

# Skyridge 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	Skyridge Elementary School
Street	800 Perkins Way
City, State, Zip	Auburn CA, 95603
Phone Number	(530) 885-7019
Principal	Andy Wood
E-mail Address	<a href="mailto:awood@auburn.k12.ca.us">awood@auburn.k12.ca.us</a>
Web Site	
CDS Code	31-66787-6109680

<b>District Contact Information</b>	
<b>District Name</b>	Auburn Union Elementary School District
<b>Phone Number</b>	(530) 885-7242
<b>Superintendent</b>	Wendy Frederickson
<b>E-mail Address</b>	wneade@auburn.k12.ca.us
<b>Web Site</b>	www.auburn.k12.ca.us

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

#### **Principal's Message**

Skyridge School reflects a commitment that all students can learn and supports all students to be successful. Staff and parents work together to create a positive, encouraging, exciting learning environment to improve all student achievement. Throughout the campus, there is a focus on standards-based education. During the school year, students are recognized for citizenship, academic achievement, responsibility, and attendance. Our staff, teachers, parents, students, and PTC will continue to work together for the advancement of the students in meeting academic, social, physical, and emotional growth. Skyridge displays great teamwork.

#### **MISSION STATEMENT**

Each child in the Auburn Union School District will think analytically, solve problems, work cooperatively, explore creatively, and master common core standards. No matter their ability and background, students will be challenged and engaged, and obtain college and career readiness skills for a globally connected society.

#### **VISION STATEMENT**

We stand together to place each child at the heart of every decision.

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

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	92
Grade 1	60
Grade 2	67
Grade 3	92
Grade 4	87
Grade 5	77
<b>Total Enrollment</b>	<b>475</b>

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

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.6
Asian	1.9
Filipino	1.5
Hispanic or Latino	18.9
Native Hawaiian or Pacific Islander	0
White	72.6
Two or More Races	2.9
Socioeconomically Disadvantaged	44.2
English Learners	10.3
Students with Disabilities	9.1
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	26	25	19	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### 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
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	98.3	1.8
<b>High-Poverty Schools in District</b>	98.3	1.8
<b>Low-Poverty Schools in District</b>	0.0	0.0

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

**Year and month in which data were collected:**

Auburn Union Elementary School District held a Public Hearing on September 9, 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 Language Learners (ELL), 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 (as of December 2015) about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Adopted 2003	Yes	0.0%
<b>Mathematics</b>	McGraw-Hill Adopted 2013	Yes	0.0%
<b>Science</b>	Houghton Mifflin Adopted 2008	Yes	0.0%
<b>History-Social Science</b>	Houghton Mifflin Adopted 2006	Yes	0.0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Skyridge Elementary School was originally constructed in 1994 and is comprised of 34 classrooms, a multipurpose room/cafeteria, library, a staff lounge, computer lab, kindergarten playground, a two-tiered playground and playing fields. At the time of publication, 100% of restrooms were in good working condition. Facility information is current as of October 2016.

**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: 10/02/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Office, Nurse Office, Rooms 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, Lower Restrooms, Library and Computer Lab: HVAC are 20 years old.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month of the most recent FIT report: 10/02/2016**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Interior:</b> Interior Surfaces	X			Room 1: Ceiling has (1) water stained tile. Room 4: Blinds (2) have trouble raising and lowering, (1) missing wand. Room 11: Ceiling has (7) stained tiles. Room 14: Ceiling has stained tile. Room 17: Ceiling has (1) stained tile. Computer Lab: Ceiling has (4) stained tiles. MPR: Ceiling stains, roof leak, ballasts out, crack in VCT,
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Room 31: Skunk Smell
<b>Electrical:</b> Electrical	X			Room 19: Teacher said it is hard to hear the school bell.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Rooms 25 and 27: Water faucet drips water. Upper Restrooms: Outside water faucet leaking.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Room 7, 11, 13, 15, 16 and 28: Missing fire extinguisher. Rooms 8 and 14: Needs electrical safety cord cover. Room 17: Fire extinguisher blocked by table.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Room 14: Window will not open. Room 27: Door needs door sweep.

