

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

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

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

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, I believe that a school dedicated to improvement and meeting the needs of students will be evident. 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. Sky View 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. With effective implementation of student-centered instruction, 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 school goals include:

1. All students by the culmination of their fourth year at Sky View Elementary School will be reading for understanding.
2. All children will show mutual respect while being educated to the best of our ability in a clean, safe and caring environment.
3. Sky View staff will create an environment that promotes ethics and emphasizes responsible behavior with fidelity to PBIS and AVID strategies.

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 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)
- WATCH D.O.G.S. (Father Involvement Program)
- Attendance/Kindness Counts Campaign
- Civic Learning Action Projects
- Joy of Writing (Gold Ribbon Program)
- 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.

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

Grade Level	Number of Students
Kindergarten	150
Grade 1	102
Grade 2	74
Grade 3	100
Grade 4	82
Grade 5	70
Grade 6	88
Total Enrollment	666

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	12.5
American Indian or Alaska Native	0.2
Asian	0.8
Filipino	0.9
Hispanic or Latino	81.7
Native Hawaiian or Pacific Islander	0.5
White	3
Two or More Races	0.6
Socioeconomically Disadvantaged	91.7
English Learners	35.4
Students with Disabilities	11.7
Foster Youth	1.2
Homeless	6.3

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	33	31	38	316
Without Full Credential	0	0	1	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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: September 12, 2019

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.

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 (Most Recent Year)

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. 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. A shade covering the main playground and a shade covering for the kindergarten play structure were installed this school year. 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.

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: November 15, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	MPR: damaged ceiling tile Room 213: 1 sagging ceiling tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Girls RR: loose lens on light fixture Room 208: 2 light bulbs out (low impact)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Boys RR: missing latch on stall
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Playground: gap at edge of rubber surface, large gap at edge of surface
Overall Rating	Good	

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)	27	26	33	34	50	50
Mathematics (grades 3-8 and 11)	17	19	23	24	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	328	322	98.17	1.83	26.40
Male	189	185	97.88	2.12	20.00
Female	139	137	98.56	1.44	35.04
Black or African American	37	36	97.30	2.70	25.00
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Filipino	--	--	--	--	--
Hispanic or Latino	277	272	98.19	1.81	25.74
Native Hawaiian or Pacific Islander					
White	12	12	100.00	0.00	33.33
Two or More Races					
Socioeconomically Disadvantaged	300	294	98.00	2.00	26.19
English Learners	149	147	98.66	1.34	25.85
Students with Disabilities	69	68	98.55	1.45	4.41
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	20.00

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	328	322	98.17	1.83	18.63
Male	189	185	97.88	2.12	18.38
Female	139	137	98.56	1.44	18.98
Black or African American	37	36	97.30	2.70	19.44
American Indian or Alaska Native	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	277	272	98.19	1.81	17.65
Native Hawaiian or Pacific Islander					
White	12	12	100.00	0.00	33.33
Two or More Races					
Socioeconomically Disadvantaged	300	294	98.00	2.00	18.03

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	149	147	98.66	1.34	20.41
Students with Disabilities	69	68	98.55	1.45	2.94
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	10.00

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	21.5	3.1	1.5

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)

Student achievement and success are based upon a strong school and community partnership. Sky View provided many opportunities for student/teacher/family/community interactions with a full calendar of programming. The Sky View, website, marquee and family newsletter 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, works 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 Watch Dogs program was developed as a concerted effort to seek, engage, and provide opportunities for male/father figure volunteers to make positive connections with our student population. Each volunteer "Watch Dog" spends at least one day at the school assisting and enriching students school lives.

We also request parent help with family involvement activities, including our Action Learning Projects, Family Reading and Math 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!

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	3.0	4.4	4.9	2.6	3.6	2.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 participate on the District Disaster Preparedness Committee. The individuals involved include teachers, administrators, and other school staff. Out of this group, there is a 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 yard 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) that encompasses three universal expectations. The students are explicitly taught skills to help them be safe, respectful, responsible and leaders 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 their 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 2019–2020 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.

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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	2	3		20	3	3		21	2	5	
1	22		4		25		3		26		4	
2	22		3		23		4		19	1	3	
3	22		3		22		3		25		4	
4	26		3		23		3		30		2	
5	27		3		25		3		23	1	3	
6	24	1	3		26	1	3		22	1	3	
Other**	15	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*	666.0

*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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.0
Other	

*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	\$9,432	\$2,149	\$7,283	\$83,962
District	N/A	N/A	\$8,657	\$85,627
Percent Difference - School Site and District	N/A	N/A	-17.2	-2.0
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-3.0	1.6

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)

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 2019-2020 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 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 on an individual basis, with parent consent, to develop skill deficits, work through grief, or be available for other urgent situation. The intern is on site twice a week to meet with students and help them be successful in school.

- School Counselor- For the 2019-2020 school year, our school hired 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 has embarked on a new 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, we offer AVID informational meetings for families to become aware and support their children with the skills students learn at school.
- 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.
- 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 Program- TIP services are offered to academically high need students whose parents have proceeded through the application process. The program is offered as a means of "catching-up" 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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,989	\$45,741
Mid-Range Teacher Salary	\$86,137	\$81,840
Highest Teacher Salary	\$111,246	\$102,065
Average Principal Salary (Elementary)	\$118,647	\$129,221
Average Principal Salary (Middle)	\$0	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$212,670	\$224,581
Percent of Budget for Teacher Salaries	42%	36%
Percent of Budget for Administrative Salaries	6%	5%

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	10	18	20

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, the writing process, instruction for English Learner students, AVID Elementary, the use of technology in the learning process, 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 participates 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. Planned are opportunities 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.