School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Starlight Elementary School	33-66993-0136788	May 17, 2019	May 28, 2019

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

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 Single Plan for Student Achievement at Starlight Elementary will address:
The promotion of positive school culture and climate through a variety of engaging schoolwide activities.
Providing quality instructional support for English Only and Dual Language Immersion students, placing an emphasis on all students reading by third grade.
Providing professional development and collaboration time for staff to participate in data analysis and progress monitoring of student assessment data.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The California Healthy Kids Survey (CHKS) school climate indicators show that 89% of our 5th grade students feel that we have high expectations at Starlight and 88% of the students feel safe at school. The top responses for "Other School Climate Indicators" are 97% have High Expectations from Home, 94% say that Positive Behavior is encouraged at home, 93% of parents ask about school, and 90% of the students say that adults at school care about them. Results from the Staff survey indicate the majority of the staff chose more training as the number one priority for next year. The second priority is to provide support for our students in the socioemotional area (behavior support groups at lunch). The third priority was to implement a schoolwide reading program to support reading fluency and comprehension. Results from the Parent Survey indicate that 93% of our parents feel that Starlight provides a safe environment for their student, 92% of parents feel that their student is being academically challenged, 97% of parents feel that Starlight provides a positive learning environment and 92% of parents feel like they have open communication with their child's teacher. Areas that need improvement are: 89% of the parents feel welcomed when they walk into Starlight and 87% feel that they are informed about their child's progress. These areas will be addressed in 2019-20.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal and assistant principal use the Progress Adviser classroom walkthrough tool when conducting classroom visits and observations. Administration conducted a total of 300 walkthroughs during the 2018-19 school year. Focus areas included: Campus culture and climate, learning targets and success criteria, student engagement, high impact instruction, ELD standards, college readiness environment, adopted materials implementation, and special education classroom instructional practices.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The following assessments are used to modify instruction and improvement student achievement: i-Ready ELA and Math data, Wonders Unit end-of-unit assessments, Wonders Phonics Screener for kindergarten and first grade students and Educational Software for Guiding Instruction (ESGI) for Kindergarten. We reviewed 2017-18 CAASPP ELPAC assessment data since we are a new school.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data used to monitor student progress comes from Wonders/Maravillas, ESGI, Oral Reading Fluency, and the Wonders Phonics Screener.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Starlight staff meets as monthly to discuss schoolwide goals, every Wednesday afternoon for grade level collaboration time, once a month with the Grade Level Coordinator leadership team, AVID, and Dual Language Teams.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All of our teachers are highly qualified. Our district instructional coaches have provided professional development in a variety of curricular areas: Oral Reading Fluency (ORF), Zearn Math, New Generation Science Standards (NGSS), Learning Targets and Success Criteria, New Teacher Orientation, First Year Teacher Training for Center for Teacher Innovation (CTI) program candidates, and technology workshops presenting WeVideo and Flipgrid. Outside consultants have provided training for teachers in the Wonders/Maravillas ELA curriculum and Wonders Leader Training for administrators and Instructional Coaches, i-Ready Reading and Math, A2i - Learning Innovations reading strategies and groupings for our K-1 teachers, Istation for Dual Language teachers, and Spanish Read Naturally for our Intervention Teacher and instructional assistant. Our district Special Education Department provides ongoing training in the Unique Learning System standards based program, the SANDI assessment system, Proloquo2go - Augmentative and Alternative Communication (AAC) application software, California Alternate Assessments (CAA) Science training, and Autism Spectrum Disorder (ASD) and evidence-based practices.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Upon review of our district CA Dashboard student performance results, most of our staff development opportunities were aligned to the curricular areas of English Language Arts and Math in order to help increase student achievement.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Instructional Coaches assist teachers by supporting them with training in English Language Arts, Math, Science, and Technology. New teachers are given assistance through the CTI program. They conduct classroom visitations on site and across the district.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Every Wednesday, each grade level team meets to collaborate regarding lesson planning, data analysis of common assessments, share teaching strategies, review pacing guides, share ideas for classroom management, and get calibrated regarding grade level expectations.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Content and performance standards are embedded into our core curriculum.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Each grade level follows a daily schedule that consists of the recommended instructional minutes in ELA and Math.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Intervention is provided for K-2 students who are scoring below grade level in ELA, according to our i-Ready diagnostic data and early literacy screening assessments. Students in K-1 are being identified by using the Wonders Placement and Diagnostic Assessment / Phonics Screener to look for phonological and phonemic awareness. Students in 1st-2nd are also being identified through i-Ready diagnostic scores and grade level fluency scoring. Wonders Placement and Diagnostic Assessment/Phonics Screener is also given in 2nd grade to further examine the area of need for struggling students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All teachers are provided with standards-based curriculum to use with their students: Wonders/Maravillas ELA curriculum materials, EngageNY/Zearn Math through the district Units of Study. Mystery Science has been made available which is based on the NGSS standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The Wonders/Maravillas curriculum is used for English Language Arts. EngageNY and Zearn are used as math standards-aligned curriculum. ST Math and Istation are used as supplements. i-Ready diagnostics and lessons are used for screening and progress monitoring. Intervention is also using Read Naturally GATE and Specialized Academic Instruction (SAI) is also using the online component of this program called Read LIVE for 3-5.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Universal Access (UA) time is integrated into the Language Arts portion of the school day. This is a time when grade levels differentiate their instruction using leveled instructional materials. Reading Intervention during the school day is provided by a certificated teacher to K-2 students performing below grade level as measured by common assessments, districtwide and on-going progress monitoring. An instructional assistant provides tutoring to K-2 students in the Dual Language Immersion program during the school day. Specialized Academic Instruction (SAI) is provided for students who have an Individualized Education Plan (IEP) and are working on specific goals.

