Sky View Elementary School
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Sky View Elementary School
Street	625 Mildred Street
City, State, Zip	Perris, CA 92571
Phone Number	(951) 657-4214
Principal	Catalina Chrest
Email Address	cchrest@perrisesd.org
School Website	https://www.perrisesd.org/Domain/15
County-District-School (CDS) Code	336671990110585

2021-22 District Contact Information

District Name	Perris Elementary School District
Phone Number	(951) 657-3118
Superintendent	Jean Marie Frey
Email Address	ksolorzano@perrisesd.org
District Website Address	www.perrisesd.org

2021-22 School Overview

The School Accountability Report Card is issued annually for each school in the State of California and provides an overview of selected conditions related to the school, its resources, its accomplishments, and the areas in which improvements may be needed.

As you review the report for Sky View Elementary School, it will be evident that our school is dedicated to meeting the needs of ALL of our students. Our school's mission is to provide a safe learning environment with a respect for diversity and well-balanced, rigorous instruction. Sky View Elementary School, in partnership with our community, will inspire students to reach their academic potential and become productive global citizens.

It is through our vision, "We build scholars, character, and create opportunities to achieve unlimited potential" that Sky View Elementary provides students with the opportunity to be part of the Dual Language Immersion Program. This program is dedicated to promoting bilingualism for students in grades Kinder to 6th grade. The Dual Language Immersion program transforms our students into critical thinkers, who are culturally sensitive and who have the capacity to positively impact the local and global community.

Sky View Elementary School teachers and staff believe in placing students first and continue to dedicate themselves to the profession by modeling expectations necessary to build scholars and character for tomorrow's challenges. Our students will continue to grow academically and socially because of the relevant, rigorous and standards-based instruction delivered by our instructors. Working in Professional Learning Communities, grade level teams provide effective implementation of student-centered instruction that focuses on both the academic and social/emotional needs of our students. Our teachers work collaboratively to plan standards-based instruction that is data driven and reflective in order to provide the most effective instructional practices for our students. In doing so, our highly qualified teachers will tie comprehensive learning to college and career readiness. In summary, we believe in high levels of learning for all students.

Sky View Elementary School goals include:

1. Increase academic achievement and performance of all students.

2. Increase academic engagement and participation of all students in school programs.

2021-22 School Overview

3. Improve school climate and conditions that support citizenship and positive contribution.

4. Promote a school culture by which bilingualism, biliteracy, and multiculturalism are valued.

5. Increase personal success rates and facilitate a student's full potential, academically and social/emotionally

When you visit our campus, you will see the latest technology to enhance the instruction delivered and students participating in an array of educational opportunities that support their elementary school experience. We encourage all parents to stay actively involved in their child/children's education by becoming a volunteer, joining a Sky View Elementary parent partner group and attending school events. Together, we will make a positive difference in the life of Every Student, Every Day!

Opportunities for parental involvement include:

- School Site Council (SSC)
- English Learner Advisory Council (ELAC)
- Class/Office Volunteer
- Supervision Volunteer
- Family Involvement Action Team (FIAT)
- College and Career Day
- Attendance/Kindness Counts Campaign
- Parent Workshops: Dual Language Immersion Night, Reading Night, Math Night, and Science Night
- Friday Flag
- Award Assemblies
- AVID Parent Workshops

The wealth of experience available in the community is a resource that Sky View Elementary uses to enrich the educational programming. To participate in any of the above opportunities, contact the school office and the volunteer policy can be found on the school's website.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	114
Grade 1	118
Grade 2	99
Grade 3	94
Grade 4	85
Grade 5	90
Grade 6	76
Total Enrollment	676

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	0.6
Black or African American	9.3
Filipino	0.6
Hispanic or Latino	84.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	0.7
White	1.8
English Learners	33.3
Foster Youth	2.5
Homeless	2.4
Socioeconomically Disadvantaged	84.3
Students with Disabilities	10.4

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

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

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)	31.5	92.6	252.6	95.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.0	5.9	2.0	0.8	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	1.0	0.4	12115.8	4.4
Unknown	0.5	1.5	7.7	2.9	18854.3	6.9
Total Teaching Positions	34.0	100.0	263.3	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	2.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.4
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

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Williams Act legislation requires that there should be sufficient textbooks and instructional materials for each student, including English learners, to use in class and to take home. Below is information detailing the names of the textbooks used in our core classes; their dates of publication; the names of the firms that published them; and textbook sufficiency information.

