

Sky View Elementary School

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

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

| | |
|--------------------|----------------------------|
| School Name | 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 |

2023-24 District Contact Information

| | |
|-------------------------|--|
| District Name | Perris Elementary School District |
| Phone Number | (951) 657-3118 |
| Superintendent | Bruce Bivins |
| Email Address | ksolorzano@perrisesd.org |
| District Website | www.perrisesd.org |

2023-24 School Description and Mission Statement

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 greatest benefit of The Dual Language Immersion Program to Sky View Elementary students is their continued growth toward being bilingual, biliterate, and bicultural. 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.
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.

2023-24 School Description and Mission Statement

5. Increase professional capacity for all staff in order to facilitate our students full potential, both 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 Volunteer
- Family Involvement Action Team (FIAT)
- Parent and Family Nights
- R.I.S.E. to Read with students
- College and Career Day
- Attendance/Kindness Counts Campaign
- Parent/Family Workshops: Dual Language Immersion Night, Reading Night, Math Night, AVID Night and Science Night
- Friday Flag and Spirit Day Assemblies
- Award Assemblies
- AVID Parent Workshops
- National Walk to School Day
- CAFE: Project2Inspire
- Family Events such as: Trunk or Treat, Winter Performance, Family Dances, and student award assemblies

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

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 134 |
| Grade 1 | 99 |
| Grade 2 | 134 |
| Grade 3 | 111 |
| Grade 4 | 97 |
| Grade 5 | 70 |
| Grade 6 | 67 |
| Total Enrollment | 712 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------|-----------------------------|
| Female | 47.1% |
| Male | 52.9% |

| | |
|-------------------------------------|-------|
| American Indian or Alaska Native | 0.1% |
| Asian | 0.7% |
| Black or African American | 8% |
| Filipino | 0.6% |
| Hispanic or Latino | 86.2% |
| Native Hawaiian or Pacific Islander | 0.4% |
| Two or More Races | 0.6% |
| White | 1.5% |
| English Learners | 39.3% |
| Foster Youth | 0.8% |
| Homeless | 2.4% |
| Socioeconomically Disadvantaged | 84.4% |
| Students with Disabilities | 9.3% |

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.

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) | 31.50 | 92.65 | 252.60 | 95.94 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 0 | 0 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 0 | 0 | 12115.80 | 4.41 |
| Unknown | 0 | 0 | 0 | 0 | 18854.30 | 6.86 |
| Total Teaching Positions | 34.00 | 100.00 | 263.30 | 100.00 | 274759.10 | 100.00 |

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

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 30.00 | 93.75 | 252.70 | 94.51 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 1.00 | 3.13 | 2.00 | 0.75 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 1.10 | 0.43 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 3.00 | 1.12 | 11953.10 | 4.28 |
| Unknown | 1.00 | 3.13 | 7.50 | 2.80 | 15831.90 | 5.67 |
| Total Teaching Positions | 32.00 | 100.00 | 267.40 | 100.00 | 279044.80 | 100.00 |

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

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 2.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 2.00 | 0.00 |

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

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

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

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

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 6.40 | 0.00 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 0.00 |

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

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

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

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 14, 2023 |
|--|--------------------|

| 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) Kinder-6th McGraw Hill World of Wonders Pre-K (Adopted in 2016) Transitional Kinder | Yes | 0 |
| Mathematics | Houghton Mifflin Harcourt: Math in Focus (Adopted in 2015) Kinder-6th McGraw Hill World of Wonders Pre-K (Adopted in 2016) Transitional Kinder | Yes | 0 |
| Science | Twig Education: Twig Science (Adopted in 2022) | Yes | 0 |
| History-Social Science | Harcourt Social Studies: California Reflections (Adopted in 2006) Kinder-6th McGraw Hill World of Wonders Pre-K (Adopted in 2016) Transitional Kinder | Yes | 0 |

School Facility Conditions and Planned Improvements

Sky View was built in 2006. 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.