Evidence-based educational practices to raise student achievement

Providing clear direction through the use of the following Beaumont Unified School District resources: BUSD LCAP Goals, BUSD Mission Statement, BUSD Instructional Focus Statement, and BUSD Nine Essential Pillars Framework. These documents serve as a guide for district instructional staff for raising student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The Incredible Minds district tutoring program is offered to all students in 3rd-5th grades in the After School Education and Safety (ASES) program as an after school intervention. It is offered as an option for students in schools who do not have the ASES program.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC), PTA, and English Learner Advisory Council (ELAC) consists of administration, teachers, and parents. Programs are discussed, reviewed, and input is solicited regarding program effectiveness.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

After analyzing assessment results in English language arts (vocabulary, reading comprehension, fluency,...) students functioning below grade level are identified and given additional instructional support (tutoring) before, during, and/or after the school day. These additional services can be provided by a certificated teacher or classified support staff.

Fiscal support (EPC)

Funding sources for Starlight Elementary include: Local Control Accountability Plan (LCAP), Low-Performing Students Block Grant (LPSBG), Tier III (Discretionary), Title 1

Stakeholder 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 SPSA and Annual Review and Update

The School Site Council (SSC), English Language Advisory Council (ELAC) committee, Grade Level Coordinators (GLC's), Parent Teacher Association (PTA) group, and school staff reviewed each goal and the outcomes. Input was given from each group and revisions were made to the 2019-2020 school plan based on the data provided and our new goals.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP 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.

Goal 1

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.

Identified Need

Implementation of the schoolwide activities for staff and students that promote positive climate and culture and reduce the suspension rate, reduce the chronic absenteeism rate, and increase the attendance rate. and increasing school connectedness. This will be done through staff training and targeted behavior support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Indicator	8 out of 888 students were suspended for a total of 16 days. (.9% suspension rate)	In 2019-20, decrease suspension rate by 0.3%
Chronic Absenteeism	Our Chronic absenteeism rate is 6.96%	In 2019-20, decrease chronic absenteeism rate by 0.5%
Attendance rate 95% or higher	Our Attendance Rate is 95.98% (TK/K rate is 94.95)	Maintain the overall attendance rate but increase the TK/K rate to 95% or better

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide the opportunity for staff to attend the Excellence Through Equity conference in support of our continued work in creating equitable learning environments for all.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,121	0707 LCFF S/C

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students in need of social emotional support in order to remove barriers and succeed academically

Strategy/Activity

Work with teachers and counselor to identify students who need additional behavior/social emotional support. Behavior data will be taken from Illuminate as well as staff observation. Intervention strategies for students will be provided by an instructional aide.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6162	0707 LCFF S/C

Annual Review

SPSA Year Reviewed: 2018-19

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.

