. An analysis will occur to determine effectiveness and adjust as needed based on the analysis. We will increase home visits and parent communication to build upon communication of school rules student expectations. Our school will continue implementing strategies that promote positive behavior and develop district character traits in students. Some of the strategies that staff believed helped to foster our aim were monthly student of the month assemblies. The school is also looking for ways to promote and implement PBIS Rewards to promote positive behavior and character traits recognition by all staff members. Additionally, due to a lack of socialization and inconsistent attendance, PBIS and classroom behavioral expectation may need to be retaught and practiced on a regular basis.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Referrals/Incidents we identified that 0-49% of All students are in need of support / intervention in the area of: Behavior

To address this the school can:

We will utilize our Typist II Translator to reach out to parents and schedule teacher and/or administrator meetings to discuss conduct concerns. Provide Student Assistant Specialist support for students in need of extra support.

PBIS PD

Based on PLC input we identified the following area of need in professional development PD from SAS / Mental Hlth Spcst

To address this the school can:

Our SAS and FSS will be meeting with grade levels to

Additionally we analyzed specific data to indicate the following need(s):

We analyzed teacher input from Site Leadership and other forms of teacher and staff communication to gather qualitative data of student progress towards the goal.

Discuss the areas of strength and need based on data analysis:

Everett continues to be a model school when it comes to deepening our development of Positive Behavior Intervention implementation. Our suspension data shows that home suspension is a last resort when utilizing multi tiered system of supports to modify and shift student behavior well also growing and developing Everett Staff to address undesired student behaviors.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3% or maintain green/blue status Fall 2021 CA Dashboard.

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 2.32%	Goal 2.02%
English Learners (EL)	Actual 2.46%	Goal 2.16%
Students with Disabilities (SWD)	Actual 2.04%	Goal 1.74%
Other Student Groups	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies to reduce the number of discipline incidents and promote PBIS.					
Schoolwide (SW)	Incentives for students who are modeling desired behavior or shifting undesired behavior to desired	Number of points earned by student and percentage of students, per month, who earn PBIS rewards points towards PBIS Rewards system. Reviewed data will include monthly points earned and percentages. VP and SSM will review reports from PBIS Rewards Platform.	Student Incentives	Title 1 Supplies and Services	3000
	Student of the Month SOAR Assembly held monthly for all TK-6 bands. 2 students selected to earn recognition each month. Students selected by teacher of record. Certificates provided to students.	Spread sheet, with teacher names and student of the month recipients so we can monitor who is receiving and ensure equity is in place.	Student Incentives and recognition	Title 1 Supplies and Services	3000
English Learners (EL)					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Consult and convene as an IEP team when a student with an IEP begins to exhibit non-desired behaviors. Purpose would be to discuss the behaviors and identify how the function of the IEP can address and support an increase in desired behaviors.	Referrals			
	Establish and create a behavior plan as need is identified.				
Other Student Groups White, Two or More Races and		Attendance review with SRC			
		SST Plan follow up			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
SWD who are exhibiting chronic absenteeism	Utilize the PBIS Rewards System to incentivize and reward students who have improved attendance.				
	Submit referrals for SSTs when identified as an appropriate tiered intervention.				

Section 4 Academic Equity, Opportunity, and Awareness

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

During the 2021-2022 school year, Everett Community created access to RISE and MTSS implementation to serve as intervention and remediation opportunities for students. RISE eligible students were identified based on the criteria outlined by our District. All students had access to a leveled ELA MTSS group for a large majority of the school year. Groups were modified monthly and based on staff recommendations for review. Progress monitoring occurred. Our MTSS Instructional Coach and Team meet on a regular basis with Admin. STEAM integration via Project Lead the Way and STEAM Family Night Event occurred this year.

The PLTW program was not implemented to its fullest potential.

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

Attempts were made, though RISE was impacted and enrollment was limited. Modified implementation occurred. MTSS was modified during implementation. We were slow to start as we began rotations for MTSS intervention in October. Once we began, we have continued to run groups daily.

Due to the PLTW program not being implemented to the fullest potential, the funds for supplies and professional development were not utilized in the way they were allocated.

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 continued focus to Language Arts, we are going to add a focus to STEAM in addressing limited lack of student involvement and participation in science based activities.

There will be a decrease in funds going toward the PLTW program until we have staff utilizing the program.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on Engagement Data we identified that 90-100% of All students are in need of support / intervention in the area of: Career exploration

To address this the school can:

Create a survey for all current students to complete and identify interest, passions, and career exploration requests.

Survey results will then be used to build club offerings.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

Based on Observations we identified the following area of need in professional development Access to specific PD

To address this the school can:

Survey teachers to determine interest in becoming certified for Project Lead The Way.

Trained teachers will be able to implement curriculum and develop hands-on learning opportunities for students.

Additionally we analyzed specific data to indicate the following need(s):

Based on student voice, we determined our students would like to have access to activities of their interest. Our survey showed student have a desire for offerings that are of interest to them. Our District received grants to develop an Expanded Learning Opportunity Program that would be offered to students outside of school hours and over intercession offered during the 23'-24' school year. The program offerings highlight student interest and are available to all students. Student access will continue to be the driving force. PLTW curriculum access and delivery to students from our teachers who have been trained in PLTW curriculum.