School Facility Conditions and Planned Improvements

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

8/29/23

| 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 | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | C/107 Class: low voltage junction box is loose |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | Boys RR: loose toilet seat |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | | X | Playground: large gaps around rubber surface Playground: large gaps around rubber surface Playground: large gaps around rubber surface (Area Characteristics Kindergarten) |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 32 | 29 | 30 | 31 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 19 | 20 | 16 | 19 | 33 | 34 |

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 356 | 352 | 98.88 | 1.12 | 28.69 |
| Female | 167 | 166 | 99.40 | 0.60 | 29.52 |
| Male | 189 | 186 | 98.41 | 1.59 | 27.96 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 26 | 26 | 100.00 | 0.00 | 23.08 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 314 | 310 | 98.73 | 1.27 | 27.74 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 133 | 129 | 96.99 | 3.01 | 11.63 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 320 | 319 | 99.69 | 0.31 | 29.78 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 35 | 35 | 100.00 | 0.00 | 8.57 |

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 356 | 356 | 100.00 | 0.00 | 19.94 |
| Female | 167 | 167 | 100.00 | 0.00 | 15.57 |
| Male | 189 | 189 | 100.00 | 0.00 | 23.81 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 26 | 26 | 100.00 | 0.00 | 7.69 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 314 | 314 | 100.00 | 0.00 | 19.75 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 133 | 133 | 100.00 | 0.00 | 11.28 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 320 | 320 | 100.00 | 0.00 | 20.31 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 35 | 35 | 100.00 | 0.00 | 8.57 |

CAASPP Test Results in Science for All Students

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

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

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 17.65 | 9.72 | 17.50 | 13.62 | 29.47 | 30.29 |

2022-23 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 72 | 72 | 100.00 | 0.00 | 9.72 |
| Female | 33 | 33 | 100.00 | 0.00 | 15.15 |
| Male | 39 | 39 | 100.00 | 0.00 | 5.13 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 63 | 63 | 100.00 | 0.00 | 7.94 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 26 | 26 | 100.00 | 0.00 | 3.85 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 63 | 63 | 100.00 | 0.00 | 7.94 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 12 | 12 | 100.00 | 0.00 | 0.00 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

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

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 96.4 | 98.7 | 98.7 | 98.7 | 98.7 |

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

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, weekly newsletter, marquee and ongoing family communication via fliers and Parent Square (electronic parent communication system) 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 are invited to participate as members of the Family Involvement Action Team (FIAT), as well as other parent/family activities that enrich our school's culture and climate and support the academic and social emotional success of our students. Parents are able to participate in workshops that focus on site topics that assist parents in supporting their child's needs at home. The initiatives and activities include, but are not limited to: Family Reading Day: R.I.S.E. to Read, Red Ribbon Week, spirit days, assemblies, teacher/class support and volunteers, 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 (via the SPSA) 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, along with meeting the needs of our 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 that support the 3 pillars of the program: bilingualism & biliteracy, academic achievement, and cross-cultural competence. 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, AVID, Trunk or Treat, 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! To get involved, please contact the Front Office (site secretary) at 951-657-4214.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|----------------------------------|-----------------------|---|---------------------------|--------------------------|
| All Students | 783 | 754 | 254 | 33.7 |
| Female | 375 | 359 | 123 | 34.3 |
| Male | 408 | 395 | 131 | 33.2 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 1 | 1 | 1 | 100.0 |
| Asian | 5 | 5 | 1 | 20.0 |

| | | | | |
|--|-----|-----|-----|------|
| Black or African American | 67 | 66 | 24 | 36.4 |
| Filipino | 4 | 4 | 0 | 0.0 |
| Hispanic or Latino | 673 | 645 | 220 | 34.1 |
| Native Hawaiian or Pacific Islander | 3 | 3 | 0 | 0.0 |
| Two or More Races | 4 | 4 | 2 | 50.0 |
| White | 12 | 12 | 3 | 25.0 |
| English Learners | 299 | 295 | 82 | 27.8 |
| Foster Youth | 9 | 9 | 5 | 55.6 |
| Homeless | 25 | 22 | 15 | 68.2 |
| Socioeconomically Disadvantaged | 678 | 655 | 225 | 34.4 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 86 | 84 | 45 | 53.6 |

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.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 0.00 | 1.95 | 2.81 | 0.02 | 2.27 | 2.10 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.03 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 2.81 | 0 |
| Female | 2.13 | 0 |
| Male | 3.43 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 14.93 | 0 |
| Filipino | 0 | 0 |

| | | |
|--|------|---|
| Hispanic or Latino | 1.49 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 8.33 | 0 |
| English Learners | 2.68 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 8 | 0 |
| Socioeconomically Disadvantaged | 2.95 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 6.98 | 0 |

