

Skyblue Mesa Elementary School

28040 Hardesty Street • Canyon Country, CA 91351 • (661) 294-5350 • Grades K-6

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Saugus Union Elementary School District

24930 Avenue Stanford
Santa Clarita, CA 91355
(661) 294-5300
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District Governing Board

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Member, Trustee Area 1

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Isa De Armas, Ed. D.

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Education Services**

Nick Heinlein

**Assistant Superintendent
Business**

Jennifer Stevenson, Ed. D.
**Assistant Superintendent
Human Resources**

School Description

Skyblue Mesa serves approximately 550 students in transitional kindergarten through sixth grade on an academic year calendar which begins in August and ends in June. There are three Special Day Classes on campus that serve approximately 40 Special Education students total.

Skyblue Mesa employs 25 fully credentialed teachers. We also have a school psychologist 60% of the time, a school counselor 40% of the time, a school social worker 60% of the time, a full time and part time (3 days per week) Language and Speech Pathologist, several instructional and behavioral aides that provide support in the K classrooms, intervention programs, and our special day classes.

In order to create a safe and positive learning environment for students to thrive in, we employ PBIS school wide. With this, school expectations for behavior are posted all over the school including the classrooms. These expectations are explicitly taught and positively rewarded. There is an emphasis on positive reinforcement and building positive relationships with students on our school campus to foster a supportive school culture.

The mission of Skyblue Mesa Elementary School is to provide a high quality and rigorous education in a safe learning environment that supports student engagement and achievement. We strive to prepare all students to be lifelong learners, and productive and responsible citizens.

At Skyblue Mesa Elementary School, we envision ourselves:

- * collaborating as a community of staff, students, and parents to maintain the expectation that all students can succeed.
- * building strong critical thinking and problem solving skills.
- * focusing on student achievement of rigorous academic standards.
- * implementing research-based instructional methods in all classrooms.
- * promoting a climate of mutual respect by modeling and teaching expected behaviors as identified on our PBIS Matrix and our school's Code of Conduct.
- * communicating with one another clearly and respectfully.

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).

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 the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 103 |
| Grade 1 | 63 |
| Grade 2 | 71 |
| Grade 3 | 79 |
| Grade 4 | 66 |
| Grade 5 | 72 |
| Grade 6 | 85 |
| Total Enrollment | 539 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 2.2 |
| American Indian or Alaska Native | 0.4 |
| Asian | 4.5 |
| Filipino | 9.3 |
| Hispanic or Latino | 46.9 |
| White | 33.2 |
| Two or More Races | 3.2 |
| Socioeconomically Disadvantaged | 30.8 |
| English Learners | 12.1 |
| Students with Disabilities | 17.3 |
| Foster Youth | 0.4 |
| Homeless | 2.4 |

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

| Teacher Credentials for Skyblue Mesa | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 21 | 21 | 22 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Saugus Union | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 365 |
| Without Full Credential | ♦ | ♦ | 0 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Skyblue Mesa Elementary School

| Indicator | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**Textbooks and Instructional Materials**

Year and month in which data were collected: 8/16/2018

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|--|
| Reading/Language Arts | McGraw Hill K-6 Certified 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | McGraw Hill K-6 Certified 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | Macmillan McGraw-Hill K-5, Harcourt 6 Certified 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | Scott Foresman K 5, Harcourt 6 Certified 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Students, staff, and parents take pride in our school. Our custodians ensure a clean, safe environment where learning takes place. Students participate in character-building programs which help instill a sense of pride in our campus while reinforcing environmental responsibility. Campus supervisors work closely with staff to see that children enjoy safe activities.

A district/school safety committee inspects the campus on a regular basis. Students take part in monthly fire and earthquake drills to ensure preparedness in the event of an emergency.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 12/27/2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Fair | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Fair | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Fair | |
| Overall Rating | Good | |

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. 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); 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|-----------------|-----------------|-------------------|-------------------|----------------|----------------|
| ELA | 47 | 53 | 65 | 66 | 50 | 50 |
| Math | 36 | 42 | 53 | 56 | 38 | 39 |

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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|-----------------|-----------------|-------------------|-------------------|----------------|----------------|
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|----------------|--------|--------|--------|
| 5 | 13.9 | 33.3 | 43.1 |

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 300 | 296 | 98.67 | 53.04 |
| Male | 149 | 147 | 98.66 | 46.94 |
| Female | 151 | 149 | 98.68 | 59.06 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 13 | 13 | 100.00 | 76.92 |
| Filipino | 25 | 24 | 96.00 | 79.17 |
| Hispanic or Latino | 139 | 138 | 99.28 | 44.93 |
| White | 106 | 104 | 98.11 | 59.62 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 115 | 112 | 97.39 | 38.39 |
| English Learners | 47 | 46 | 97.87 | 28.26 |
| Students with Disabilities | 66 | 64 | 96.97 | 17.19 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |

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

Note: 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 300 | 296 | 98.67 | 41.55 |
| Male | 149 | 147 | 98.66 | 45.58 |
| Female | 151 | 149 | 98.68 | 37.58 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 13 | 13 | 100.00 | 61.54 |
| Filipino | 25 | 25 | 100.00 | 60.00 |
| Hispanic or Latino | 139 | 138 | 99.28 | 35.51 |
| White | 106 | 103 | 97.17 | 46.60 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 115 | 112 | 97.39 | 33.93 |
| English Learners | 47 | 47 | 100.00 | 27.66 |
| Students with Disabilities | 66 | 63 | 95.45 | 17.46 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |

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

Note: 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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Our school is privileged to have a significant level of parental involvement and support. Volunteers work at the school daily to assist with classroom-related activities. Parents also serve on school and district committees such as SSC, ELAC, PAC and more. We also have a very active and cohesive Parent-Teacher Organization. Technology, music, and fine arts continue to be supported by our parents and the local business community. Weekly school-wide newsletters and emails inform parents and students about educational information and important events. In addition, monthly parent meetings are held with the administrator and content experts to keep parents informed about school goals and instruction, and ways they can support those efforts at home.

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.

School Safety Plan

Skyblue Mesa Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Skyblue Mesa's Parent/Student Handbook outlines district and school policies and procedures concerning emergency situations, playground behavior, and special services. Fire Drills are conducted monthly. Disaster preparedness drills are conducted quarterly and include earthquake and lock down.

Skyblue Mesa Elementary School is a closed campus. During school hours, the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and wear a visitor's badge during their stay, and check out at the front office upon departure.

A comprehensive School Safety Plan developed under SB18 guidelines addresses each of the following four goals:

- All students and staff members are provided a safe teaching and learning environment.
- All students are safe and secure while at school and when traveling to and from school.
- District programs and approved community resources are made available to students and parents.
- Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 0.2 | 0.0 | 0.4 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 0.2 | 0.1 | 0.4 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.5 | 3.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | 898.3 |

* 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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | .6 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | .8 |
| Social Worker | |
| Nurse | .2 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

* 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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| K | 18 | 3 | 2 | | 20 | 1 | 4 | | 21 | 1 | 4 | |
| 1 | 24 | | 2 | | 25 | | 2 | | 25 | | 2 | |
| 2 | 21 | 1 | 2 | | 28 | | 2 | | 25 | | 3 | |
| 3 | 24 | | 3 | | 25 | | 2 | | 29 | | 2 | |
| 4 | 31 | | 2 | | 29 | | 2 | | 32 | | 2 | |
| 5 | 24 | 1 | 2 | | 25 | 1 | 3 | | 32 | | 2 | |
| 6 | 27 | 1 | 1 | 2 | 25 | 1 | 1 | 1 | 28 | 1 | 3 | |
| Other** | | | | | 11 | 1 | | | 15 | 1 | | |

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 2 | 2 |

To provide an effective transition into the teaching career for first-year and second-year teachers, several programs have been developed statewide and are in use in our district. The Teacher Induction program extends individual support and training to ensure success in the practice of teaching. Professional growth activities are planned annually based on current need and input received from staff. The teachers' work calendar includes three professional development days, early release Wednesdays and 3 full release days to allow for collaborative instructional planning and lesson development. Currently our staff development is focused on proficiency with the newly adopted English Language Arts Curriculum that is Common Core aligned, Next Generation Science Standards, strategies to improve literacy and numeracy skills, and the development of Critical Thinking Skills. We continue to integrate technology into the curriculum and design intervention programs to help all children achieve proficient and above in language arts and math. We work closely with our district Teachers on Special Assignment in Physical Education, Arts Integration, ELD and Technology to enhance our programs and provide staff development.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$44,584 | \$45,741 |
| Mid-Range Teacher Salary | \$80,770 | \$81,840 |
| Highest Teacher Salary | \$95,203 | \$102,065 |
| Average Principal Salary (ES) | \$126,537 | \$129,221 |
| Average Principal Salary (MS) | \$0 | \$132,874 |
| Average Principal Salary (HS) | \$0 | \$128,660 |
| Superintendent Salary | \$193,422 | \$224,581 |
| Percent of District Budget | District Amount | State Average for Districts In Same Category |
| Teacher Salaries | 36% | 36% |
| Administrative Salaries | 5% | 5% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|---------|------------|--------------|------------------------|
| School Site | \$9,957 | \$2,966 | \$6,991 | \$72,099 |
| District | N/A | N/A | \$7,049 | \$81,332.00 |
| State | N/A | N/A | \$7,506.64 | \$82,663.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -0.8 | -12.0 |
| School Site/ State | -7.1 | -13.7 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

State and federal specially-funded programs at our school include: Standards-based Textbooks and Materials purchases, Gifted and Talented student instruction, English Language Learner services, and School Improvement activities.