Year and month in which the data were collected	September 9, 2021

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 (Adopted in 2016) McGraw Hill World of Wonders Pre-K (Adopted in 2016)	Yes	0
Mathematics	Houghton Mifflin Harcourt: Math in Focus (Adopted in 2015)	Yes	0
Science	Harcourt California Science (Adopted in 2007)	Yes	0
History-Social Science	Harcourt Social Studies: California Reflections (Adopted in 2006)	Yes	0

School Facility Conditions and Planned Improvements

Sky View was built in 2006. We have one day custodian and two night custodians who maintain our facilities and keep our school site clean. During on campus learning, each classroom is cleaned and vacuumed daily, and each bathroom is cleaned daily. Our site custodians perform routine maintenance and repairs, and our district maintenance personnel maintain landscaping and perform larger repairs on a regular weekly schedule. The blacktop on the playground was recently repainted with lines for games. The blacktop lines in the front of the school were also repainted. There are 38 classrooms.

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.

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Year and month of the most recent FIT report	09/13/21

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			Classroom 207: Small stains on ceiling tile, loose ceiling tile

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Classroom 207 outlet hanging out of junction box
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playgrounds: Rubber surface has gaps along perimeter

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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	337	NT	NT	NT	NT
Female	148	NT	NT	NT	NT
Male	189	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	34	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	282	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	131	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	22	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	267	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	337	NT	NT	NT	NT
Female	148	NT	NT	NT	NT
Male	189	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	34	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	282	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	131	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	22	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	267	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Smarter Balanced: Interim Comprehensive Assessment (ICA) Student Groups	Smarter Balanced: Interim Comprehensive Assessment (ICA) Total Enrollment	Smarter Balanced: Interim Comprehensive Assessment (ICA) Number Tested	Smarter Balanced: Interim Comprehensive Assessment (ICA) Percent Tested	Smarter Balanced: Interim Comprehensive Assessment (ICA) Percent Not Tested	Smarter Balanced: Interim Comprehensive Assessment (ICA) Percent At or Above Grade Level
All Students	339	334	99%	1%	22%

Female	151	151	100%	0%	30%
Male	185	183	99%	1%	15%
American Indian or Alaska Native	1	1	100%	0%	100%
Asian	5	5	100%	0%	60%
Black or African American	32	31	99%	1%	6%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	281	280	99%	1%	22%
Native Hawaiian or Pacific Islander	1	1	100%	0%	0%
Two or More Races	4	4	100%	0%	50%
White	8	8	100%	0%	38%
English Learners	130	130	100%	0%	18%
Foster Youth	4	4	100%	0%	0%
Homeless	13	13	100%	0%	15%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	284	282	99%	1%	21%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	56	56	100%	0%	11%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Smarter Balanced: Interim Comprehensive Assessment (ICA) Student Groups	Smarter Balanced: Interim Comprehensive Assessment (ICA) Total Enrollment	Smarter Balanced: Interim Comprehensive Assessment (ICA) Number Tested	Smarter Balanced: Interim Comprehensive Assessment (ICA) Percent Tested	Smarter Balanced: Interim Comprehensive Assessment (ICA) Percent Not Tested	Smarter Balanced: Interim Comprehensive Assessment (ICA) Percent At or Above Grade Level
All Students	339	336	99%	1%	11%
Female	151	151	100%	0%	14%
Male	185	185	100%	0%	9%
American Indian or Alaska Native	1	1	100%	0%	0%
Asian	5	5	100%	0%	60%
Black or African American	32	32	100%	0%	3%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	281	281	100%	0%	11%
Native Hawaiian or Pacific Islander	1	1	100%	0%	0%

Two or More Races	4	4	100%	0%	50%
White	8	8	100%	0%	12%
English Learners	130	130	100%	0%	12%
Foster Youth	4	4	100%	0%	25%
Homeless	13	13	100%	0%	8%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	284	284	100%	0%	12%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	56	56	100%	0%	7%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	NT	NT	NT	NT
Female	39	NT	NT		
Male	50	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	73	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	32	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Student achievement and success are based upon a strong school and community partnership. Sky View Elementary School provided many opportunities for student/teacher/family/community interactions with a full calendar of programming. The Sky View Elementary School, website, marquee and ongoing family communication showcases many of the school's partnerships. Sky View Elementary School encourages parental and community involvement and provides a wide variety of participation activities.

