Skyview Elementary School
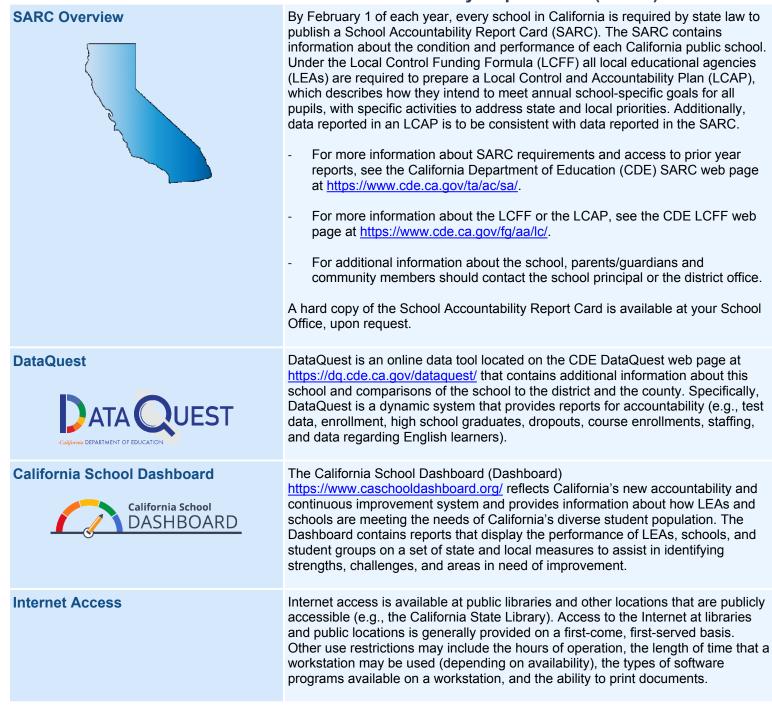## 2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

SKYVIEW ELEMENTARY SCHOOL
EAGLES

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/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Skyview 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/o/skyview
Grade Span	K-6
County-District-School (CDS) Code	336671990110585

2024-25 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

2024-25 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 Skyview 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. Skyview 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 Skyview 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 TK to 6th grade. The greatest benefit of The Dual Language Immersion Program to Skyview 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.

Skyview 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.

Skyview 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.

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 Skyview 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
- African American Parent Advisory Council (AAPAC)
- Parent and Family Nights
- R.I.S.E. to Read with students
- Soaring with Math
- 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
- CABE: 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 Skyview 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.

2024-25 School Description and Mission Statement

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	109
Grade 2	97
Grade 3	124
Grade 4	117
Grade 5	92
Grade 6	79
Total Enrollment	714

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	0.1
Asian	0.4
Black or African American	8.1
Filipino	0.6
Hispanic or Latino	86.7
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.4
White	2.1
English Learners	39.5
Foster Youth	1.1
Homeless	2.1
Socioeconomically Disadvantaged	84.5
Students with Disabilities	10.5

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)	2.00	5.88	2.00	0.76	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.00	0.38	12115.80	4.41
Unknown/Incomplete/NA	0.50	1.47	7.70	2.92	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	2.10	0.81	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/Incomplete/NA	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

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.

2022-23 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)	32	95.59	244.60	92.87	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	1.14	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.94	6.50	2.47	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.20	1.62	11746.90	4.23
Unknown/Incomplete/NA	0.50	1.47	5.00	1.90	14303.80	5.15
Total Teaching Positions	34.00	100.00	263.40	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	2.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.00	0.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.40	0	3.1
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	0

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

2024-25 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 12, 2024

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 Savvas: Uno, Dos, Tres (Adopted in 2024) DLI Transitional Kinder McGraw Hill Maravillas (Adopted in 2018) DLI Kinder - 6th	Yes	0
Mathematics	Houghton Mifflin Harcourt: Math in Focus (Adopted in 2015) Kinder-6th Savvas: Uno, Dos, Tres (Adopted in 2024) DLI Transitional Kinder	Yes	0
Science	Twig Education: Twig Science (Adopted in 2022) Transitional Kinder-6th	Yes	0
History-Social Science	Harcourt Social Studies: California Reflections (Adopted in 2006) Kinder-6th Savvas: Uno, Dos, Tres (Adopted in 2024) DLI Transitional Kinder McGraw Hill Maravillas (Adopted in 2018) DLI Kinder - 6th	Yes	0

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

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.

