

Skycrest Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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

Contact Information (Most Recent Year)

School Contact Information	
School Name	Skycrest Elementary School
Street	5641 Mariposa Avenue
City, State, Zip	Citrus Heights CA, 95610
Phone Number	(916) 867-2098
Principal	Sandra Rangel
E-mail Address	srangel@sanjuan.edu
Web Site	http://www.sanjuan.edu/skycrest
Grades Served	K-5
CDS Code	34-67447-6034912

District Contact Information	
District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Superintendent	Kent Kern
E-mail Address	info@sanjuan.edu
Web Site	www.sanjuan.edu

School Description and Mission Statement (Most Recent Year)

Mission Statement:

Skycrest participated in a comprehensive strategic planning process during the winter and spring of 2011. A diverse group of staff, parents, and community members developed the following mission statement that was formally adopted by Skycrest site council in May of 2011. In October 2013 the Strategic Planning team reconvened to review the progress of the school Strategic Plan. Recommendations for change were made with Action Teams reconvening in January 2014 to review the Tactics. The Strategic Planning Team and Skycrest staff reviewed the data from the Action Teams in May 2014 and information was brought to School Site Council in September 2014.

The mission of Skycrest Elementary School, valuing academic excellence, positive character development, and diversity, is to inspire every student to responsibly contribute to an ever-changing world by engaging in an innovative curriculum that challenges each individual's learning within a culturally enriched environment in partnership with families, school, and community.

School Profile :

Skycrest Elementary is one of 42 elementary schools in the San Juan Unified School District. The curriculum provided is aligned to the Common Core State Standards. Staff at Skycrest implement the Common Core State Standards (CCSS) in their teaching and in designing and establishing their daily lessons. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities. Through our Character Education program, Skycrest places a heavy focus on establishing students with strong, positive character traits. Monthly Character assemblies are held with students recognized for demonstrating these traits everyday.

Skycrest has a BRIDGES after school program that is funded by the 21st Century Grant and ASSETS. This program provides after school enrichment, homework completion time, structured physical education games, and parent activities. The BRIDGES program is offered at low cost to families.

Skycrest School Objectives:

- All students will develop and apply 21st Century Skills such as problem solving, critical and relative thinking, collaboration, and the application of technology.
- Each year, all students will achieve at least one year's growth towards grade level Common Core Standards as determined by multiple measures.
- We will model and integrate positive character traits within our community.

Tactics:

1. We will effectively utilize innovative instructional strategies, data analysis, and technology to increase student achievement in alignment with Common Core State Standards.
2. Students will demonstrate the Skycrest Character Traits necessary to become contributing, responsible, and caring members of our diverse community.
3. We will actively engage families and community as valued partners in the educational process.

Analysis of data:

MAP Assignment #3 - 2nd - 5th Grade (EOY)

2014-2015 MAP data showed:

Reading: 63% of 2nd - 5th grade Met or Exceeded their growth target

Math: 50% of 2nd - 5th grade Met or Exceeded their growth target

Staff, Leadership, and SSC discussed the data per grade level and ways to support increased achievement.

The findings of MAP Data from Spring 2014 - 2015 gave a glimpse of what 2nd - 5th Grade demonstrated that students are progressing; however some students, and grade levels show a need for more intense intervention.

Spring 2014-2015 Reading Results

Met or exceeded projected RIT Level:

2nd = 40%

3rd = 28%

4th = 54%

5th = 53%

Spring 2014-2015 Math Results

Met or exceeded projected RIT Level:

2nd = 68%

3rd = 65%

4th = 62%

5th = 58%

Oral Language Data:

Kindergarten - 77% of Kindergartener met grade level expectations in O.L. scoring a 7 and / or higher at the end of K.

1st Grade - 38% of 1st graders met grade level expectation in O.L. scoring 14-15 at the end of 1st Grade.

TCWW Pre and Post Writing Sample:

* By the end of each TCWW unit, as outlined in our school wide yearly writing curricular map, 75% of all students given the post on demand writing assessment for each unit will increase their scale score from their pre on demand by .5 points.

