Skyline Elementary School
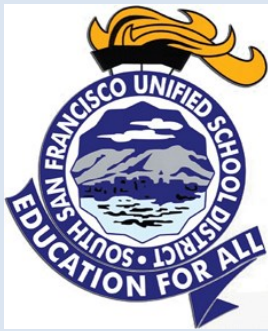
55 Christen Avenue • Daly City, CA 94015-2811 • 650.877.8941 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

South San Francisco Unified School District
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School Description

Skyline Elementary School has hardworking and fun-loving students, dedicated teachers, and supportive parents. We view Skyline School as a place of work (but we also have fun) and each child as a unique person with individual gifts, interests, and talents. The curricula and instructional strategies are designed to foster a community of lifelong learners. The teaching staff, through the support of our Instructional Leadership Team, is continually improving techniques to encourage optimum intellectual, social, emotional, and physical growth for every child. All students have equal access to the curriculum and equal opportunities for success. Every classroom has multiple computers and the school has 2 laptop carts (and soon to have 3) that are continually used, as well other technologies, which are integrated into curricular areas. The Skyline staff continually participates in staff development. Every child is encouraged to be competent and self-reliant. Students are provided a learning environment that enhances positive feelings of self-esteem.

We provide additional structured activities like noon time sports tournaments and after-school programs like reading intervention, math club, book club, art, garden club and the bricks for kidz lego engineering club, edible arts, chess, and others. There is an RTI teacher for additional support for teachers and students.

We are proud of the diversity of cultures and languages at Skyline School. Students, staff, parents, and community members all feel part of the Skyline School Family. Our school is a great place to be! We are very proud to have been awarded the California Distinguished award in May of 2010. Our school was awarded Distinguished School for 2014 as well.

As part of our continual improvement process we are updating the school mission statement, and creating student learning expectations. Our motto is "At Skyline We Grow Readers and Leaders!"

The mission of Skyline School is to promote the embodiment of our student learning expectations- Skyline Students are: Committed, Academic Learners; Active, responsible citizens; and Creative Thinkers/Problem Solvers.

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	85
Grade 1	70
Grade 2	55
Grade 3	68
Grade 4	62
Grade 5	62
Total Enrollment	402

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
Asian	19.2
Filipino	47.3
Hispanic or Latino	19.2
Native Hawaiian or Pacific Islander	1.5
White	3.2
Two or More Races	8
Socioeconomically Disadvantaged	33.1
English Learners	29.6
Students with Disabilities	3.5
Foster Youth	0.2

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 Skyline Elementary	17-18	18-19	19-20
With Full Credential	20	20	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for South San Francisco	17-18	18-19	19-20
With Full Credential	♦	♦	427
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at Skyline 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)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Textbooks and Instructional Materials
Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	McGraw Hill Wonders/2017	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Mathematics	Houghton Mifflin Harcourt (HMH) Math Expressions/2015	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Science	Delta Education-FOSS/2008	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
History-Social Science	Pearson Scott Foresman-CA History Social Science/2006	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Health	Family Life Adopted - The Puberty Workshop and Curriculum/2016	
	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)

Skyline Elementary School was built in 1966. The school has 21 teaching stations (6 buildings, 3 portables, MUR, Library, Resource Center and Administration Offices) providing education for grades K-5. The District takes great effort to ensure that all schools are clean, safe and functional. All bathrooms, classrooms and offices are cleaned daily. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The facilities work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Our walking path around the perimeter of the grassy area on the recess yard was replaced in November 2019.

School Facility Good Repair Status

Using the most recent 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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: December 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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	50	57	50	52	50	50
Math	55	55	43	44	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			

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	194	191	98.45	56.54
Male	96	94	97.92	47.87
Female	98	97	98.98	64.95
Black or African American	--	--	--	--
Asian	31	31	100.00	83.87
Filipino	90	88	97.78	56.82
Hispanic or Latino	32	31	96.88	32.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	25	25	100.00	60.00
Socioeconomically Disadvantaged	87	86	98.85	37.21
English Learners	67	65	97.01	60.00
Students with Disabilities	--	--	--	--