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				8/20/2024

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		Class 104: Stained ceiling tiles Class 115: Dirty return vent Girls Restroom: Cleanout cover loose Playground: Stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Boys Restroom: Hand dryer off Girls Restroom: Faucet off MPR: Hand dryers off in restroom Nurse: Loose toilet seat
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	29	34	31	29	46	47
Mathematics (grades 3-8 and 11)	20	23	19	19	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	409	406	99.27	0.73	33.99
Female	201	199	99.00	1.00	38.19
Male	208	207	99.52	0.48	29.95
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	34	34	100.00	0.00	11.76
Filipino	--	--	--	--	--
Hispanic or Latino	356	353	99.16	0.84	35.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	143	140	97.90	2.10	20.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	356	354	99.44	0.56	34.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	53	100.00	0.00	13.21

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	410	410	100.00	0.00	22.68
Female	202	202	100.00	0.00	20.30
Male	208	208	100.00	0.00	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	34	34	100.00	0.00	8.82
Filipino	--	--	--	--	--
Hispanic or Latino	357	357	100.00	0.00	23.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	143	143	100.00	0.00	13.99
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	357	357	100.00	0.00	22.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	53	100.00	0.00	11.32

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	9.72	20.88	13.62	13.99	30.29	30.73

2023-24 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	91	91	100.00	0.00	20.88
Female	44	44	100.00	0.00	15.91
Male	47	47	100.00	0.00	25.53
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	81	81	100.00	0.00	23.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	32	32	100.00	0.00	3.13
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	82	82	100.00	0.00	21.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2023-24 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 requires only participation results 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	98%	97%	97%	97%	97%

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.

2024-25 Opportunities for Parental Involvement

Student achievement and success are based upon a strong school and community partnership. Skyview Elementary School provided many opportunities for student/teacher/family/community interactions with a full calendar of programming. The Skyview Elementary School website, social media platforms, weekly newsletter, marquee and ongoing family communication via fliers and ThrillShare (electronic parent communication system) showcases many of the school's partnerships. Skyview Elementary School encourages parent/guardian, family, and community involvement and provides a wide variety of participation activities.

The following are opportunities for Parental Involvement:

1. Parents/guardians are invited to participate in parent workshops that can help families support their child's needs at home. These workshops include Loving Solutions, Disciplina Positiva, and topic based workshops that include attendance, bullying prevention, ELPAC and CAASPP testing support, to name a few. In addition, we offer other parent/family activities that enrich our school's culture and climate and support the academic and social emotional success of our students. The initiatives and activities include, but are not limited to: Family Reading Day: R.I.S.E. to Read, Soaring with Math, Red Ribbon Week, spirit days, assemblies, teacher/class support and volunteers, field trips, award assemblies, student performances, 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

2024-25 Opportunities for Parental Involvement

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.

6. Our African American Parent Advisory Committee (AAPAC), is made up of parents and family members of our African American community, working together to support the needs of our African American students at school and at home.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	774	751	155	20.6
Female	372	361	70	19.4
Male	402	390	85	21.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	67	63	17	27.0
Filipino	--	--	--	--
Hispanic or Latino	666	647	130	20.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	16	16	3	18.8
English Learners	304	299	53	17.7
Foster Youth	12	12	4	33.3
Homeless	21	20	3	15.0
Socioeconomically Disadvantaged	662	643	142	22.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	107	105	26	24.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.95	2.81	2.07	2.27	2.1	1.68	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.03	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.07	0.00
Female	0.54	0.00
Male	3.48	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.97	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.65	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.33	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.27	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.87	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Skyview 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 at the lead staff member, who ensures all safety procedures are in place and updated. This person attends district meetings and brings valuable information back to the entire staff. Our Custodial staff and the District Maintenance staff inspect our school site for safety concerns frequently and scheduled "safety checks" on a weekly basis. Staff members and supervision aides monitor children whenever they are outside the classroom.

The Comprehensive School Site Safety Plan was developed for Sky View Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. This plan is discussed with school staff. 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

2024-25 School Safety Plan

visitor/volunteer badge to wear throughout their stay that describes there purpose of the visit and identifies the location on campus they will visit . When a request is made to take a child out of school for the day, the requesting adult must be on the emergency card and show identification before the child is summoned from the classroom. All visitors at Skyview 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 2024–2025 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. The approval date by the School Site Council is 12/5/24 and presented for annual review with School Site Council in January, 2025.