EL Findings:

The findings of MAP Data ending school year 2014-2015 for Skycrest Hispanic population

The finding of MAP Data from Fall 2014-2015 provided a snapshot of students who are currently enrolled and enable staff to make teaching decisions based on this information, along with other multiple measures,

The following scores represent students at each grade level that Met or Exceeded their growth target:

Spring 2014-2015 EOY Reading Results for Hispanic Students:

Met or exceeded projected RIT Level:

2nd =14%

3rd = 32%

4th = 13%

5th = 27%

Spring 2014-2015 EOY Math Results for Hispanic Students:

Met or exceeded projected RIT Level:

2nd = 38%

3rd = 36%

4th = 0%

5th = 22%

MAP Data shows that 2nd - 3rd grade EL Hispanic students need to accelerate academic progress to reach proficiency both in Reading and Math. Data shows that 3rd grade showed a 100% increase in students at or above RIT score, 2nd, 4th, and 5th show a dramatic drop. In math 2nd and 3rd grade showed steady increase, 4th grade dropped dramatically and 5th grade decreased.

Professional Development will focus on Guided Reading, Shared Reading, Designated English Language Development, and Common Core Math.

NWEA - Northwest Evaluation Association - MAP assessments completed 2X per year for all 2nd - 5th graders:

*By May 2016, 60% of students will have met or exceeded their growth target as measured by trimester classroom report MAP data in grades 2-5 in reading,

90% of Kindergarten and 1st grade students will meet grade level expectations in the oral language assessments (Kindergarten-7, 1st grade 15) - Professional Development will be provided to Kindergarten and 1st grade teachers in the use of Oral Language Data and how to use to guide and support instruction.

By May 2016 50% of all K-5 students will be reading at Grade Level Text Proficiency level as measured on the text level of Fountas and Pinnell Assessment.

TCWW Pre and Post Writing Sample:

* By the end of each TCWW unit, as outlined in our school wide yearly writing curricular map, 75% of all students given the post on demand writing assessment for each unit will increase their scale score from their pre on demand by .5 points.

NWEA - MAP Math Assessments completed 2X per year for all 2nd - 5th graders:

By May 2016, 75% or more of students will meet their growth target in math.

EL Goal:

NWEA - MAP Assessments completed 2X per year for all 2nd - 5th graders:

- Increase the percent of English Learners growing 1+ CELDT levels per year by 10%. 2015 - 2016 - a total of 174 EL students. 2015 CELDT data shows 89 students increasing one or more proficiency levels overall. 52% of our Hispanic Population increased 1 or more proficiency levels.
- By May 2016, 65% of Hispanic students will have met or exceeded their growth target as measured by trimester classroom report MAP data in grades 2-5 in reading.
- By May 2016, 75% of Hispanic Students will have met or exceeded their growth target as measured by trimester classroom report MAP data in grades 2-5 in math.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	109
Grade 1	77
Grade 2	96
Grade 3	88
Grade 4	57
Grade 5	73
Total Enrollment	500

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	6.8
American Indian or Alaska Native	0.2
Asian	0.6
Filipino	0.8
Hispanic or Latino	37.6
Native Hawaiian or Pacific Islander	0.6
White	47.8
Two or More Races	5.6
Socioeconomically Disadvantaged	82
English Learners	46.8
Students with Disabilities	13.4
Foster Youth	1.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	19	20	25	1840
Without Full Credential	2	1	1	28
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	46

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	88.3	11.7
High-Poverty Schools in District	86.6	13.4
Low-Poverty Schools in District	97.0	3.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 22, 2015

San Juan Unified held a public hearing on September 22, 2015 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: <http://www.sanjuan.edu/Page/23485>

In July 2009, EC Section 60200.7, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). For more information regarding San Juan's textbook adoption schedule, please visit our website: <http://www.sanjuan.edu/cms/lib8/CA01902727/Centricity/Domain/140/Textbook%20Pilot%20adoption%20Schedule.pdf>.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2003: Houghton Mifflin- Legacy of Literature	Yes	0.0
Mathematics	2009: Houghton Mifflin - California Math 2015: Pearson - Envision Math	Yes	0.0
Science	2007: Delta Education - FOSS	Yes	0.0
History-Social Science	2005: Teacher's Curriculum Institute (TCI) - History Alive 2006: Scott Foresman/Pearson - History - Social Science for California	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Skycrest Elementary was modernized during the 1999-2000 school year. The scope included roof/repair or replacement, interior and exterior painting, window system replacement, energy-efficient lighting, heating and cooling system upgrade, new doors with handicapped accessible hardware, restroom restoration, electrical infrastructure upgrade to provide for internet, cable, telephone, new fire, intrusion and intercom system throughout the school. Classrooms were carpeted at that time and were upgraded again for the 2004-2005 school year. In 2006 Skycrest had an additional wing built. This allowed Skycrest to replace portable classrooms with 8 new classrooms. In summer 2008 the parking lot and hard-court was overlaid, ADA sidewalk and Safe Route upgrades and a complete landscape & irrigation project were completed funded through Measure-J Bond. During the spring of 2009 Skycrest's exterior was repainted. Summer 2011 our parking lot was made safer for students with the addition of a sidewalk around the perimeter of the front parking lot. This allows us to control pedestrian traffic so no one has to cross through traffic to walk to the front of our school.

