

Starlight Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Starlight Elementary School
Street	1510 Cougar Way
City, State, Zip	Beaumont, CA 92223
Phone Number	951-456-1776
Principal	Lauren Kinney
Email Address	lkinney@beaumontusd.k12.ca.us
Website	https://sles.beaumontusd.us
County-District-School (CDS) Code	33-66993-0136788

Entity	Contact Information
District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Mr. Terrence Davis
Email Address	tdavis@beaumontusd.k12.ca.us
Website	https://www.beaumontusd.us/

School Description and Mission Statement (School Year 2019-20)

Starlight Elementary School opened its doors for the first time in August of 2018. Located on 12 acres, the school consists of 5 buildings - Building 100 is the Administration building which includes the front office, a conference room, 2 administrative offices, a staff workroom, staff lounge, and library. Building 200 includes a multipurpose room, food service kitchen, outside eating area, and band room. Buildings 300, 400, and 500 feature a total of 37 classrooms, 3 collaboration areas, 4 offices, and a second story in Building 500.

As one of 7 elementary schools in the Beaumont Unified School District, we serve 926 students in grades TK-5th on a traditional schedule. Our demographic distribution is as follows: Special Education population (including students with an Individualized Education Plan (Speech, Specialized Academic Instruction - SAI) and students with Autism is 10.7%, Hispanic - 67.21%, White - 21.32%, Asian - 5.3%, Black - 4.55%, American Indian - 0.76%, Two or more races - 0.43%. English Learners - 19.37%, and Socioeconomically Disadvantaged - 55.8%.

The school employs 33 general education teachers (16 of them teach Dual Language Immersion classes featuring Spanish as the second language and .5 of them is the Early Literacy DLI Intervention Teacher), one full-time K-2 Intervention Teacher, one SAI Teacher, 3 Autism Specialist Teachers who teach students with Autism that are non-diploma bound, 33 support staff including Campus Security, Health Instructional Aides, Custodians, Crossing Guards, Bilingual Aides, Office Staff, and a Library Media Technician, 1 full-time and 1 part time Speech and Language Pathologist, a part-time STEPS Counselor, a part-time Psychologist, a part-time Band teacher, a part-time Occupational Therapist, and 2 full-time administrators.

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

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	182
Grade 1	141
Grade 2	139
Grade 3	137
Grade 4	132
Grade 5	102
Total Enrollment	833

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0.7
Asian	1.6
Filipino	3.5
Hispanic or Latino	65.7
Native Hawaiian or Pacific Islander	0.4
White	21.7
Two or More Races	2.8
Socioeconomically Disadvantaged	58
English Learners	23.5
Students with Disabilities	10.6
Foster Youth	0.7
Homeless	0.7

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	N/A	36	35	35
Without Full Credential	N/A	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	N/A	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	N/A	0	0
Total Teacher Misassignments*	N/A	0	0
Vacant Teacher Positions	N/A	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 9/24/2019

Beaumont Unified held a public hearing on September 24, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom. Textbooks and other standards-aligned instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks and standards-aligned instructional materials used in the school the most current available.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill California Wonders Adoption Year 2018	Yes	0.0%
Mathematics	Mathematics Units of Study Adoption Year 2014	Yes	0.0%
Science	Harcourt Adoption Year 2007	Yes	0.0%
History-Social Science	Houghton Mifflin Adoption Year 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Starlight Elementary School opened in the 2018-19 school year serving students in grades TK-5. Located on 12 acres, the school consists of 5 buildings - Building 100 is the Administration building which includes the front office, a conference room, 2 administrative offices, a staff workroom, a staff lounge, and a library. Building 200 includes a multipurpose room, food service kitchen, outside eating area, and band room. Buildings 300, 400 and 500 feature a total of 37 classrooms, 3 collaboration areas, 3 offices, and a second story in Building 500.

Cleaning Process: The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District's Board of Trustees has adopted cleaning standards for all schools in the District. A summary of these standards are available at the Educational Support Facility for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The District participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 10/25/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)		50	48	49	50	50
Mathematics (grades 3-8 and 11)		46	34	36	38	39

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	362	360	99.45	0.55	50.00
Male	164	162	98.78	1.22	40.12
Female	198	198	100.00	0.00	58.08
Black or African American	11	11	100.00	0.00	72.73
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	256	254	99.22	0.78	42.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	67	67	100.00	0.00	65.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	226	225	99.56	0.44	41.33
English Learners	118	118	100.00	0.00	37.29
Students with Disabilities	32	32	100.00	0.00	15.63
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	362	360	99.45	0.55	46.11
Male	164	162	98.78	1.22	45.06
Female	198	198	100.00	0.00	46.97
Black or African American	11	11	100.00	0.00	63.64
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	256	254	99.22	0.78	41.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	67	67	100.00	0.00	53.73
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	226	225	99.56	0.44	38.67
English Learners	118	118	100.00	0.00	40.68
Students with Disabilities	32	32	100.00	0.00	12.50
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	24.3	20.4	20.4

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

At Starlight, we want to ensure a POSITIVE SCHOOL CLIMATE and CULTURE for all students by providing opportunities for our parents to become involved in their child's education. Teachers use ParentSquare or Class Dojo to communicate classroom information. The office staff uses ParentSquare to communicate schoolwide information.

