

SPSA Year 2017–18 X 2018–19 2019–20



School Plan for Student Achievement and Annual Evaluation (SPSA) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

School Name	Starlight Elementary School		
Contact Name and Title	Lauren Kinney Principal	Email and Phone	lkinney@beaumontusd.k12.ca.us 951-456-1776

THE STORY: Briefly describe the students and community and how the school serves them

Starlight Elementary School opened its doors for the first time in August of 2018. Located on 12 acres, the school consists of 5 buildings - Building 100 is the Administration building which includes the front office, a conference room, 2 administrative offices, a staff workroom, staff lounge, and library. Building 200 includes a multipurpose room, food service kitchen, outside eating area, and band room. Buildings 300, 400 and 500 feature a total of 37 classrooms, 3 collaboration areas, 3 offices, and a second story in Building 500.

As one of 7 elementary schools in the Beaumont Unified School District, we serve 832 students in grades TK-5th on a traditional schedule. Our demographic distribution is as follows: Special Education population (including students with an Individualized Education Plan (Speech, Specialized Academic Instruction - SAI) and students with Autism is 10.6%, Hispanic - 65.03%, White - 22.04%, Asian - 5.87%, Black - 4.55%, American Indian - 0.96%, Two or more races - 0.84%, Native Hawaiian or other Pacific Islander - 0.6%, Unknown - 0.12%. English Learners - 20%, and Socioeconomically Disadvantaged - 39.8%.

The school employs 33 general education teachers (15 of them teach World Language classes featuring Spanish as the second language and 1 of them is the Early Literacy Intervention Teacher), a half-time SAI Teacher, 3 Autism Specialist Teachers who teach students with Autism that are non-diploma bound, 26 support staff including Campus Security, Health Instructional Aides, Custodians, Crossing Guards, Bilingual Aides, Office Staff, and a Library Media Technician, 2 part-time Speech and Language Pathologists, a part-time STEPS Counselor, a part-time Psychologist, a part-time Band teacher, a part-time Occupational Therapist, and 2 full-time administrators.

At Starlight, we believe in providing our students with a well-rounded educational experience that includes extracurricular activities in addition to our rigorous curriculum. Students will have the opportunity to join Starlight Singers, Band, Early Act, Art Club, Friendship Club, and the Good News Club (run by a community group.) The Boys and Girls Club Program offers before and after school care daily to students in K - 5th grades beginning at 6:30 a.m. and ending at 6:00 p.m.

SPSA HIGHLIGHTS: Identify and briefly summarize the key features of this year's SPSA

At Starlight Elementary, we believe that all children can succeed through Multi Tiered Systems of Support (MTSS) that will address academic gaps and align resources in these district focus areas: ACADEMIC, ATTENDANCE, and BEHAVIOR.

Ensure a POSITIVE SCHOOL CLIMATE and CULTURE for all students by providing a tiered system of structured supports...

- Provide incentives for regular school attendance, i.e. yearly individual trophies, monthly grade level trophies, trimester certificates and celebrations for perfect attendance
- Motivate students by displaying school wide attendance banners, bulletin boards, and promoting contests
- Create a college and career going atmosphere through the implementation of AVID/WICOR strategies in all classrooms. Establish AVID buddy classes (mentoring by older students)
- Provide opportunities to build positive relationships with parents through a variety of activities: School Site Council, PTA, English Learner Advisory Council (ELAC), award assemblies, Back-to-School Night, Open House, student performances, Family Nights, parent conferences, and volunteering.

Provide a 21st CENTURY LEARNING ENVIRONMENT that prepares all students for college and/or career through a tiered system of structured supports...

