

# Skycrest Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### Internet Access

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

## About This School

#### Contact Information (School Year 2016-17)

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	<a href="http://www.sanjuan.edu/skycrest">http://www.sanjuan.edu/skycrest</a>
CDS Code	34-67447-6034912

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

## School Description and Mission Statement (School Year 2016-17)

### 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

2016-2017 Fall MAP (August 2016) data showed:

Reading overall:

37% of 2nd - 5th grade Met or Exceeded their growth target

2nd = 39%

3rd = 40%

4th = 36%

5th = 34%

**Math**

Math overall:

42% of 2nd - 5th grade Met or Exceeded their growth target

2nd = 56%

3rd = 48%

4th = 38%

5th = 26%

36% of Hispanic students have met or exceeded their growth target as measured by the Fall Map data in grades 2-5 in reading.

40% of Hispanic students have met or exceeded their growth target as measured by the Fall MAP data in grades 2-5 in math.

Overall Hispanic MAP Data:

**Reading:**

2nd = 33%

3rd = 39%

4th = 40%

5th = 19%

**Math:**

2nd = 57%

3rd = 39%

4th = 33%

5th = 25%

End of Year Text Levels (2015-2016) were used to start the new school year (2016-2017). Students who are new to Skycrest, or did not have a text level were administered a running record to determine text level. Data for End of the Year shows the following % of students at each grade level that are currently reading at the grade level text level:

K = 60%

1st = 47%

2nd = 76%

3rd = 56%

4th = 47%

5th = 37%

**CAASPP:**

ELA

**CAASPP:**

ELA:

18% - 3rd – 5th grade Met or Exceeded the Standard

82% of 3rd-5th Nearly or has not met

**Math:**

20% - 3rd – 5th Met or Exceeded the Standard

80% - 3rd – 5th Nearly or has not met the Standard

**EL CAASPP Data:****ELA - total of 59 students:**

15% - 3rd - 5th Hispanic Students Met or Exceeded the Standard

85% - 3rd - 5th Hispanic Students Nearly or has not met the Standard

**Math - total of 60 students:**

25% - 3rd - 5th Hispanic Students Met or Exceeded the Standard

75% - 3rd - 5th Hispanic Students Nearly or has not met the Standard

2015 - 2016 - a total of 199 EL students. 14-15 to 15-16 CELDT data shows 86 students increasing one or more proficiency levels overall. Data shows 113 Hispanic students were enrolled at Skycrest - 46 students (41%) of our Hispanic Population increased 1 or more proficiency levels. 25 students were reclassified in May 2016 in grades 1st - 5th.

Staff, Leadership, and SSC discussed the data per grade level and ways to support increased achievement. The findings of MAP Data give a glimpse of where our 2nd - 5th Grade students are performing and what next steps are needed. Grade Level meetings were held to discuss current data of students and continued focus on oral languages is an area of need. This will support all students (EL and EO) in sharing their understanding and thinking.

Students will continue to need differentiation in reading and writing in order to have students make accelerated growth to reach a higher percentage of students who are proficient. Our focus for our professional learning cycle will be Comprehensive Balanced Literacy will be established working integrate the components throughout the day and instruction. Further collaboration around Guided Reading and Running Records will be put into place so that as a site we are calibrated and have common understanding around literacy. CAASPP data shows that focus on increased language development is necessary for all students, English Learners and English Only students. With approximately 50% of our students being EL it is a top priority to increase vocabulary acquisition and oral language for all students. Continued Professional Development will be presented to support teachers in using strategies and techniques that will support this area throughout all areas.

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Kindergarten	95
Grade 1	72
Grade 2	87
Grade 3	92
Grade 4	88
Grade 5	59
<b>Total Enrollment</b>	<b>493</b>

**Student Enrollment by Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	7.5
American Indian or Alaska Native	0.2
Asian	1.2
Filipino	1.2
Hispanic or Latino	34.9
Native Hawaiian or Pacific Islander	1.6
White	52.9
Two or More Races	0.4
Socioeconomically Disadvantaged	81.1
English Learners	46.9
Students with Disabilities	15.6
Foster Youth	0.6

## 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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	20	25	25	1814
Without Full Credential	1	1	0	33
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	29

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.5	4.6
All Schools in District	86.2	13.8
High-Poverty Schools in District	83.9	16.1
Low-Poverty Schools in District	96.3	3.7

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 2016-17)

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 the State Board of Education has adopted frameworks for ELA/ELD, Math and Social Sciences, and has identified an approved list of instructional materials available for adoption. 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%20Piloting%20adoption%20Schedule.pdf>.

Subject	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
Science Laboratory Equipment (grades 9-12)			0.00%

### 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 August 2016 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 of the most recent FIT report: 08/24/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 08/24/2016				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	18	19	42	45	44	48
<b>Mathematics</b>	23	24	32	35	34	36

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 Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	92	90	97.8	17.8
	<b>4</b>	85	83	97.7	15.7
	<b>5</b>	58	53	91.4	26.9
<b>Male</b>	<b>3</b>	51	50	98.0	12.0
	<b>4</b>	40	40	100.0	7.5
	<b>5</b>	32	29	90.6	17.9
<b>Female</b>	<b>3</b>	41	40	97.6	25.0
	<b>4</b>	45	43	95.6	23.3
	<b>5</b>	26	24	92.3	37.5
<b>Hispanic or Latino</b>	<b>3</b>	34	34	100.0	11.8
	<b>4</b>	35	33	94.3	15.2
	<b>5</b>	14	14	100.0	
<b>White</b>	<b>3</b>	48	46	95.8	26.1
	<b>4</b>	39	39	100.0	20.5
	<b>5</b>	38	33	86.8	43.8
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	74	73	98.7	16.4
	<b>4</b>	61	59	96.7	11.9
	<b>5</b>	45	42	93.3	24.4
<b>English Learners</b>	<b>3</b>	40	39	97.5	7.7
	<b>4</b>	35	33	94.3	
	<b>5</b>	15	12	80.0	8.3
<b>Students with Disabilities</b>	<b>3</b>	13	12	92.3	8.3
	<b>4</b>	21	21	100.0	4.8
	<b>5</b>	13	12	92.3	