The following are opportunities for Parental Involvement:

1. Parents, as members of the Family Involvement Action Team (FIAT) you will enrich the quality of our school climate. FIAT support initiatives such as Family Reading Day, Red Ribbon Week, spirit days, assemblies, teacher/class support, field trips, rewards and school-wide incentives.

2. Our School Site Council, made up of staff and parents, work collaboratively with the rest of the staff in determining the best way to utilize categorical funds to provide additional materials, programs, and staff development to our base program.

3. Our English Language Advisory Committee (ELAC) consists of parents of English Learners. They work cooperatively with the staff to ensure that we are sensitive and understand the needs of English Learners.

4. Our Dual Language Immersion program works closely with parents and depends on parent/family involvement in order to develop the school to home connection, focused on cultural and linguistic skills and experiences. Parents and families are key in language development. In collaboration with our teachers, parent and family support promotes the sustainability of language development by helping to reinforce content learned in the classroom and practicing it in the home.

5. We also request parent help with family involvement activities, including our Family Reading, Math and Science Nights. All parents are encouraged to attend Back-to-School Night/Annual Title I meeting in the fall, Open House in the spring, and parent-teacher conferences in November. Room parents and classroom volunteers are welcome. We always need school volunteers!

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	708	690	114	16.5
Female	327	315	49	15.6
Male	381	375	65	17.3
American Indian or Alaska Native	2	2	1	50.0
Asian	4	4	0	0.0
Black or African American	66	64	20	31.3
Filipino	4	4	0	0.0
Hispanic or Latino	595	587	88	15.0
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	5	5	1	20.0
White	15	12	1	8.3
English Learners	263	259	37	14.3
Foster Youth	23	16	1	6.3
Homeless	17	17	4	23.5
Socioeconomically Disadvantaged	597	581	102	17.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	77	74	16	21.6

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.87	0.00	2.07	0.02	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.42	0.96	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Sky View Elementary School staff works with District Office staff to develop a site safety plan and an emergency preparedness plan, laying out procedures for responding to a wide variety of situations. Students and staff practice emergency procedures monthly and emergency plans are reviewed at staff meetings. Our school site has several representatives who participates on the District Disaster Preparedness Committee. The individuals involved include teachers, administrators, and other school staff. Out of this group, the assistant principal serves at the lead staff member, who ensures all safety procedures are in place and updated. This person attends district meetings and brings valuable information back to the entire staff. Our Custodial staff and the District Maintenance staff inspect our school site for safety concerns frequently and scheduled "safety checks" on a weekly basis. Staff members and supervision aides monitor children whenever they are outside the classroom.

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures, and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) teachers' notifications of dangerous pupils, (5) sexual harassment, (6) school-wide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) expectations and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at the front office. Together, the teachers and administration regularly review the rules for safe and responsible behavior in school and on the playground. The school's staff has established a culture of positive behavior interventions and supports (PBIS and MTSS) that encompasses four universal expectations: R.I.S.E. (Respect All, Inspire Others, Show Kindness, and Engage in Learning). The students are explicitly taught skills to help them be respectful, inspirational, kind, and learners in all areas of the school campus life. We have an enclosed campus that is fully fenced. Visitors must enter and depart the school through the main door. All visitors must sign in at the office, where they receive a visitor/volunteer badge to wear throughout their stay that describes there purpose of the visit and identifies the location on campus they will visit . When a request is made to take a child out of school for the day, the requesting adult must be on the emergency card and show identification before the child is summoned from the classroom. All visitors at Sky View Elementary School must sign in at the front office and wear a visitor's name tag. The front office staff and supervision aides enforce this system on a daily basis to ensure that all visitors have checked-in with the front office staff. Our school has a school Safety and Disaster Preparedness Plan with explicit procedures for handling emergency situations. We hold monthly practice drills for fire and lock-down procedures. The school's safety committee, which is comprised of staff and parents, review and update the safety plan annually. In October, we hold Disaster Drill to prepare students and make them aware of all procedures involving an earthquake type of emergency or disaster. Students and staff practice different emergency procedures and drills including evacuation practices. Each day, the staff monitors the playground and campus before, during, and after school. We have strict policies that prohibit fighting and bullying. All playground equipment and school facilities are routinely inspected. We revise our School Safety Plan annually. Our safety plan was revised for the 2020–2021 school year to reflect current procedures and practices. The plan includes emergency procedures, exit routes, safe supervision of students, and student family reunification routines. We share the plan with all staff during a school-wide staff meeting. We practice fire, earthquake or lock-down drills monthly and hold staff training on emergency preparedness at the beginning, middle, and end of the school year. It was last approved by the School Site Council on 2/18/21 and will be presented for annual review with SSC in February, 2022.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	21	2	5	
1	26		4	
2	19	1	3	
3	25		4	
4	30		2	
5	23	1	3	
6	22	1	3	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	23	3	3	
1	18	3	3	
2	23		4	
3	15	5		
4	29		3	
5	27		3	
6	30		2	
Other	11	2		