During the spring of 2011 Skycrest received a grant and became one of the only schools in Northern California with a diverse fruit orchard. Our Community Orchard was planted with 27 fruit trees that offer a wide variety of fruit that will ripen during the school year. These trees are watered through an automated system installed using the grant funds. In addition to the fruit orchard, the Sacramento Tree Foundation sponsored a tree planting day on campus. 55 additional shade trees were planted throughout the campus.

The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. The school buildings, classrooms and grounds are safe, clean and functional. An inspection of the facility was conducted in September 2015 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 09/09/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains			X	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 09/09/2015				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	18	42	44
Mathematics	23	32	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	87	82	94.3	56	29	12	2
	4	56	53	94.6	57	23	11	9
	5	76	69	90.8	43	36	16	4
Male	3	87	43	49.4	72	19	7	2
	4	56	32	57.1	72	13	13	3
	5	76	36	47.4	58	33	8	0
Female	3	87	39	44.8	38	41	18	3
	4	56	21	37.5	33	38	10	19
	5	76	33	43.4	27	39	24	9
Black or African American	3	87	8	9.2	--	--	--	--
	4	56	4	7.1	--	--	--	--
	5	76	4	5.3	--	--	--	--
Asian	3	87	2	2.3	--	--	--	--
Filipino	4	56	1	1.8	--	--	--	--
Hispanic or Latino	3	87	28	32.2	64	29	7	0
	4	56	15	26.8	87	13	0	0
	5	76	35	46.1	49	46	3	3
Native Hawaiian or Pacific Islander	3	87	2	2.3	--	--	--	--
	4	56	2	3.6	--	--	--	--
	5	76	1	1.3	--	--	--	--
White	3	87	42	48.3	48	29	19	5
	4	56	31	55.4	42	26	16	16
	5	76	29	38.2	34	28	31	7
Socioeconomically Disadvantaged	3	87	65	74.7	58	29	11	2
	4	56	44	78.6	57	25	9	9
	5	76	61	80.3	44	39	13	3
Students with Disabilities	3	87	15	17.2	93	7	0	0
	4	56	13	23.2	100	0	0	0
	5	76	11	14.5	91	9	0	0
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	87	85	97.7	42	27	27	2
	4	56	56	100.0	39	39	13	7
Male	3	87	44	50.6	50	23	25	2
	4	56	32	57.1	50	28	13	6
Female	3	87	41	47.1	34	32	29	2
	4	56	24	42.9	25	54	13	8
Black or African American	3	87	8	9.2	--	--	--	--
	4	56	4	7.1	--	--	--	--
Asian	3	87	2	2.3	--	--	--	--
Filipino	4	56	1	1.8	--	--	--	--
Hispanic or Latino	3	87	30	34.5	40	33	23	3
	4	56	17	30.4	47	47	0	0
Native Hawaiian or Pacific Islander	3	87	2	2.3	--	--	--	--
	4	56	2	3.6	--	--	--	--
White	3	87	43	49.4	42	19	35	2
	4	56	32	57.1	31	38	19	13
Socioeconomically Disadvantaged	3	87	67	77.0	39	34	27	0
	4	56	45	80.4	42	40	9	7
Students with Disabilities	3	87	16	18.4	75	6	13	0
	4	56	13	23.2	85	15	0	0
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	36	48	44	59	61	57	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57
All Students at the School	44
Male	42
Female	45
Black or African American	--
Hispanic or Latino	41
Native Hawaiian or Pacific Islander	--
White	46
Socioeconomically Disadvantaged	--
English Learners	0
Students with Disabilities	43
Foster Youth	--

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.00	20.60	16.20

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Principal, Sandra Rangel, or the Vice Principal, Rebecca Loper at (916) 867-2098.