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	194	190	97.94	54.74
Male	96	93	96.88	46.24
Female	98	97	98.98	62.89
Black or African American	--	--	--	--
Asian	31	31	100.00	67.74
Filipino	90	88	97.78	57.95
Hispanic or Latino	32	30	93.75	36.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	25	25	100.00	56.00
Socioeconomically Disadvantaged	87	85	97.70	32.94
English Learners	67	65	97.01	53.85
Students with Disabilities	--	--	--	--

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)
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)

We have multiple opportunities for parental involvement at Skyline. Our PTA is very active in supporting the school through various fundraisers, book fairs, family movie nights, spirit wear, and daily volunteering on campus. We encourage parents to volunteer in their child's classroom or on the playground. Skyline School has held International Night for the past 5 years, a very popular event, that doubles as a community builder and fund raiser! We believe that parental involvement leads to overall student success academically and socially. Please work directly with your child's teacher, PTA, or the school office to identify opportunities for volunteering on campus. All parent volunteers are expected to sign in at the office and uphold the rules and expectations of Skyline School while on campus. Please remember to complete volunteer paperwork!

To learn more about specific opportunities for getting involved, please

contact the school principal, Monica L. Nagy, at 650-877-8941 or mnagy@ssfusd.org

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
The Skyline Safety Plan includes a detailed list of all duties that staff will need to assume in the event of an emergency. There are also detailed maps of all evacuation locations, paths of travel and utility shut off locations. All staff are broken up into teams so that all areas are covered and release/reunification procedures run smoothly. There is also a staff release plan in the event there is a need to house students overnight. Staff has also been trained in CPR, First Aid, Fire Suppression as well as Search & Rescue techniques.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.5	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.8	5.6	5.4
Expulsions Rate	0.1	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*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	.8
Other	1.5

* 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	23		4		24		4		21	1	3	
1	23		3		22		3		23		3	
2	22		3		23		3		18	3		
3	23		3		22		3		23		3	
4	32		2		32		2		31		2	
5	33		1	1	32		2		31		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.

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	3

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Staff Development is very important to us at Skyline School. We value working in a collaborative environment and research shows it leads to a more cohesive staff and increased student achievement. Over the past year, we have focused our professional development on:

- Response to Intervention/ Student Study Team Process- we began to utilize a pre-referral system for early identification of students needing support. We enlist the knowledge of experts and strategize on how to best accelerate the growth of our students.
- Common Core State Standards- We are actively engaging in ongoing professional development with the new standards. We utilize experts from the San Mateo County Office of Education to give us the most up to date information on the implementation of the Common Core Standards.
- Soul Shoppe- Our staff has been through a training with the Soul Shoppe program to allow for common language in character education. The program also is providing 3 assemblies focusing on teaching tools for resolving conflict and how to handle bullying in a healthy way. We are also using PAX Good Behavior Game and it has been very successful in helping students to self regulate their behavior in school.
- Data Analysis- utilizing the PLC process and the Data Analysis Protocol, by grade level, as a staff, in order to better support student learning. We also offer other professional development opportunities as deemed necessary.
- Small Group instruction as well as comprehension strategies will be addressed during the 2019-2020 school year.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$53,377	$49,084
Mid-Range Teacher Salary	$78,483	$76,091
Highest Teacher Salary	$99,437	$95,728
Average Principal Salary (ES)	$125,146	$118,990
Average Principal Salary (MS)	$133,004	$125,674
Average Principal Salary (HS)	$160,171	$137,589
Superintendent Salary	$212,203	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	6%	6%

* 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	5,476.00	5,299.08	176.92	$80,994
District	N/A	N/A	420.79	$75,089.00
State	N/A	N/A	$7,506.64	$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-81.6	0.0
School Site/ State	-190.3	5.7

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

Peer Assistance and Review; Gifted and Talented (GATE); Title I, Part A – Basic Grant;Title II, Part A – Teacher Quality; Title III, Part A – Limited English Proficient (LEP); School and Library Improvement Block Grant; Federal, Vocational and Applied Technology Educational Act; Federal Special Education, Entitlement per UDC; Class Size Reduction; Special Education Master Plan; Special Education Transportation; Economic Impact Aid; Instructional Materials; Art and Music Block Grant.

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.