1) We purchased grade level trophies, gave award certificates, gave incentives, and created a schoolwide bulletin board which has led to the 2nd lowest chronic absenteeism rate in the district. 2) We sent three teachers to AVID training and will now train the remaining six K-2nd grade teachers and one 4th grade teacher using our in-house AVID PD experts. We purchased AVID supplies, schoolwide to assist students with our focus on organization. 3) We conducted all planned activities which has resulted in establishing a positive climate and culture during our first year according to parent survey results.

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

We intended to take students on at least one college field trip, have a Career Day, and purchase AVID motivational materials but this did not occur. We did not end up pursuing all of our planned activities due to being a new school and having to prioritize our actions.

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 goal will remain as we strive to reduce the chronic absenteeism rate from 54 students (6.96%). Transitional Kindergarten (TK) has the highest chronic absenteeism rate. (12.5%) We will continue to implement these effective strategies and add extra support for TK and K

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP 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.

Goal 2

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.

Identified Need

Monthly Educational Monitoring Team (EMT) days are scheduled to give staff and parents to time to collaborate and discuss strategies to support underperforming students in ELA, Math, and with behavior issues. For additional support, students are given the opportunity to participate in before and after school tutoring based on their academic need. Overall, this goal provides staff support as well as materials and supplies that support our students academic growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator	For students in Starlight's attendance boundary, 2017-18 data shows that overall, 69% of our EL students achieved levels 3 or 4 on the ELPAC.	Increase rate of students achieving level 3 or 4 on the ELPAC to 75%.
Mathematics Performance Indicator	For students in Starlight's attendance boundary, 2017-18 data for current 4th and 5th graders shows that overall, 40% of the students met the achievement standard and 60% did not.	Increase the achievement standard to 60%.
English Language Arts Performance Indicator	For students in Starlight's attendance boundary, 2017-18 data for current 4th and 5th graders shows that overall, 43% of the students met the achievement standard and 57% did not.	Increase the achievement standard to 60%.
i-Ready Scaled Score Growth	Students showed 69% scaled score growth for Reading. Students showed 54% scaled score growth in Math.	Increase the growth rate in Reading to 75%. Increase the growth rate in Math to 70%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID WICOR strategies will be used schoolwide as determined by Progress Adviser walkthrough data	300 Progress Adviser visits were conducted during the 2018-19 school year. AVID WICOR strategies were observed in 71% of the walkthroughs.	In 2019-20, AVID WICOR strategies will be evident in 80% of the classrooms.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Under-performing K-2 students in ELA.

Strategy/Activity

The District LCAP/Categorical-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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
66,905	3010 Title I

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students needing additional academic or behavioral support to meet grade level standards.

Strategy/Activity

The EMT Team will conduct parent meetings on EMT days throughout the year. Three substitutes will be needed each day. Parents, teachers, and other support staff will collaborate and make a plan to provide assistance to each identified student based on their academic and behavioral needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,603	0707 LCFF S/C

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2923	0707 LCFF S/C

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase an Accelerated Reader site license to support our site and district goal of every student reading by third grade. This program supports reading fluency and comprehension.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,800	0707 LCFF S/C

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff will participate in planning days (3) throughout the year to address grade level assessments and data analysis, curriculum planning, scheduling, action plans based on school goals and more.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

| 19191 | 0707 LCFF S/C |

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students needing additional academic support to meet grade level standards.

Strategy/Activity

Staff will conduct tutoring sessions before and after school. The content of these sessions will be based on student assessment results and driven by student need.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
| 5,024 | 7510 LPSBG |

Annual Review

SPSA Year Reviewed: 2018-19

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.

Intervention Support was successful. -- students were serviced this year and a positive growth trend was seen in each student's assessment results. 67 EMT's were successfully held. An Accelerated Reader license was obtained but training was not given and as a result, it was not implemented schoolwide. This year, we will get training and implement schoolwide.

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 the budgeted expenditures.

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 will continue with the goals as established last year because they still apply. Year two of the same goals will allow us to refine and make needed adjustments to our programs.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP 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.