Parent Involvement:

Parent involvement enriches a child's academic learning experience. The staff and administration appreciate our parents and seek input and feedback from the parents and guardians of our students. At Skycrest Elementary School many opportunities for parents to reach out to us and for us to reach out to them are provided.

Parent involvement is valued at Skycrest Elementary School. It is one of the Tactics called out in Skycrest's Strategic Plan. "We will actively engage families and the community as valued partners in the educational process." Resources and parent information are located in a central area near the office. This includes opportunities and classes for parenting that are made available through the district.

Parental involvement means:

The participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including and ensuring:

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

School Parent Involvement Policy Process:

The Skycrest School Site Council will be established, with parent members voted in. Members will review the Single Plan for Student Achievement and the School Parental Involvement Policy to ensure that academic needs for all students are met and that parents and the community have an opportunity to voice their concerns. School Site Council meeting will be held 5 times during the school year to modify the plan if necessary and ensure that schoolwide needs are met.

Opportunities for parents to give input and receive information on parent involvement include:

- Back to School Night
- Parent School Information Night
- Parent – Teacher Conferences
- Family Learning Nights: Literacy Night, Explore-It Science, and Sami's Circuit
- School Site Council meetings, which includes our ELAC Responsibilities
- Parent classes
- Parent-Teacher Organization

Skycrest will use these event opportunities to:

- Build parental involvement and ensure an effective partnership between the school and parents.
- Provide parents with a description of the curriculum and assessments used to measure progress and expected proficiency levels.
- Identify and provide parents training in order to assist their children in improving academic achievement.

Opportunities to get involved in at Skycrest include:

- Classroom Volunteers
- Playground
- Cafeteria Volunteers
- Site Council Meetings: Held the third Tuesday of each month. Parents make up half of the committee.
- Fieldtrips / Class events
- PTO Meetings: Held once per month
- Fundraisers
- School events and activities - family night volunteers
- Jog a Thon
- Garden Club
- Community Helpers
- Holiday Sing-A-Long
- School-wide Spirit Day Lunches: Held monthly. Parents are invited to come eat lunch with their children.
- Character Ed Assemblies - Grade Level Classroom Presentations at each assembly
- Awards Assemblies: Held once once a trimester. Parents receive written invitations.
- School Performances: Band Performance and End of the Year Talent show

The education of your child is a team effort between school and home. The teachers at Skycrest work very hard for all our students, but WE NEED YOU to be a part of our team. Your involvement at school lets your child know you think his or her school is important. Thank you for investing your time and energies in our nation's most valuable resource, our children!!

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.02	2.76	0.88	8.28	7.37	5.71	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.09	0.04	0.07	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

This school is linked directly to the San Juan Unified School District's Safe Schools Program. In partnership with the Sacramento County Sheriff's Department and the City of Citrus Heights Police Department (CHPD), each school becomes part of a safety zone that is patrolled daily by a sheriff's deputy or CHPD officer. The Deputy Sheriffs are assigned to a specific schools which are identified by geographic zones. The Deputy Sheriffs may move from one the geographic zone to another as safety needs dictate. The CHPD Police Officers work identified schools within the City of Citrus Heights and respond as safety needs dictate. In addition to daily support from a designated Sheriff's deputy or CHPD officer, this school is a part of the San Juan Unified School District's Safe Schools Task Force, which is comprised of safety teams from each of the school sites. Each school safety team meets regularly to discuss safety issues, update their site emergency plans, and to take steps to be proactive in preventing various types of school-related safety issues. Law enforcement provides speakers to address students, staff and community groups. Our safety team receives regular training through the Safe Schools Task Force. Each school site is responsible for updating their Comprehensive School Safety Plan by March 1st of every year. The plan must be approved by the School Site Council before being submitted to the district Safe Schools Manager. Every San Juan classroom has a standardized "Safety Folder" which serves as a guide for teachers, includes the site specific crisis response procedures and a district standardized emergency flip chart. This school meets or exceeds the Education Code requirements for fire drills and lock down drills.

At the beginning of the school year all classes participate in a school wide Common Area Training, which focuses on safety in all areas: playground, field, bathrooms, hallways, cafeteria, and the classroom. A copy of all Common Area Training is also sent home in the beginning of the school year so parents are kept aware of the site rules and procedures.