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.

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	
1	20	1	4	
2	22	1	5	
3	19	3	3	
4	24	1	3	
5	23		3	
6	34			1

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	19	3	2	
1	22	1	4	
2	19	2	3	
3	25	1	4	1
4	29		2	2
5	23	2	2	
6	26		3	

2023-24 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	168

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	.111
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.5
Social Worker	.111
Nurse	.200
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	16061	4860	11201	106684
District	N/A	N/A	11483	$107,828
Percent Difference - School Site and District	N/A	N/A	-2.5	-1.1
State	N/A	N/A	$10,771	$94,129
Percent Difference - School Site and State	N/A	N/A	3.9	12.5

Fiscal Year 2023-24 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 2024-2025 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. 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.

- Intervention Teacher: The Intervention Teacher supports students from grades 2nd to 5th 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 grade 2. Intervention for grades 3-5 receive instruction using the Read180/System 44 reading intervention program. This Tier 2 intervention provides support to students with the highest need in reading.

- WellBeing Program Implementation: Skyview Elementary has incorporated three new positions to support Wellbeing among students, staff, and families.

- SOSA (Staff on Special Assignment)-Our school has 2 SOSAs who directly support students throughout the day. This classified employee works in partnership with a school counselor and wellness TOSA to provide social/emotional support to our students. They may meet with students on an individual basis, to develop coping skills or do scheduled check-ins to provide social/emotional wrap around services. Students are referred to the SOSA by staff members or a student can refer themselves to provide a safe space to self-regulate.

- COFA-Community Outreach Family Advocate: This employee helps to provide Wellbeing support to our families. This includes providing information toward local resources or providing support that addresses basic needs and social emotional support.

- TOSA-Teacher on Special Assignment: This certificated employee provides Wellbeing support to our teachers in order to provide assistance or training that supports the social/emotional instruction in the classroom.

- School Counselor- For the 2024-2025 school year, Skyview has a full time elementary school counselor. Her role at the school varies, with the main purpose of providing students with counseling services for a range of issues. Throughout the year, the counselor visits all classroom and delivers instruction from the Second Step curriculum. Through this activity, our students gain instruction and practice skill that assist them in developing positive social skills such as empathy, making friends, and working together. The counselor is also available for small group and individual instruction as identified and referred by a teacher, administration or a family. In addition, the counselor conducts home visits and is our community liaison for family services.

- AVID Elementary- Skyview 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- Skyview 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 TK to 6th grade, with instruction occurring in 6th grade at a 50/50 rate balance of English to Spanish. The program plans to expand to a 7th grade, beginning in 2025-26.

- ELEVO After school Program- The ELEVO program is a free expanded learning program provided on site and after school. ELEVO services students from TK through sixth grade. Its services extend from dismissal of school through 6:00 pm each day that school is in session.

- Tutoring and Afterschool Enrichment: TIP After School Tutoring Program, PESD Mariachi at Skyview Elementary 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 also includes an opportunity for students to learn and play instruments via a mariachi program, Herencia Mariachi. This program runs two times weekly for the school year. It is in its second year of implementation.

- 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. Sessions are provided throughout the school year.

Fiscal Year 2023-24 Types of Services Funded

- Robust Recess: This is a recess system that teaches our students to implement skills during recess through conflict resolution and leadership skills. It promotes academic success by staying active and building valuable social and emotional life skills through the power of play and under the direction of our supervision aides.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$58,329	$57,839
Mid-Range Teacher Salary	$104,696	$90,040
Highest Teacher Salary	$135,215	$118,647
Average Principal Salary (Elementary)	$155,244	$144,639
Average Principal Salary (Middle)	$0	$148,270
Average Principal Salary (High)	$0	$161,275
Superintendent Salary	$300,575	$229,986
Percent of Budget for Teacher Salaries	36%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Professional Development for our staff is centered on school priorities, instructional focus areas and school initiatives with particular attention given to the delivery of first best instruction. School priorities 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, building Thinking Classrooms to support math instruction, and classroom/school culture building through PBIS/MTSS. Professional development is ongoing and consistent throughout the year. School staff meet 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 initiatives and MTSS/PBIS implementation. 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 Instructional Leaders Community of Practice (ILCoP). 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.

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	16-20	25	18-20