- Provide an ELA Intervention Teacher to focus on Early Literacy skills who serves K-2 students based on assessment data
- Provide materials and resources that teachers need in order to create a comprehensive educational program (through MTSS) to meet the diverse needs of our students

Provide OPPORTUNITIES FOR STAFF TO GROW PROFESSIONALLY

- Provide staff opportunities to attend conferences, workshops, and various trainings to support our district and site focus areas
- Provide release time and substitutes so staff can collaborate, analyze data, and plan lessons
- Provide substitutes so staff can participate in Learning Walks on and off campus

BE COOL AND
COME TO
SCHOOL!



NEEDS ASSESSMENT – REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

This section does not apply to us as this is our first year in operation.

GREATEST PROGRESS

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

In alignment with our goals, we plan to do the following to address our areas of need - 1) POSITIVE SCHOOL CLIMATE and CULTURE: Upon our initial review, we have 60 students with an EMT for issues with academics, behavior or both. Through our MTSS program, we will identify students with behaviors that interfere with their academic progress. Additional services will be provided by our Educational Monitoring Team (EMT) support and our STEPS counselor through the referral process. ATTENDANCE: 10.6% of our students are considered "chronically absent." For this student group, we will monitor and provide support through the School Attendance Review Team (SART) process as well as personal phone contacts by administration. 2) 21st CENTURY LEARNING ENVIRONMENT: Initial i-Ready diagnostic assessments in Reading and Math indicate that 1st-5th grade students scored below the desired placement level as determined by the Needs Analysis by Grade Report on their Overall Reading and Math levels. Reading deficits will be addressed by our ELA Intervention Teacher for grades K-2, and through differentiated groups in grades 3-5. Math deficits will be addressed through differentiated instruction at each grade level.

GREATEST NEEDS

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Although Starlight doesn't have a CA School Dashboard Report from 2017-18, our SBAC data indicates that our Students with Disabilities and our English Learners are performing below all other student groups in both ELA and Math. In order to address the performance gaps in these two student groups, we plan to take the following steps:

- * Work closely with the Special Education Department staff (Directors and TOSA) to provide multiple training opportunities for site Special Education staff (teachers, instructional aides, administrators) in the areas of curriculum implementation and classroom management.
- * Support Special Education and EL students through our site MTSS program (Academic and behavior intervention and counseling supports.)
- * Implement the EMT and IEP process to address parent concerns and provide Tier 2 or 3 interventions to address foundational reading and math skills.
- * Utilize the English Language Advisory Committee (ELAC) as a link between our EL families and Starlight staff, resources, and supports for academics, attendance, and behavior.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth.

Starlight Elementary will improve services for our low-income students, English learners, and foster youth in the following ways: 1) Conduct Educational Monitoring Team meetings to determine need and identify gaps in academic performance and behavior by providing substitute teachers so key staff can collaborate. 2) Provide tiered supports such as additional assistance from the K-2 ELA Intervention Teacher 3) Provide after-school reading tutoring through the Incredible Minds program 4) Provide additional support from two bilingual instructional assistants based on student need 5) Provide individual and group STEPS counseling services

Stakeholder Engagement

SPSA Year

2018–19

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

This is the first SPSA for our site. During the first month of school, the staff and School Site Council reviewed the SPSA goals based on our initial review of student data and need and provided feedback.

IMPACT ON SPSA AND ANNUAL UPDATE

How did these stakeholders impact the SPSA for the upcoming year?

Staff and parents were in agreement with the areas of need determined by our baseline assessment data and the plan for support. It is evident that during this first school year, funds are needed to provide release time for our new staff to collaborate, develop procedures, processes, and plan for our diverse student groups.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Lauren Kinney	X				
Ana Gallagher		X			
Gloria Aguilar-Bonjean		X			
Julie Salinas			X		
Aaron Brock		X			
Bronwyn Miller				X	
Alexandra Lugo				X	
Susy Suescun				X	
Meghan Lusk				X	
Yesenia Casillas			X		
Samantha Heidrich				X	
One more...				X	
Numbers of members of each category:					

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Goals, Actions, & Services 2018-19

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 1

DISTRICT GOAL:
Beaumont USD will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