Goal 3

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.

Identified Need

Administration will ensure that all students have all required materials, the school site is in good repair, and that we hire only qualified staff members. After conducting a staff needs assessment survey, staff identified ongoing training as a major focus area. Being a new school with several new staff, this is crucial.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Every pupil in the school district has access to standards-aligned instructional materials as per the Williams Act.	100% of students have access to instructional materials.	Maintain 100% access to materials.
School facility ratings as measured by Annual Facility Inspection Tool	All systems are rated good or better as measured by the Facility Inspection Tool.	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 are fully credentialed and are placed in appropriate class assignments.	Maintain 100% fully credentialed teachers and appropriate class assignments.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide training for staff in all curriculum program areas that align with our district goals: i-Ready, Wonders/Maravillas, Zearn, Istation, Accelerated Reader, B.E.L.I.E.F., ST Math, NGSS, Dual Language Immersion, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,200	0707 LCFF S/C

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers have the required credentials and are assigned appropriately

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	0707 LCFF S/C

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All students will have access to the required instructional materials.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The school site is in good repair.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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.

Additional staff was sent to AVID training who came back and used the WICOR strategies in their classrooms. 2 administrators and 1 teacher went to the Equity Conference. Planning days were provided for all staff.

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 the budgeted expenditures.

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.

Providing required instructional materials to students, keeping the site in good repair, and hiring qualified staff will be the priorities of Goal 3 in 2019-2020.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$66,905
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$116,929.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
3010 Title I	$66,905.00

Subtotal of additional federal funds included for this school: $66,905.00

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

State or Local Programs	Allocation ($)
0707 LCFF S/C	$45,000.00
7510 LPSBG	$5,024.00

Subtotal of state or local funds included for this school: $50,024.00

Total of federal, state, and/or local funds for this school: $116,929.00

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:

1 School Principal

3 Classroom Teachers

2 Other School Staff

7 Parent or Community Members

0 Secondary Students

Name of Members	Role
Lauren Kinney	Principal
Ana Gallagher	Classroom Teacher
Gloria Aguilar-Bonjean	Classroom Teacher
Julie Salinas	Other School Staff
Aaron Brock	Classroom Teacher
Bronwyn Miller	Parent or Community Member
Alexandra Lugo	Parent or Community Member
Susy Suescun	Parent or Community Member
Meghan Lusk	Parent or Community Member
Yesenia Casillas	Other School Staff
Samantha Heidrich	Parent or Community Member
Maria Zepeda	Parent or Community Member
Adrianna Hwang	Parent or Community Member

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.

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 of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and 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 from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 5/17/19.

Attested:

	Principal, Lauren Kinney on 5/17/19
	SSC Chairperson, Bronwyn Miller on 5/17/19

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Starlight Elementary School
School Site Council Meeting MINUTES
Date: Friday, May 17, 2019
2:45pm

Officers:

- Chairperson: Bronwyn Miller
- Vice Chairperson: Alexandra Lugo
- Secretary: Susy Suescun
- Site Teacher Reps: Gloria Bonjean, Ana Gallagher, and Aaron Brock

Meeting called to order - Sign in

In attendance:

- Samantha Heidrich, Susy Suescun, Meghan Lusk, Ana Gallagher, Bronwyn Miller (through e-mail), Yesenia Casillas, Adrianna Hwang, Gloria Aguilar-Bonjean, and Lauren Kinney

Meeting called to order and everyone in attendance signed in.

Mrs. Kinney welcomed everyone and did a last review of our School Plan for Student Achievement (SPSA).

- She informed the committee that there were a couple of changes since they last spoke and then reviewed the plan. Since last time, a staff survey had been sent out and staff ranked the spending priorities according to the needs of our students. The first priority was for staff training, the second priority was for assistance with the socioemotional component of our program during lunch, and the third priority was to implement the main components of the AR reading program, including the diagnostic, to support reading fluency and comprehension. Mrs. Kinney then discussed each of the three school plan goals overall and explained what the money had been allocated for and why.
- A motion to approve was made by Susy Suescun. A second was made by Julie Salinas. All were in favor, none opposed.

Closing:
- Our next School Site Council Meeting will be in August 2019.

Meeting adjourned @ 3:30