2023-24 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 participate on the District Disaster Preparedness Committee. The individuals involved include teachers, administrators, and other school staff. Out of this group, the assistant principal serves as 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 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 2022–2023 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 12/14/22 and will be presented for annual review with SSC in January, 2024.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 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 | |

2021-22 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 25 | | 5 | |
| 1 | 23 | 1 | 4 | |
| 2 | 20 | 1 | 4 | |
| 3 | 21 | 4 | | 1 |
| 4 | 26 | | 3 | |
| 5 | 31 | | 2 | |
| 6 | 19 | 1 | 3 | |
| Other | 8 | 1 | | |

2022-23 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 22 | 1 | 5 | 0 |
| 1 | 20 | 1 | 4 | 0 |
| 2 | 22 | 1 | 5 | 0 |
| 3 | 19 | 3 | 3 | 0 |
| 4 | 24 | 1 | 3 | 0 |
| 5 | 23 | 0 | 3 | 0 |
| 6 | 34 | 0 | 0 | 1 |
| Other | 0 | 0 | 0 | 0 |

2022-23 Ratio of Pupils to Academic Counselor

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

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 712 |

2022-23 Student Support Services Staff

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

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | .125 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Nurse | .25 |
| Speech/Language/Hearing Specialist | 2 |
| Resource Specialist (non-teaching) | 0 |
| Other | 0 |

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

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 12036 | 2703 | 9333 | 104239 |
| District | N/A | N/A | 10327 | \$96,211 |
| Percent Difference - School Site and District | N/A | N/A | -10.1 | 8.0 |
| State | N/A | N/A | \$7,607 | \$88,288 |
| Percent Difference - School Site and State | N/A | N/A | | 16.6 |

Fiscal Year 2022-23 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 2023-2024 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.
- **Reading Intervention Teacher:** The Reading Intervention Teachers supports students from grades 1st to 6 who are performing below grade level in reading fluency and comprehension. Students are referred using screener data and program assessments. Intervention is provided using the Wonders intervention materials for grades 1 and 2. Intervention for grades 3-6 receive instruction using the Read180/System 44 reading intervention program. This Tier 2 intervention provides support to students with the highest need in reading.
- **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. 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 2023-2024 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.

Fiscal Year 2022-23 Types of Services Funded

- **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. In addition, ongoing professional development is also provided to teachers and staff.
- **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 5th grade, with instruction occurring in 5th grade at a 50/50 rate balance of English to Spanish. The program plans to open a DLI TK for the year, 2024-25.
- **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,** Sky View Eagle Academy After School Tutoring, and Sky View Elementary After School Enrichment- 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. After school enrichment currently includes an engineering class that is provided by two teachers for grades 3 and 4.
- **Eagle Saturday Academy-**Our Saturday Academy integrates standards-based instruction with enrichment activities. This model provides students with a well-rounded and engaging program that provides academic and social/emotional support. Six sessions are provided throughout the year.
- **Playworks:** This program teaches our students to implement skills during recess through conflict resolution and leadership skills. Playworks promotes academic success by staying active and building valuable social and emotional life skills through the power of play and under the direction of trained site staff.

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | 58329 | \$54,046 |
| Mid-Range Teacher Salary | 95418 | \$84,515 |
| Highest Teacher Salary | 135215 | \$110,867 |
| Average Principal Salary (Elementary) | 157704 | \$136,841 |
| Average Principal Salary (Middle) | 0 | |
| Average Principal Salary (High) | 0 | \$137,985 |
| Superintendent Salary | 268400 | \$217,473 |
| Percent of Budget for Teacher Salaries | 36 | 32.43% |
| Percent of Budget for Administrative Salaries | 5 | 5.62% |

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 instruction through high-leverage instructional strategies, ELA instruction, effective use and implementation of curriculum, the writing process, implementation of effective interventions and small group instruction, 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, Playworks and MTSS (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 in order to guarantee mastery of the essential standards in ELA and math. The objectives include having teachers collaboratively plan effective instructional lessons that are data driven, provide intervention and extension opportunities for students, and address the needs of ALL students, with the goal being to show proficiency in grade level essential standards.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 25 | 16-20 | 25 |