SITE GOAL:
Starlight Elementary School will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

State and/or Local Priorities Addressed by this Goal

STATE	1	2	X 3	4	X 5	X 6	7	8
COE	9	10						
LOCAL	<u>District Strategic Plan: Organizational Core Values 1-3, 6-8; Essential Goals and Outcomes: 3, Priorities - Instruction: 6-8; Resources/Materials/Equipment: 2, 3; Communication: 1-4</u>							

Identified Need from the Annual Evaluation and Analysis

Our Organizational Core Values state that our students will become positive, caring and contributing members of society. To make that happen, we will provide multiple opportunities for student leadership and encourage participation in ongoing positive school experiences for students and staff. We will create a culture of celebration around success (growth) in achieving good attendance, academic achievement, and displaying appropriate behavior.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Suspension Rate Indicator	Our site goal is to attain the Green Performance Level	Our site goal is to attain the Green Performance Level	Our site goal is to maintain the Green Performance Level	Our site goal is to increase to the Blue Performance Level
Chronic Absenteeism	Our site goal is to attain the Green Performance Level	Our site goal is to attain the Green Performance Level	Our site goal is to maintain the Green Performance Level	Our site goal is to increase to the Blue Performance Level
Attendance rate 95% or higher	Our site goal is to achieve a 95% Attendance Rate or higher for our TK-5th grade students	Our site goal is to achieve a 95% Attendance Rate or higher for our TK-5th grade students	Our site goal is to maintain a 95% Attendance Rate or higher for our TK-5th grade students	Our site goal is to maintain a 95% Attendance Rate or higher for our TK-5th grade students

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<u>[Specific Student Group(s)]</u>
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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ACTIONS/SERVICES

<p>Provide incentives and related items to motivate students and their families to recognize the importance of regular school attendance and support our "Strive for Less than FIVE" and Attendance Awareness campaigns (Grade level and individual trophies, medals, prizes, certificates, banners, posters, contests, bulletin boards, etc.)</p>	<p>Administrators, Teachers, Support Staff</p>	<p>July 1, 2018-June 30, 2019</p>	<p>\$500 0707 LCFF S/C</p>
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Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<u>[Specific Student Group(s)]</u>
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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ACTIONS/SERVICES

<p>Starlight Staff will create a positive atmosphere by creating an environment that motivates students to desire to attend college or pursue a career. (Teachers will display evidence of their college experience, provide activities that promote a growth mindset, organize Career Day activities/speakers, take students on college study trips, and purchase supplies that support AVID WICOR</p>	<p>Administrators, Teachers and Support Staff</p>	<p>July 1, 2018-June 30, 2019</p>	<p>\$3000 0707 LCFF S/C</p>
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strategies (Writing, Inquiry, Collaboration, Organization and Reading.) This includes schoolwide motivational items, e.g. banners and posters.

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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ACTIONS/SERVICES

Provide ongoing opportunities to establish positive relationships with students' families: School Site Council meetings, Parent Conferences, PTA events, English Learner Advisory Council (ELAC), Back-to-School Night, Open House, student performances, award assemblies, Multicultural Fair, volunteering, etc. This includes providing materials and resources for these meetings.

Administrators, Teachers, Support Staff

July 1, 2018 to June 30, 2019

\$500 0707 LCFF S/C

Goals, Actions, & Services 2018-19

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 2

DISTRICT GOAL:

Beaumont USD will ensure a viable 21st Century learning environment for all students that includes full access and success in CA State Standards & college and career preparatory courses.

SITE GOAL:

Starlight Elementary School will ensure a viable 21st Century learning environment for all students that includes full access and success in CA State Standards & college and career preparatory courses.