We also strive to build positive relationships and provide opportunities for parents to become involved in our school through a variety of activities: School Site Council, PTA, English Learner Advisory Council (ELAC) meetings, award assemblies, Back-to-School Night, Open House, student performances, field trips, PTA Family Nights (Dances, Trunk or Treat, Build-a-Mascot, APEX Fun Run, Donuts with Dads, Muffins with Moms, Mother's Day activities), parent conferences, Las Posadas, Multicultural Fair, and volunteering in the classroom. Please contact Volunteer Coordinator/Clerk, Mirella Bernal, in the front office at 951-456-1776 ext. 116101.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions			1.7	4.1	2.6	2.6	3.6	3.5	3.5
Expulsions			0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety Plan Vision: Our vision at Starlight Elementary School starts with establishing a positive school climate and culture that includes all students and staff. Since opening our doors on August 8, 2018, we have implemented schoolwide procedures and policies for our parents and staff through our Student Handbook, school website, and through staff memos and meetings. We operate under the closed campus concept to keep the number of adults and visitors on campus at a minimum. Parents and other visitors must sign into the Raptor system upon entering the campus. To keep our staff and students aware of safety practices, we conduct regular emergency drills, conduct Positive Discipline assemblies, discuss Hour Zero protocols, and conduct campus security meetings. Weekly videos are shown to highlight the activities of the past week and remind students of schoolwide procedures, including safe school practices. At Starlight, safety is the responsibility of all stakeholders.

In order to maintain a high level of safety at Starlight, the staff implements all site disaster and emergency preparedness activities, integrates schoolwide Positive Behavior Intervention Support as the foundation for our positive school culture and climate, and is working to create a safe environment at our new school site by making necessary modifications to the physical plant (gates, doors, parking lot, etc.)

Behavior data in our Illuminate student information system indicates that 43% of our behavior incidents occur on the playground and 31% occur in the classroom. We provide other means of correction before suspension through administrative counseling, parent contacts/meetings, and Tier 2 counseling to assist students with tools to regulate their behavior. At the physical school safety level, we have installed door chimes in our SDC classrooms, submitted several work orders to add or repair items, and we have modified our parking lot procedures to improve our arrival and dismissal times.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K									16	9	3	
1									17	4	4	
2									17	4	4	
3									24	1	5	
4									32		2	2
5									25		4	
Other**									8	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	.5
Other	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$78,487.00
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Starlight Elementary School opened in Fall of 2018-19. Since then, we have hired an Instructional Assistant (1.5 hours) for social-emotional learning support each day during our lunch program. Lessons are taught using literature, videos, and collaborative discussions are held in an attempt to support our emotionally struggling students. In addition, academic support is offered through an instructional assistant (1.5 hours) to serve 3rd-5th grade students who are functioning 2 years below grade level in reading.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,745	\$49,084
Mid-Range Teacher Salary	\$76,913	\$76,091
Highest Teacher Salary	\$104,946	\$95,728
Average Principal Salary (Elementary)	\$127,615	\$118,990
Average Principal Salary (Middle)	\$138,212	\$125,674
Average Principal Salary (High)	\$154,084	\$137,589
Superintendent Salary	\$229,224	\$230,096
Percent of Budget for Teacher Salaries	32%	35%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	N/A	2	2

Staff development opportunities include these trainings: Universal Screening, Wonders/Maravillas, Zearn, Verbal Judo, PBIS seminar, two District Inservice days (October/February) for all staff, the training provided by District Instructional Coaches (Oral Reading Fluency, Technology lessons, and Crisis Prevention Intervention (CPI). District Instructional Coaches provide in-class support in ELA (Reading instruction), Science, Technology, and Math as well as informational presentations at staff meetings. Student performance data is reported by our District Intervention Team that includes our site Intervention Teachers. Instructional Coaches meet monthly with principals to collaborate on professional growth needs. Our Instructional Coaches also serve as CTI (Center for Teacher Innovation) coaches and provide individual mentoring through that program.