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	23	1	4	
1	24	2	3	
2	20	4	1	
3	30		3	1
4	21	1	3	
5	18	2	3	
6	19	1	3	

2020-21 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	676

2020-21 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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0.3
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	8542	1443	7098	89133
District	N/A	N/A	8800	$89,404
Percent Difference - School Site and District	N/A	N/A	-21.4	-0.3
State			$8,444	$82,431
Percent Difference - School Site and State	N/A	N/A	-17.3	7.8

2020-21 Types of Services Funded

Our students receive assistance from a variety of programs and services that are available during the instructional day as well as outside the instructional day. Our goal is to provide those services that align with the need of our student population with particular attention to significant sub-groups. Below is a description of the services for the 2020-2021 school year:

- Bilingual Aide Support: Two Bilingual Instructional Aides support student in their primary language. The aides work with teachers and students in the classroom that have English Learners, ELs, with the highest need and as identified through our school plan. The goal is to provide support to our ELs throughout the day and across all content areas. Our bilingual instructional aides have received training on phonics, Close Reading, High Leverage Instructional Strategies, and the Universal Design Strategies. In addition, our teachers and bilingual instructional aides have been trained to implement Lexia English (formerly Rosetta Stone), a second language acquisition program. The classroom teachers identify the lowest language domain of students and plan lessons for the aides to deliver with instructional support to ELs in order to support the lessons that teachers have taught during whole group instruction.
- Academic Coach: The Academic Coach is a certificated teacher who plans lessons and training to support classroom teachers. She works with teachers to plan lessons and assists through demonstration and co-teaching lessons. After this type of assistance, she debriefs with teachers to discuss strategies that that will maximize lesson delivery effectiveness. The academic Coach will provide Professional Development to teachers throughout the year. She follows up on district Professional Development and provides additional assistance as informed by assessment data. The Academic Coach's main purpose is to increase the professional capacity of all teachers. Although the coach does not directly work with students, the services provided impact all students.
- Targeted Intervention- Our students receive a block of Targeted Intervention, TI, throughout the week. During this time, the students receive leveled instruction that is targeted to specific ELA or Math standards. Student groups are flexible and re-alignment of the groups and programs happens after analysis of planned assessments which usually take place about every six weeks. During this time, teachers work with smaller groups of students on targeted skills as determined by student needs.
- Social Worker Intern- Our school receives services from a social worker intern who, in partnership with a school counselor, works with students on social skills in small and whole group settings. The intern may meet with students o an individual basis, with parent consent, to develop skill deficits, work through grief, or be available for other urgent situation. Students are referred to the social work intern, who then meets with the parent or guardian and then meets with the student (weekly) to help the student be successful in school.
- School Counselor- For the 2020-2021 school year, Sky View has a full time elementary school counselor. Her role at the school varies, with the main purpose of providing students with counseling services for a range of issues. Throughout the year, the counselor visits all classroom and delivers instruction from the Second Step curriculum. Through this activity, our students gain instruction and practice skill that assist them in developing positive social skills such as empathy, making friends, and working together. The counselor is also available for small group and individual instruction as identified and referred by a teacher, administration or a family. In addition, the counselor conducts home visits and is our community liaison for family services.
- AVID Elementary- Sky View Elementary School continues to use note taking and organization strategies through the learning process called AVID Elementary to help prepare students for success in middle school, high school, and beyond. At the elementary level, students learn note taking skills, WICOR instructional strategies, and other success building skills for their future learning career. Throughout the year, AVID informational meetings and strategies are offered to families to become aware and support their children with the AVID skills students learn at school.