State and/or Local Priorities Addressed by this Goal

STATE	1	X 2	3	X 4	X 5	6	X 7	X 8
COE	9	10						
LOCAL	<u>District Strategic Plan: Organizational Core Values: 1, 4, 5; Essential Goals and Outcomes: 1, 2; Priorities - Instruction: 1-5, 7; Resources/Materials/Equipment: 1, 5</u>							

Identified Need from the Annual Evaluation and Analysis

In addition to supporting our students who are at grade level and beyond, our mission is to provide differentiated instruction to meet the needs of our diverse student population. It is our responsibility to provide assistance and intensive early interventions for students who are not achieving standards and to provide equipment, supplies, and materials to enhance student learning.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
English Learner Progress Indicator	Our site goal is for the following student groups to attain the Green Performance Level: All students, SED, English Learners, White, Hispanic	Our site goal is for the following student groups to attain the Green Performance Level: All students, SED, English Learners, White, Hispanic	Our site goal is for the following student groups to maintain the Green Performance Level: All students, SED, English Learners, White, Hispanic	Our site goal is for the following student groups to increase to the Blue Performance Level: All students, SED, English Learners, White, Hispanic
Mathematics Performance Indicator	Our site goal is for the following student groups to attain the Green Performance Level: All students, SED, English Learners, White, Hispanic	Our site goal is for the following student groups to attain the Green Performance Level: All students, SED, English Learners, White, Hispanic	Our site goal is for the following student groups to maintain the Green Performance Level: All students, SED, English Learners, White, Hispanic	Our site goal is for the following student groups to increase to the Blue Performance Level: All students, SED, English Learners, White, Hispanic
English Language Arts Performance Indicator	Our site goal is for the following student groups to attain the Green Performance Level:	Our site goal is for the following student groups to attain the Green Performance Level:	Our site goal is for the following student groups to maintain the Green Performance Level:	Our site goal is for the following student groups to increase to the Blue Performance Level:

	All students, SED, English Learners, White, Hispanic			
i-Ready Scaled Score Growth	Our site goal is to achieve a score that falls into the on-level or higher range.	Our site goal is to achieve a score that falls into the on-level or higher range.	Our site goal is to achieve a score that falls into the on-level or higher range.	Our site goal is to achieve a score that falls into the on-level or higher range.
AVID WICOR strategies will be used schoolwide as determined by Progress Adviser walkthrough data	Evidence of AVID WICOR strategies will be evident in 85% of the classrooms.	Evidence of AVID WICOR strategies will be evident in 90% of the classrooms.	Evidence of AVID WICOR strategies will be evident in 95% of the classrooms.	Evidence of AVID WICOR strategies will be evident in 100% of the classrooms.

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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ACTIONS/SERVICES

The District LCAP-funded Intervention Teacher will support students by providing comprehensive academic interventions with targeted focus on students most at-risk of not meeting standards by the end of 3rd grade. Particular emphasis will be on early literacy support.

School Principal and Assistant Principal in consultation with Instructional Support Services

July 1, 2018-June 30, 2019

\$45,000 3010 Title I

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X English Learners	X Foster Youth	X Low Income
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ACTIONS/SERVICES

Provide substitute coverage as needed so teachers can attend IEP's, BSP's, and EMT's to give their input to the MTSS team and student's family regarding their students' academic and behavioral progress.

Administrators, Teachers, Secretary

July 1, 2018-June 30, 2019

\$3,510 0707 LCFF S/C

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X All	X Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X English Learners	X Foster Youth	X Low Income
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ACTIONS/SERVICES

Provide staff with supplemental resources, materials, equipment, and classroom budgets to purchase educational supplies needed to support our instructional program.

Administrators, Secretary, Office Clerk

July 1, 2018-June 30, 2019

\$3,475 3010 Title I

\$9263 0707 LCFF S/C

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X All	X Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X English Learners	X Foster Youth	X Low Income
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ACTIONS/SERVICES

Purchase necessary materials, supplies, books, technology,

Administrators, Library/Media Specialist, Secretary

July 1, 2018-June 30, 2019

\$7,000 3010 Title I

Makerspace manipulatives, and software in order to create a comprehensive library/media program to support our educational program, including the Accelerated Reader site license.