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

Year and month of the most recent FIT report: 10/02/2016				
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
English Language Arts/Literacy	35	36	38	39	44	48
Mathematics	35	35	34	34	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
All Students	3	96	90	93.8	37.1
	4	85	77	90.6	45.5
	5	77	76	98.7	23.7
Male	3	47	45	95.7	28.9
	4	36	33	91.7	33.3
	5	40	39	97.5	20.5
Female	3	49	45	91.8	45.5
	4	49	44	89.8	54.5
	5	37	37	100.0	27.0
Black or African American	3	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
Asian	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	22	20	90.9	20.0
	4	12	11	91.7	18.2
	5	19	19	100.0	10.5
White	3	64	61	95.3	41.7
	4	67	61	91.0	52.5
	5	50	49	98.0	30.6
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	47	41	87.2	21.9
	4	35	34	97.1	26.5
	5	38	37	97.4	13.5
English Learners	3	11	10	90.9	
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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
All Students	3	96	91	94.8	40.0
	4	85	76	89.4	32.0
	5	77	76	98.7	33.3
Male	3	47	45	95.7	36.4
	4	36	32	88.9	25.8
	5	40	39	97.5	42.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	49	46	93.9	43.5
	4	49	44	89.8	36.4
	5	37	37	100.0	24.3
Black or African American	3	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
Asian	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	22	20	90.9	35.0
	4	12	11	91.7	
	5	19	19	100.0	26.3
White	3	64	62	96.9	41.0
	4	67	60	89.5	39.0
	5	50	49	98.0	37.5
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	47	42	89.4	26.2
	4	35	34	97.1	5.9
	5	38	37	97.4	18.9
English Learners	3	11	10	90.9	30.0
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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>	77	67	64	70	62	55	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>	77	73	94.8	64.4
<b>Male</b>	40	38	95.0	60.5
<b>Female</b>	37	35	94.6	68.6
<b>Hispanic or Latino</b>	19	17	89.5	52.9
<b>White</b>	50	48	96.0	68.8
<b>Socioeconomically Disadvantaged</b>	38	36	94.7	50.0

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>	13	27.3	49.4

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)

Parental involvement is available through the school's Parent Teacher Club, which has regular meetings and many opportunities to assist students and staff. The PTC and parent volunteers are an integral part of the school and provide support by organizing, coordinating and serving in a variety of activities: Art Docents, Recreational Reading Program (Passport to Fun), Jog-a-thon, Carnival, Field Trips, Trekkers, Drama, Life Lab, After-School Enrichment Classes, Enrichment Assemblies, Family Movie Night, Book Fairs, Variety Shows, Sock Hop, Skyridge Olympics and classroom volunteers.

#### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Skyridge Elementary School at (530) 885-7019.

### 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
Suspensions	1.0	0.2	2.0	3.3	4.4	6.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.2	0.0	0.1	0.1	0.1

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

The safety of students and staff is a primary concern of Skyridge Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in the Spring 2015 by the School Safety Committee and School Site Council. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year. During school hours, all visitors and volunteers sign in at the office and wear identification while on campus. All staff members wear picture-ID cards. Teachers and noon duty supervisors have regularly scheduled and clearly defined supervision duties on the playground and parking lots prior to the start of school, during school hours, and during dismissal. An Auburn Police Officer is available to the school, serves as a member of the Safe School Committee, and attends Site Council and PTC meetings as appropriate. Helpful neighbors and the Auburn Police keep a watchful eye on the school during and after school hours.

## 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
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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	21	1	3		20	3	1					
1	23		4		19	3						
2	21	2	2		23		4					
3	21	1	2		21	1	3					
4	27		3		25		3					
5	25		3		23		3					
Other	7	1			7	1						

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		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other		N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,837	\$873	\$4,965	\$61,168
District	N/A	N/A	\$6,990	\$60,812
Percent Difference: School Site and District	N/A	N/A	-29.0	3.2%
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	-7.2%	-11.5%

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

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

In addition to general state funding, Auburn Union Elementary School District receives state and federal funding for the following categorical funds and other support programs:

- No Child Left Behind/Title I, part A
- Limited English Proficient Programs
- Lottery
- Economic Impact Aid (EIA)
- Peer Assistance and Review (PAR)
- Student Transportation
- State Block Grants
- Instructional Materials
- Safe and Drug-Free Schools and Communities (SDFSC)

Auburn Union Elementary School District currently participates in grant opportunities with such community organizations as the Auburn Police Department and Placer County Sheriff Department (to place a full-time police officer on school campuses) and the Auburn Boys and Girls Club (to provide after school academic and recreational opportunities for students).

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,424	\$44,507
Mid-Range Teacher Salary	\$61,333	\$68,910
Highest Teacher Salary	\$76,054	\$88,330
Average Principal Salary (Elementary)	\$86,427	\$111,481
Average Principal Salary (Middle)	\$95,102	\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$136,000	\$169,821
Percent of Budget for Teacher Salaries	34%	39%
Percent of Budget for Administrative Salaries	6%	6%

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)

The district offers three staff development “buy-back” days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. District coaches for both STEAM and ELD are provided for teachers through in-class coaching.