Skyridge Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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.

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 This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Skyridge Elementary School
Street	800 Perkins Way
City, State, Zip	Auburn CA, 95603
Phone Number	(530) 885-7019
Principal	Angelika Brown
Email Address	abrown@auburn.k12.ca.us
Website	http://skyridge.auburn.k12.ca.us
County-District-School (CDS) Code	31-66787-6109680

Entity	Contact Information
District Name	Auburn Union School District
Phone Number	(530) 885-7242
Superintendent	Amber Lee-Alva
Email Address	aleealva@auburn.k12.ca.us
Website	www.auburn.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

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, and safe learning environment to improve all student achievement. Throughout the campus, there is a focus on standards-based education and project based learning. During the school year, students are recognized for academic achievement, responsibility, improvement, 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 2018-19)

Grade Level	Number of Students
Kindergarten	72
Grade 1	46
Grade 2	57
Grade 3	70
Grade 4	69
Grade 5	70
Total Enrollment	384

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	1.6
Asian	2.1
Filipino	0.5
Hispanic or Latino	21.6
White	66.7
Two or More Races	4.4
Socioeconomically Disadvantaged	45.1
English Learners	11.5
Students with Disabilities	10.7
Foster Youth	0.3
Homeless	7

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19	17	17	
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	2017-18	2018-19	2019-20
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.

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

Year and month in which data were collected: Fall 2016

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. AUSD is piloting new Reading/Language Arts curriculum during the 2019/20 school year.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Adopted 2003	Yes	0.0%
Mathematics	McGraw-Hill Adopted 2013	Yes	0.0%
Science	Houghton Mifflin Adopted 2008	Yes	0.0%
History-Social Science	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 November 2017.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	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	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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	Poor	Deficiencies in play structures. Some play structure pieces should be upgraded. Two repairs were made just prior to inspection. Fall protection was recently added. K-play area needs more fall protection.
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	40	46	42	43	50	50
Mathematics (grades 3-8 and 11)	36	40	31	37	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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	205	200	97.56	2.44	45.50
Male	106	104	98.11	1.89	41.35
Female	99	96	96.97	3.03	50.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	43	97.73	2.27	18.60
Native Hawaiian or Pacific Islander					
White	138	135	97.83	2.17	55.56
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	94	92	97.87	2.13	22.83
English Learners	27	27	100.00	0.00	11.11
Students with Disabilities	31	31	100.00	0.00	22.58
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	20	19	95.00	5.00	15.79

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	205	199	97.07	2.93	40.20
Male	106	103	97.17	2.83	39.81
Female	99	96	96.97	3.03	40.63

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	43	97.73	2.27	16.28
Native Hawaiian or Pacific Islander					
White	138	134	97.10	2.90	49.25
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	94	92	97.87	2.13	19.57
English Learners	27	27	100.00	0.00	3.70
Students with Disabilities	31	30	96.77	3.23	20.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	20	19	95.00	5.00	15.79

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.6	12.5	53.1

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.

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)

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, Jog-a-Thon, Sight Word Busters, Field Trips, Trekkers, Drama, Dance, Life Lab, Chess Club, Change Makers Club, Destination Imagination, After-School Enrichment Classes, Enrichment Assemblies, Family Movie Night, Book Fairs, Variety Shows, Sock Hop, and classroom volunteers.

Contact Information
Parents or community members who wish to participate in 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.2	4.1	2.2	6.4	6.1	4.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 2019 by the 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. Evacuations for (Fire, Bomb Threat, Chemical Accidents), Lock Out (Vicious/Rabid Animals, Nuclear Plant Disaster, Riot/Civil Disorder, Threat), Lock Downs (Threat on Campus, Tornado/Severe Wind/ Flood, Earthquake) 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 wears identification.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. Staff takes walkie talkies and bull horns to their duties. Staff checks in with the main office daily. An Auburn Police Officer is available to the school. 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.

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	19	1	3		23	1	2		24	1	2	
1	24		3		20	2	1		23		2	
2	20	2	1		25		3		19	3		
3	23		3		23		3		23		3	
4	30		3		26		2		23		3	
5	30		3		27		4		35			2
Other**												

*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.

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

Title	Ratio
Academic Counselors*	.0

*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5

Title	Number of FTE* Assigned to School
Social Worker	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,962	$3,084	$7,878	$70,564
District	N/A	N/A	$7,977	$68,019
Percent Difference - School Site and District	N/A	N/A	-1.2	3.7
State	N/A	N/A	$7,507	$77,619
Percent Difference - School Site and State	N/A	N/A	4.8	-9.5

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 (Fiscal Year 2018-19)

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:
- Supporting Student Instruction, Title II, part A
- Lottery
- Student Transportation
- State Block Grants

Auburn Union Elementary School District currently partners with Auburn Police Department and Placer County Sheriff Department to provide a safe school environment.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$34,673	$49,378
Mid-Range Teacher Salary	$65,381	$77,190
Highest Teacher Salary	$84,317	$96,607
Average Principal Salary (Elementary)	$93,866	$122,074
Average Principal Salary (Middle)	$103,480	$126,560
Average Principal Salary (High)	$0	$126,920
Superintendent Salary	$150,521	$189,346
Percent of Budget for Teacher Salaries	31%	36%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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.