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
---------------------------------------	---	--	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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ACTIONS/SERVICES

Provide additional academic support from a trained part-time instructional assistant to support students not meeting standards based on common assessment data.

Administrators, Teachers, Support Staff

July 1, 2018 to June 30, 2019

\$3,500 0707 LCFF S/C

Goals, Actions, & Services 2018-19

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 3

DISTRICT GOAL:
Beaumont USD will provide an optimum learning and working environment by employing, developing, and retaining highly-qualified and diverse certificated, classified and substitute employees and maintaining the district facilities for the benefit of the students.

SITE GOAL:
Starlight Elementary School will provide an optimum learning and working environment by employing, developing, and retaining highly-qualified and diverse certificated, classified and substitute employees and maintaining the district facilities for the benefit of the students.

STATE	X	1	2	3	4	5	6	7	8
COE		9	10						
LOCAL	<u>District Strategic Plan: Organizational Core Values: 2; Resources/Materials/Equipment: 3; Employees: 1-4; Communication: 1-4</u>								

State and/or Local Priorities Addressed by this Goal

Identified Need from the Annual Evaluation and Analysis

Provide Starlight teachers, administrators, and support staff with the site, district, and county training they need to do their jobs effectively that align with our focus areas: Positive climate and culture (equity, socioemotional behavior), Attendance, and High Impact Instruction.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Every pupil in the school district has access to standards-aligned instructional materials as per the Williams Act.	Every pupil in the school district has access to standards-aligned instructional materials.	Maintain 100% access to materials.	Maintain 100% access to materials.	Maintain 100% access to materials.
School facility ratings as measured by Annual Facility Inspection Tool	Maintain status of good or better as measured by the system rating.	Maintain status of good or better as measured by the system rating.	Maintain status of good or better as measured by the system rating.	Maintain status of good or better as measured by the system rating.
Ensure all teachers are fully credentialed and placed in their appropriate settings.	All teachers maintain appropriate credentials and are certified to teach English Learners.	Maintain 100% fully credentialed teachers and appropriate class assignments.	Maintain 100% fully credentialed teachers and appropriate class assignments.	Maintain 100% fully credentialed teachers and appropriate class assignments.

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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ACTIONS/SERVICES

Staff will be given the opportunity to attend conferences and trainings that promote and encourage positive school culture and climate and are aligned to our areas of focus. (e.g. Ron Clark Academy, Equity Conference, etc.) Provide substitutes for staff when they attend training.

Administrators, Teachers, Support Staff, Secretary

July 1, 2018 to June 30, 2019

\$10,000 0707 LCFF S/C

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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ACTIONS/SERVICES

Provide release time for staff at each grade level to collaborate, analyze data, participate in Learning Walks, and plan differentiated lessons for students.

Administrators, Teachers, Support Staff, Secretary

July 1, 2018-June 30, 2019

\$15,000 0707 LCFF S/C

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:
Starlight Elementary will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

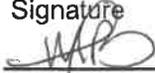
Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Allocate the school's Parent and Family Engagement Reservation to support the district-wide Parent Academies.	Ongoing	Coordinator of Parent Engagement and Expanded Learning	Parent Academy		Title I	1000.00

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature


English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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 district governing board policies and in the local educational agency plan.

5. 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 student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on .

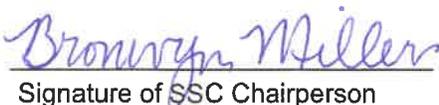
Attested:

Lauren Kinney
Typed Name of School Principal


Signature of School Principal

10-1-18
Date

Bronwyn Miller
Typed Name of SSC Chairperson


Signature of SSC Chairperson

10-1-18
Date



Starlight Elementary

SCHOOL-PARENT COMPACT

Three-Way School Pledge

At Starlight, our students are successful because we all work as a team: students, staff, and parents. Please review your part of the pledge and sign below as a promise that you will support your Starlight student to the best of your ability.