Monthly Safety Drills are practiced with students and staff ensuring everyone is aware of all procedures in the event of fire or lock down.

Three (3) Lockdown Drills are practiced each year, one at each trimester.

The School Site Council is responsible for updating our comprehensive school safety plan on a yearly basis. The PBIS team meets regularly to discuss safety procedures and the staff come together regularly to address safety procedures at staff meetings and collaboration time. A review of the current safety plan was held at the March 2015 Staff Meeting, ensuring that necessary safety procedures are in place. The Skycrest Safety plan was updated and approved by Skycrest Staff on March 10, 2015 and then reviewed and approved by School Site Council on March 17, 2015. The plan will be reviewed and updated throughout the school year and will be reviewed and approved by School Site Council members in March 2016.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2008-2009
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	68.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	31		3		20	1	3		27		4	
1	30		3		24	1	3		24		3	
2	23	1	2		28		3		30		3	
3	28		3		29		2		31		2	
4	34			2	26	1		2	33		1	1
5	28	1		2	33		1	1	26	1	1	1
Other	15	1			14	1			13	2		

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	1.0	N/A
Other		N/A

Note: Cells with N/A values do not require data. 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7601	2896	4705	\$67,808
District	N/A	N/A	\$5,013	\$71,583
Percent Difference: School Site and District	N/A	N/A	-6.1	-4.9
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-11.57%	-1.50%

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

Types of Services Funded (Fiscal Year 2014-15)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>. In FY 2011-12, the district spent \$7,732,354 in restricted general fund for positions that would have usually been paid for by unrestricted dollars (SF-0) due to receiving American Recovery and Reinvestment Act (ARRA) Education Jobs Funds (EJF). The positions that were paid for included 21.0 FTE for Counselors, 24.0 FTE for Principals and 18.0 FTE for Vice Principals. Due to this change, many schools showed a decrease in unrestricted costs and an increase in restricted costs. In FY 2011-12, the district spent \$3,163,102 in restricted general fund from the Economic Impact Aid (EIA) grant. The expenses were coded with a central location (000) in 2011-12, when in the previous year the dollars were coded to site locations. The impact of this change will show a decrease in restricted expenses.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,336	\$43,165
Mid-Range Teacher Salary	\$70,764	\$68,574
Highest Teacher Salary	\$83,465	\$89,146
Average Principal Salary (Elementary)	\$102,900	\$111,129
Average Principal Salary (Middle)	\$112,906	\$116,569
Average Principal Salary (High)	\$126,182	\$127,448
Superintendent Salary	\$225,000	\$234,382
Percent of Budget for Teacher Salaries	39%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Professional development is a key part of the continuous improvement process for educators. The goal of our quality professional development is to support the learning of teachers and paraprofessionals to positively impact student achievement. Annually, teachers and site administrators participate in professional development in a variety of opportunities. Seventy-five minutes per week are dedicated to staff collaboration and training planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators through Principal Networks as well as Leadership Academies.

The District provides professional development opportunities for teachers and administrators that support the implementation of Common Core State Standards in English language arts and mathematics, and the ELA/ELD Framework. Specific professional development initiatives include: Critical Literacy, K-1 Reading, Making Meaning Through Close Reading and Writing, Engineering and Mathematics Inspiring Thinking Solutions (EMITS), Math to the Core, Expository Reading and Writing Course (ERWC), and ELD Foundations. District departments, Center for Teacher Support, grant-funded projects, and the San Juan Teacher's Association sponsor additional training opportunities. Professional development opportunities are voluntary for teachers and are provided throughout the year in a variety of formats: during the school day, after school, on Saturdays, and during summer and vacation breaks. Many teachers and administrators also take advantage of opportunities with Sacramento County Office of Education, California Department of Education, the college/university programs, state/national education organizations, and private educational institutes.

What grounds the professional development in the district is the District Strategic Plan and the Local Control Accountability Plan. Professional Development is further determined using one or more of the following: (a) student achievement data, (b) staff survey data, and (c) district-identified goals. Professional development addresses the Common Core State Standards (CCSS), teaching strategies, curriculum, assessment, technology, classroom management, safety, and leadership. Administrator training accompanies professional development in district focus areas, providing implementation support for teachers on site. Content-area coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by consulting teachers from the Center for Teacher Support.

Paraprofessionals are encouraged to participate in professional development at the district and site level. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.