2020-21 Types of Services Funded

- Dual Language Immersion- Sky View Elementary School has a Dual Language Immersion, (DLI), program with Spanish as the target language. Our DLI program follows the 90/10 language acquisition model where students receive 90% of instruction in the target language in their first year of school. As they move up grade levels, they subsequently balance instruction to a 50/50 rate balance. The first cohort began during the 2018-2019 school year. Participation in the DLI program is through an application process that begins prior to the students' Kindergarten year. The programs goal is to develop students who become not only bilingual but also bi-literate. Currently, the DLI program spans from Kinder to 4th grade, with instruction occurring up to 3rd grade and 4th grade teachers receiving training prior to next year's instructional year.
- Think Together After school Program- Our Think Together program is a free expanded learning program provided on site and after school. Think Together services students from first grade through sixth grade. It's services extend from dismissal of school through 6:00 pm each day that school is in session.
- TIP After School Tutoring Program and Sky View Eagle Academy After School Tutoring- Tutoring services are offered to academically high need students whose parents have proceeded through the application process. The program is offered as a means of addressing learning loss, address the needs of those students who have fallen behind and need an extra intervention to meet ELA or Math standards. Selection is based on academic need and a parent application form.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$49,189	$51,450
Mid-Range Teacher Salary	$88,290	$80,263
Highest Teacher Salary	$114,027	$101,012
Average Principal Salary (Elementary)	$132,393	$128,082
Average Principal Salary (Middle)	$0	$132,453
Average Principal Salary (High)	$0	$134,792
Superintendent Salary	$235,036	$197,968
Percent of Budget for Teacher Salaries	41%	34%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Professional Development for our staff is centered on school priority and focus areas and school initiatives with particular attention given to the delivery of first best instruction. School priority and focus areas are chosen based on state and district student achievement data. Specific professional development topics are covered in order to support instruction and the development of leadership skills for our student population. Topics include the implementation of high-leverage instructional strategies, ELA instruction, effective use and implementation of curriculum, the writing process, instruction for English Learner students, AVID Elementary, the use of technology in the learning process, implementation of professional learning communities, the inquiry cycle, dual language immersion best practices, and classroom/school culture building through PBIS/MTSS. Professional development is ongoing and consistent throughout the year. School staff meets for professional development on weekly scheduled modified school days, through after school workshops, conference release time, and individual mentoring. Teachers new to the school meet on a regular basis with the Academic Content Coach for direction, training, and professional development on school priority areas. Our classified teaching and non-teaching staff participate in professional development particular to their assigned duties and responsibilities. Supervision Aides meet once a month to review, train, and practice student high-leverage supervision skills as well as skills learned through our site initiative program, PBIS. Additionally, all teaching staff is provided with the opportunity for guidance, collaboration, and lesson planning time all in relation to the California Common Core State Standards and our district's evolving Units of Study. Professional Development opportunities are planned during strategic times of the year, where teachers have classroom release time to meet for guidance and direction from the Academic Content Coach and/or school administrators. During these professional development opportunities, the teaching staff is guided towards an effective approach to lesson planning and delivery. The objectives include having teachers gain a better understanding of the framework used to build the Unit of Study and provide collaboration time to lesson plan in order to enhance and enrich weekly lessons for the district-developed units of study.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	20	23	25

Perris Elementary School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Perris Elementary School District
Phone Number	(951) 657-3118
Superintendent	Jean Marie Frey
Email Address	ksolorzano@perrisesd.org
District Website Address	www.perrisesd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2586	NT	NT	NT	NT
Female	1249	NT	NT	NT	NT
Male	1337	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	17	NT	NT	NT	NT
Black or African American	189	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	2272	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	19	NT	NT	NT	NT
White	73	NT	NT	NT	NT
English Learners	1141	NT	NT	NT	NT
Foster Youth	18	NT	NT	NT	NT
Homeless	160	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1980	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	334	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2586	NT	NT	NT	NT
Female	1249	NT	NT	NT	NT
Male	1337	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	17	NT	NT	NT	NT
Black or African American	189	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	2272	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	19	NT	NT	NT	NT
White	73	NT	NT		NT
English Learners	1141	NT	NT	NT	NT
Foster Youth	18	NT	NT	NT	NT
Homeless	160	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1980	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	334	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.