THE TEACHER PLEDGE

I understand the importance of the school experience for every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Responsible for teaching grade level California Common Core State Standards
- Strive to be aware of the individual needs of your child
- Regularly communicate with you regarding your child's progress
- Teach all the necessary concepts to your child before regular homework is assigned

Teacher signature

Date

THE STUDENT PLEDGE

I realize that my education is important to me. It helps me develop tools I need to become a positive and productive person. I also understand my parent/guardian wants to help me do my very best in school. I know I am the one responsible for my own success and that I must work hard to achieve it. Therefore, I agree to carry out the following:

- Be responsible for my own behavior and follow the 16 PBIS skills
- Be responsible for meeting AVID expectations
- Be responsible for making safe choices
- Be a cooperative learner
- Get a good night's sleep and eat healthy food

Student signature

Date

THE PARENT/GUARDIAN PLEDGE

I realize that my child's school years are very important, and I understand that my participation in my child's education will help his/her attitude and achievement. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Make sure my child arrives at school on time every day, unless s/he is ill
- Make sure my child completes required reading at home daily
- Provide a quiet place for my child to study
- Verify (by signing AVID organizational tool) that my student's homework is complete and accurate
- Make sure my child gets an adequate night's sleep and a healthy diet
- Attend Back to School Night, Parent-Teacher Conferences, and Open House

Parent/Guardian signature

Date



STARLIGHT

E L E M E N T A R Y

Lauren Kinney, Principal ★ Yesenia Casillas, Assistant Principal

Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- Parents are notified of the policy through a letter outlining the Title 1 program.
- The policy language is provided in both English and Spanish.
- The policy is posted on our school website to make it accessible to the local community.
- The policy is updated every year along with the Single Plan for Student Achievement (SPSA).

To involve parents in the Title I, Part A programs, the following practices have been established:

- A School Site Council has been established to receive parent input and disseminate information to parents regarding the Title 1 program.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- School Site Council meetings occur monthly throughout the school year giving parents a chance to give their input and receive information about the school's programs.
- Meeting notices are distributed through ParentSquare, our School-Home Communication Platform.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- During the first School Site Council meeting, the team decides on the best meeting dates and times for the year.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- The Starlight Parent Involvement Policy is reviewed when the Single Plan for Student Achievement is reviewed each year.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

- A letter explaining the program is sent home to parents in both English and Spanish through our ParentSquare communication system.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

- Parent notices are disseminated to invite parents to meetings. These meetings might include: Educational Monitoring Team meetings (EMT's), 504 Plan meetings, parent conferences, and/or Individualized Education Plan (IEP) meetings.)

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- A calendar of meetings for the year is posted on our school website for parents to choose from. Child care is provided for parents at meetings to assist them.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- Parent conferences are conducted twice a year providing an opportunity for parents to interact with teachers regarding student academic achievement.

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Information is given to parents at Back-To-School Night regarding state academic content standards, assessments, and how to monitor and improve their child's academic achievement.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Information on how to help parents improve their children's achievement is disseminated through Class Dojo, ParentSquare, emails, face-to-face conversations or during parent conferences.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- This dialogue takes place during staff meetings and on Early Release Days during grade level collaboration meetings.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- Input is taken from parents during ELAC, PTA, and SSC meetings. Resources for our parents is provided based on their needs.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- In addition to being provided in English, all documents are translated into Spanish to support our Spanish-speaking population.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Support is provided for our parents based on the input we receive through parent meetings.
- Child care and translating services are provided to parents during meetings.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Please attach the School-Parent Compact to this document.

This policy was adopted by the Starlight Elementary on 10/1/18 and will be in effect for the period of 10/2/18-10/2/19.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 30.

Lauren Kinney

Signature of Authorized Official

10/1/18

Date

California Department of Education
July 2018