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

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



**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	92	91	98.9	35.2
	<b>4</b>	85	84	98.8	15.5
	<b>5</b>	58	56	96.5	18.2
<b>Male</b>	<b>3</b>	51	50	98.0	32.0
	<b>4</b>	40	40	100.0	12.5
	<b>5</b>	32	31	96.9	13.3
<b>Female</b>	<b>3</b>	41	41	100.0	39.0
	<b>4</b>	45	44	97.8	18.2
	<b>5</b>	26	25	96.2	24.0
<b>Hispanic or Latino</b>	<b>3</b>	34	34	100.0	32.4
	<b>4</b>	35	34	97.1	14.7
	<b>5</b>	14	14	100.0	
<b>White</b>	<b>3</b>	48	47	97.9	40.4
	<b>4</b>	39	39	100.0	20.5
	<b>5</b>	38	36	94.7	25.7
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	74	74	100.0	36.5
	<b>4</b>	61	60	98.4	15.0
	<b>5</b>	45	43	95.6	19.1
<b>English Learners</b>	<b>3</b>	40	40	100.0	22.5
	<b>4</b>	35	34	97.1	5.9
	<b>5</b>	15	15	100.0	13.3
<b>Students with Disabilities</b>	<b>3</b>	13	12	92.3	8.3
	<b>4</b>	21	21	100.0	4.8
	<b>5</b>	13	12	92.3	

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

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

### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	48	44	55	61	57	56	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	58	55	94.8	54.6
<b>Male</b>	32	30	93.8	60.0
<b>Female</b>	26	25	96.2	48.0
<b>Hispanic or Latino</b>	14	14	100.0	35.7
<b>White</b>	38	35	92.1	60.0
<b>Socioeconomically Disadvantaged</b>	45	42	93.3	54.8
<b>English Learners</b>	15	15	100.0	20.0
<b>Students with Disabilities</b>	13	11	84.6	18.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	10.2	38.8	44.9

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 (School Year 2016-17)

#### 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
- Title 1 Annual Parent Meeting
- Parent School Information Night
- Parent – Teacher Conferences
- Family Learning Nights: Literacy Night, Explore-It Science, and Sami's Circuit
- Monthly Parent-Principal meetings (i.e Mugs and Muffins)
- 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 Volunteers
- Cafeteria Volunteers
- Site Council Meetings (which include ELAC Responsibilities) : 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: Grade Levels perform monthly at Character Ed Assemblies and the 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	0.0	0.9	0.6	7.4	5.7	5.7	4.4	3.8	3.7
<b>Expulsions</b>	2.8	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

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 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. The Deputy Sheriff's and/or CHPD Officers are dispatched to critical incidents via the Safe Schools Dispatcher, a law enforcement dispatcher or via a direct report from a school staff member, school visitor or other person. 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 (CSSP) by March 1st of every year. As part of the update, each school site meets at least once per year with a law enforcement officer to review the CSSP and they hold a community meeting to review the CSSP. The CSSP 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. Each school site conducts and keeps a record of all fire drills, lockdown drills, shelter in place drills and/or earthquake drills up to or in excess of what is required by State law.

The Skycrest Safety Plan is reviewed regularly throughout the school year with monthly fire drills and lockdown drills held each trimester. The Safety Plan is reviewed with all staff members so they are aware of all procedures to follow to keep all students, staff, and visitors safe. The Safety Plan is reviewed and approved with the Skycrest School Site Council. School Site Council approved the Safety Plan on March 15, 2016, the committee will be reviewing the plan at the site meeting in February 2017.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2011-2012	2008-2009
<b>Year in Program Improvement*</b>	Year 3	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	17
<b>Percent of Schools Currently in Program Improvement</b>	N/A	65.4

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	20	1	3		27		4		27		4	
1	24	1	3		24		3		24		3	
2	28		3		30		3		30		3	
3	29		2		31		2		31		2	
4	26	1		2	33		1	1	33		1	1
5	33		1	1	26	1	1	1	26	1	1	1
Other	14	1			13	2			13	2		

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 2015-16)

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	4.2	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	8191	2906	5285	\$67,808
District	N/A	N/A	\$5,013	\$74,317
Percent Difference: School Site and District	N/A	N/A	5.4	-5.3
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-1.2	-7.1

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

### Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$43,196	\$45,092
<b>Mid-Range Teacher Salary</b>	\$73,948	\$71,627
<b>Highest Teacher Salary</b>	\$87,219	\$93,288
<b>Average Principal Salary (Elementary)</b>	\$110,528	\$115,631
<b>Average Principal Salary (Middle)</b>	\$117,984	\$120,915
<b>Average Principal Salary (High)</b>	\$134,096	\$132,029
<b>Superintendent Salary</b>	\$254,994	\$249,537
<b>Percent of Budget for Teacher Salaries</b>	37%	37%
<b>Percent of Budget for Administrative Salaries</b>	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, mathematics, science, social studies, and the ELA/ELD Framework. Specific professional development initiatives include: Culturally Responsive Practices, Critical Literacy, TK-2 Reading, Supporting Independence and Engagement through Reading and Writing, Engineering and Mathematics Inspiring Thinking Solutions, Math to the Core, Expository Reading and Writing Course, 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, 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.