

Starlight Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Starlight Elementary School
Street	225 Hammer Drive

City, State, Zip	Watsonville, CA 95076
Phone Number	(831) 728-6979
Principal	Dr. Jackie Medina
Email Address	jaclynne_medina@pvusd.net
School Website	https://star-pajaro-ca.schoolloop.com/
County-District-School (CDS) Code	44-69799-6108146

2023-24 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Murry Schekman, Interim Superintendent
Email Address	murry_schekman@pvusd.net
District Website	www.pvusd.net

2023-24 School Description and Mission Statement

Starlight Elementary has two language program models: English Only/Structured English Immersion and a Dual Language program. The Dual Language program is a late-exit k-5 50/50 Spanish/English program model.

Our mission statement is:

Who are we:

We are collaborative, caring, and dedicated educators with great intellectual capacity from various cultural and linguistic backgrounds.

Why we are here:

We create positive learning environments, help students develop self-confidence, and build compassionate and respectful communities. Starlight students become empowered to own their education and act as creative thinkers, problem solvers, and lifelong learners. We build partnerships with families and motivate students to use their skills in order to make a difference in their community and the world.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	65
Grade 2	61
Grade 3	59
Grade 4	90
Grade 5	98
Total Enrollment	447

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1%
Male	49.7%
Hispanic or Latino	98.4%
Two or More Races	0.4%
White	1.1%
English Learners	58.2%
Homeless	10.3%
Migrant	8.5%
Socioeconomically Disadvantaged	90.8%
Students with Disabilities	15.4%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.70	96.12	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	16.30	1.82	12115.80	4.41
Unknown	0.90	3.84	59.80	6.70	18854.30	6.86
Total Teaching Positions	25.70	100.00	893.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.00	100.00	643.50	73.10	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.50	1.08	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	169.10	19.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.70	1.67	11953.10	4.28
Unknown	0.00	0.00	43.40	4.93	15831.90	5.67
Total Teaching Positions	22.00	100.00	880.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Computers

All students have been provided a Chromebook and if necessary, a hotspot. Further, all classrooms have document cameras and projectors. Each classroom has an Audio System to support students hearing instruction no matter where they are in the classroom. We took some big steps forward to support student learning using technology. Our primary computer lab has 25 computers, an LCD projector, and an interactive SMARTboard. This space is used primarily for electronic intervention programs, but it is also used for developing PowerPoint presentations and for exploring teacher-selected web sites that support the curriculum. The after school program also uses the lab for Lexia (phonics and more), QuickReads to develop fluency, and UltraKey for keyboarding. Our new web site (www.starlight.pvUSD.net) is serving the school community well and will continue to be developed and improved.

Textbooks

We utilized textbooks and materials that are aligned to Common Core standards in both Language Arts and Math.

Curriculum

Bridges to Mathematics has been adopted by the district and is in the second year of implementation. Benchmark Advance is used for English Language Arts, Benchmark Adelante is used for Spanish Language Arts.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance and Adelante/2019	Yes	0%
Mathematics	Bridges in Mathematics (Eng. & Span.) The Math Learning Center/2016	Yes	0%
Science	K-2: TWIG, Imagine Learning/2023; 3-5 California Science, Harcourt Achieve/2007	Yes	0%
History-Social Science	Reflections California, Harcourt Achieve/2006	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	NA

School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. <http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairstandards.aspx>

Year and month of the most recent FIT report

9/7/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			18: Blinds falling apart. Rug causing trip hazard. 28: Carpet seam splitting. 35: Secure book case. Replace 2 ceiling tiles. 36: Secure book case.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			3: 3 T8 lamps out. Ballast too?
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			4: Missing washer and nut to toilet seat. 6: Loose faucet handle. Boys Restroom: Missing nut and washer for boys urinal.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			13: Secure book case. 27: Secure 2 book cases. 33: Secure rack.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	21	20	28	26	47	46
Mathematics (grades 3-8 and 11)	19	21	17	17	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	250	245	98.00	2.00	20.41
Female	135	133	98.52	1.48	22.56
Male	114	111	97.37	2.63	17.12
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	247	242	97.98	2.02	19.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	121	118	97.52	2.48	6.78
Foster Youth	0	0	0	0	0
Homeless	31	30	96.77	3.23	6.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	223	219	98.21	1.79	16.89
Students Receiving Migrant Education Services	21	20	95.24	4.76	5.00
Students with Disabilities	48	47	97.92	2.08	6.38

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	250	244	97.60	2.40	20.99
Female	135	133	98.52	1.48	20.30
Male	114	110	96.49	3.51	21.10
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	247	241	97.57	2.43	20.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	121	118	97.52	2.48	13.68
Foster Youth	0	0	0	0	0
Homeless	31	29	93.55	6.45	17.24
Military	0	0	0	0	0
Socioeconomically Disadvantaged	223	217	97.31	2.69	18.06
Students Receiving Migrant Education Services	21	20	95.24	4.76	21.05
Students with Disabilities	48	46	95.83	4.17	10.87

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	9.64	13.54	16.22	16.11	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	99	96	96.97	3.03	13.54
Female	53	52	98.11	1.89	9.62
Male	45	43	95.56	4.44	18.60
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	98	95	96.94	3.06	12.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	39	38	97.44	2.56	2.63
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	85	82	96.47	3.53	10.98
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	19	95.00	5.00	10.53

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93.9	95	96	97	97

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parent participation is a highlight of our school culture. Parents are recruited and encouraged to participate in classroom and site functions. One outstanding program is our partnership with Second Harvest Food Bank and our "Nutrition Stars" program. The Nutrition Stars focuses on supporting actions to help us reach our school-wide goal #3 - to reduce Body Mass Index (BMI) rates (overweight and obese) and improve nutrition and physical fitness programs. Parent leaders go through nutrition training/classes and in turn participate in evening presentations on nutrition. At these biweekly "Nutrition Nights" meetings, parents learn from community leaders and peer parents. At the end of each meeting, parents receive produce and vegetables to take home.