Discuss the areas of strength and need based on data analysis:

Our challenge has been having a larger percentage of students both participating and engaging in ELOP after school offerings and intercession offerings. We will and create greater communication to promote the opportunities for students to engage in after school offerings and intercession offered at the school site. Student access being the driving force. In tandem with our District ELOP offering, our ELOP team and school site collaborate to determine to how to create access to students within the school day, beyond the school day and over the period of Winter, Spring, and Summer Session learning opportunities. Staffing has been a hurdle for the ELOP. The limited staff creates limitations for the number of students who can join program vs. on the waitlist.

PLTW curriculum was not strongly incorporated nor present during the school year. 3 of our classroom teachers and one site administrator completed certification to offer PLTW learning opportunities to students. We have promoted the PLTW Course voucher to current Certificated Staff. The voucher is able to be used towards a certificated staff member completing the PLTW training to deliver PLTW Curriculum.

Subject: Academic equity, Opportunity, and awareness

LEA/LCAP: LCAP Goal 1

Goal #5 Goal setting, 10-15 year plan, Goal setting for planning ahead, college visits

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Funding to compensate Certificated Staff for attendance and completion of PLTW course PD clubs for students.	We will track attendance data for students before/after clubs. Data to include attendance, student input survey and identification of students involved in campus activities outside of the traditional school day.	Curriculum and Development Rate-Teacher Teacher Participation Rate - Teacher	Title 1 Certificated	
	Allocation of dollars towards materials and supplies to support offerings of PLTW implementation within grade level classrooms by teachers who have completed PLTW training.		Instructional Materials/Supplies	Title 1 Supplies and Services	
			Classified Hourly Rate	Title 1 Classified	
English Learners					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
(EL)	Translator communicate personal invite and outreach to families of students in the subgroup to invite to intercession and ELOP offerings.	We will maintain a log and compare to roster of returned permission slips for intercession and demographics of after school ELOP enrollment.			
	Reprographics to print translated flyers for ELOP and Intercession offerings.	We will maintain a log and compare to roster of returned permission slips for intercession and demographics of after school ELOP enrollment. Monitored by ELOP Coordinator.			
Students with Disabilities (SWD)	Personal invite and outreach to families of students in the SWD subgroup to invite to intercession and ELOP offerings.	We will maintain a log and compare to roster of returned permission slips for intercession and demographics of after school ELOP enrollment.			
	Print flyers and distribute SWD subgroup to promote ELOP and intercession offerings.				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Case Manager discuss and invite families of students with IEPs to ELOP and intercession offerings. Specifically discussed in IEPs during the school year.				
Other Student Groups Chronic Absenteeism-Subgroups-SWD, White, and Two or More Races	Personal invite and outreach to families of students in the subgroup to invite to intercession and ELOP offerings.	We will maintain a log and compare to roster of returned permission slips for intercession and demographics of after school ELOP enrollment.			

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 7

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

We continue to utilize the strategy of compensating Classified staff to work beyond their shift hours by working extra hours to support before and afterschool events in which parents are invited to join and engage with our campus. Interested Classified Staff were offered the opportunity to work beyond the work day for after school events in which parents were invited to our campus. Having the additional staff supported a welcoming environment as the faces were familiar to families. Additionally, we increase parent attendance on campus and the use of online tools improved through the parent training and supports offered by our tech department and Parent and Community Outreach Dept., CIPD division, and PASTRIES workshops offered by our FSS.

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

There were not any major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Increase number of students represented, by parent attendance, at workshops and Everett family event offerings. Create stronger communication promoting parent workshops and campus events offered to increase attendance at our offerings. We would like to increase the number of students represented based on parent attendance and involvement of school offerings. We will increase our use of surveys to seek parent input on identifying parent requests, suggestions, and needs for workshops and events. The goal would be to seek the parent input to better design the focus of our offerings. Other goal would be to use data from surveys. We will seek parent voice to determine preferred days of the week and time to host meetings. Parent availability will effect when meetings and events are scheduled. Communication and invitation for parent attendance will shared be with families on our school website, individual phone calls made to every parent by staff to invite and seek parent input. Input will also be sought during family school events and interest sought during ELAC and SSC meetings.

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Input from Parent Engagement & Outreach, parents' needs include: navigating school

To address this the school can:

Offer parent workshops and trainings with a focus of parent interest in parents having tools they can learn at the school site and implement in the home setting to transfer and reinforce the learning from school to the home.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on Input from parents we identified the following area of need in professional development Access to specific parent involvement PD

To address this the school can:
Provide parent PD based on individual family needs during school hours and available by appointment after hours based on parent need.

Additionally we analyzed specific data to indicate the following need(s):
Specific to our EL population when we are hosting family event nights, if there is an activity or steps to follow, that there be a script of translated instructions or how to steps.
Specifically, our White, Two or More Races and SWD- we will work with FSS to create focused workshops that connect attendance to student performance and growth.