Parents also play a key role in our academic programs. Writing is a key focus for this school year. Parents are provided learning opportunities through meetings in a virtual setting as well as in-person opportunities. A big part of this effort is giving parents the knowledge and information they need so they can help their students with homework and other classroom assignments. They are advised of programs and curriculum at all grade levels. Parents are encouraged to give input to all aspects of curriculum and programming. We have a highly successful prekindergarten literacy and mathematics program, and we work closely with our pre-Kindergarten program to ensure alignment with program and curriculum.

Parents are the key drivers of the direction the school takes. Our School Site Council (SSC) and English Language Advisory Committee (ELAC) both serve as governing boards for our site. All parent groups meet monthly. For those parents unable to attend any of our functions, we do an annual survey to remain informed about their requests and needs. Finally our Parent Action Team focuses on fundraising events. For more information about becoming involved in our school, please contact Principal Jackie Medina at (831) 728-6979.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	475	465	183	39.4
Female	241	235	98	41.7
Male	234	230	85	37.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	466	458	177	38.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	1	50.0
White	7	5	5	100.0
English Learners	270	267	88	33.0
Foster Youth	0	0	0	0.0
Homeless	53	50	17	34.0
Socioeconomically Disadvantaged	431	424	169	39.9

Students Receiving Migrant Education Services	39	38	12	31.6
Students with Disabilities	97	95	35	36.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.58	0.42	0.02	4.40	4.72	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.12	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.42	0
Female	0	0
Male	0.85	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.43	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.74	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.46	0
Students Receiving Migrant Education Services	2.56	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The Starlight campus is clean and safe. Most recently we developed a safety plan in concert with school district and local police and safety personnel. Staff members provide supervision before and after school, and we conduct monthly safety drills. Our Safe School Plan comprises two components: people and programs, and the physical environment. We conduct regular safety drills, including fire, lockdown, and earthquake. We are proud to say that our staff and students are safe, effective, and efficient with such drills. In addition, our parents notify the office if they see unusual activity in the neighborhood in order to ensure safety for our young students during the day. We review and update our safety plan annually and solicit input from parents and staff as well. One recent addition to our safety plan is to have all staff members access to a safety vest in case of emergency. During drills we practice procedures which now include putting on a safety vests so we can identify ourselves to first responders and other emergency personnel.

Our school safety plan was shared with the community on November 10, 2023.

We schedule regular assemblies and recognition programs as part of our PBIS implementation plan. This year our parents identified a goal of enclosing the playground to ensure student safety, which was completed by the district. We continually work together to provide a safe environment for learning!

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	23		3	
2	33		4	4
3	32	2	2	4
4	26		6	
5	26		6	
Other	31		3	1

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	2	
1	23		3	
2	21	2	1	
3	21	2	2	
4	28		3	
5	24		3	
Other	25		2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	1	0
1	22	4	2	0
2	24	0	4	0
3	24	0	4	0
4	26	0	6	0
5	27	0	6	0
6	0	0	0	0
Other	20	3	4	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,982.80	\$2,021.01	\$7,103.46	\$69,772.62
District	N/A	N/A	\$4,858.33	\$72,675
Percent Difference - School Site and District	N/A	N/A	37.5	-4.1
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-6.8	-26.0

Fiscal Year 2022-23 Types of Services Funded

Starlight receives specialized federal funding to support programs and students. These funds are set aside for programs designated to serve a particular need or population. All funding parameters are defined and then delivered to parent advisory groups and key site planners for agreeable programming and fund application.

Federal Title I monies and other funds support our student and parent programs, teacher release time for grade level planning and assessments, and our Data Team process for improving instruction and enhancing student achievement.

Our Parent Fundraising Committee initiates fundraisers to support field trips and school-wide activities. The main funding need is to support sending students to fifth-grade science school. Funds from prior years are carried over to support a base amount of monies each year. All students benefit from these fund-raising efforts since the committee works to maintain a positive budget for future classes via the carry-over.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,666	\$55,550
Mid-Range Teacher Salary	\$68,722	\$84,645
Highest Teacher Salary	\$94,640	\$111,284
Average Principal Salary (Elementary)	\$101,857	\$139,860
Average Principal Salary (Middle)	\$107,410	\$146,440
Average Principal Salary (High)	\$117,662	\$158,447
Superintendent Salary	\$222,832	\$278,268
Percent of Budget for Teacher Salaries	25.51%	32.21%
Percent of Budget for Administrative Salaries	4.88%	4.89%

Professional Development

The focus for the 2023-2024 school year is on best practices for teaching writing for grades third through fifth and implementing a new science curriculum for our TK through second grade classes.

Starlight school and district are focused on learning to improve our instruction in the Common Core State Standards. We attended a variety of training last year in preparation for implementation this year.. Currently, we are implementing the Benchmark Language Arts curriculum and further developing with Bridges into Math. Units of study that are standards based and incorporate elements of Visible Learning are a critical to our instruction. Writing, in all content areas is essential for success in the Common Core classroom and on Summative (SBAC) exams.

Data Teams or Impact Team meetings are at the center of our our collaborative work. Each grade level team is quite skilled at the process of analyzing students work (data), implementing instruction, and re-assessing progress so students can achieve proficiency on a given standard.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	2	10