Discuss the areas of strength and need based on data analysis:
This year we provided translated steps to follow for activities that were offered during our STEAM event. The steps were outlined on a sheet and provided to families when visiting each activity. Need- provide translators to translate activities and directions during STEAM night.

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 Increase on-site parent involvement for the 2023-2024 school year by 5% over the prior year.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Additional Hours to compensate Certificated Staff for parent trainings and meetings for engagement and empowerment.	Parent meeting information will be recorded throughout the year. Information will include parent info, attendance, and student attached to parent (gradelevel). We will track data on students before/after parent trainings such as surveys and feedback forms.	Refreshments/Supplies for parent trainings and meetings	Title 1 Parent Involvement	8159
			Teacher Presentation Cost/Curriculum Development	Title 1 Parent Involvement	
English Learners (EL)			Interpretation	Title 1 Parent Involvement	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Translator will support translation services such as; translate workshop and meeting information during the meeting as well as agenda, minutes, auto dialers, sign-in sheet, and parent communication to inform of updates, invite to meetings and seek parent input.	All sign-in sheets will be collected throughout the year. We will track attendance for each meeting to determine if there is an increase in parent attendance and parent satisfaction with offerings.			
Students with Disabilities (SWD)	Case Manager holds an IEP when a student with an IEP once the student has been absent three days. This would create communication between IEP team and parent. FSS create a workshop with input from Sp. Ed. Dept.	SRC and VP will pull monthly attendance reports via PowerSchool and MODD. Data will be discussed in monthly Cabinet Attendance Focused meetings.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups Chronic Absenteeism	Workshops with a focus on attendance and the importance of students and parents working with school site towards a common goal of at school everyday and on time. FSS will build workshops. Groups that will be intentionally considered and receive personal invite include: White, Two or More Races, and SWD.	<p>Pull attendance reports for the subgroups using MODD and PowerSchool. Data from reports will be presented by SRC and VP to SSM, AA and Principal. We will discuss.</p> <p>Sign in sheets from workshops will be reviewed.</p>			

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
5 Hour MTSS Paraprofessional Facilitate, coordinate and instruct leveled student reading and literacy TK-6 groups. A focus on intervention will drive delivery of instruction. With implementation of research based curriculum, the paraprofessional position will also assist with administration of assessment and analysis of student assessment results. Ongoing training will be provided to the MTSS Paraprofessional position.				ELA Goal 1 Attendance Goal 3 PBIS Goal 4 Parent Involvement Goal 6
	5 Hour MTSS Paraprofessional	Title 1 Positions	36,522	
Typist Clerk II Translator to provide translation to our families through phone dialers, newsletters, and meetings. Typist Clerk II Translator will provide translation to families on phone calls and SART meetings. Translation parent workshops engage parents via phone calls to support attendance				ELA Goal 1 Math Goal 2 Attendance Goal 3 PBIS Goal 4 Parent Involvement Goal 6
	Typist Clerk II Translator- 3 hours	Title 1 Positions	25,734	

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	62,256	0.00
Title 1 Professional Development	13,000	0.00
Title 1 Parent Involvement	8,159	0.00
Title 1 Certificated		
Title 1 Classified		
Title 1 Supplies and Services	41,788	0.00

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$125,203
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$125,203
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$125,203.00
Grand total budgeted including carryover from Section 11	\$125,203

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: \$

Total of State and local programs that the school is including in the schoolwide program: \$

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (K-6)
SCHOOL: Catherine Everett Elementary School

Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Amanda Rich Term: 2021-2022 & 2022-2023 XParent Community Member	1. Name: Socorro Hernandez Principal
2. Name: Vanessa Murillo Term: 2021-2022 & 2022-2023 XParent Community Member	2. Name: Jennifer Doyle Term: 2022-2023 & 2023-2024 Teacher
3. Name: Autumn Scott Term: 2022-2023 & 2023-2024 XParent Community Member	3. Name: Ann Kucera Term: 2022-2023 & 2023-2024 Teacher
4. Name: Neal Shropshire Term: 2022-2023 & 2023-2024 XParent Community Member	4. Name: Amber Chipponeri Term: 2022-2023 & 2023-2024 Teacher
5. Name: Vacant Term: Parent Community Member	5. Name: Term: Teacher
6. Name: Term: Parent Community Member	6. Name: Raquel Gonzales Term: 2022-2023 & 2023-2024 Other School Staff

Section 9 Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board the following:

The SSC is correctly constituted and was formed in accordance with the governing board policy state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations before adopting this plan.

Name	Advisory Group
Alejandra Castillo	English Language Advisory Council (ELAC)
Angela Martinez, Letta Ka, Laura Lockwood	Site Leadership Team (SLT)

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in the district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve academic performance.

This SPSA was adopted by the SSC at a public meeting on: 05/16/2023

Attested:

Socorro Hernandez	SSC Chairperson
Ann Kucera	SSC Vice Chairperson
Raquel Gonzales	SSC Secretary