



# Skyridge Elementary School

## 2014-2015 School Accountability Report Card Published in the 2015-2016 School Year

### Principal

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### Auburn Union School District

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### District Administration

*Drew Woodall*

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Interim Superintendent

*Scott Bentley*

Chief Business Official

*Jennifer Lewandowski*

Assistant Superintendent,  
Student Services

*Stanley Brandl*

Maintenance &  
Operations Manager

*Diane Brooks*

Food Services Manager

### Board of Trustees

*Sandra Scott, President*

*Woody Hoffman, Clerk*

*JuLann Brown, Trustee*

*Debbie Goodrich, Trustee*

*Michelle Sierra-Sammons, Trustee*

**www.auburn.k12.ca.us**

### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### 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

#### 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.

### District & School Profile (School Year 2015-16)

Auburn Union School District serves the foothill community of Auburn, located 40 miles northeast of Sacramento on the western slope of the California High Sierra. AUSD educates students in grades kindergarten through eighth at three elementary schools, a charter school, and an education center.

Skyridge Elementary School has kindergarten through fifth grade students enrolled at the school.

## Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

### School Enrollment & Attendance (School Year 2014-15)

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Regular daily attendance is a priority at the school and student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Auburn Union School District utilizes the ARIES Attendance Program and the Attendance Clerk to follow-up on student absences. After three unexcused absences/tardies, the principal sends letters home. Students with excessive absences are referred to the School Attendance and Review Board (SARB).

This chart illustrates the enrollment trend by grade level for the past three school years.

#### Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
K	106	84	81
1st	82	96	60
2nd	64	85	95
3rd	93	62	86
4th	77	82	75
5th	92	76	69

#### Enrollment by Student Group

2014-15	Percentage
Black or African American	1.5%
American Indian or Alaska Native	1.3%
Asian	1.7%
Filipino	1.9%
Hispanic or Latino	19.7%
Native Hawaiian or Pacific Islander	-
White	73.0%
Two or More Races	0.9%
English Learners	10.7%
Socioeconomically Disadvantaged	44.2%
Students with Disabilities	10.1%
Foster Youth	0.4%

## 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.

### Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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

### Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

#### Misassignments/Vacancies

	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

#### NCLB Compliant Teachers

	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

#### Teacher Credential Status

	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	25	26	25	108
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Instructional Materials (School Year 2015-16)

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.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	History/Social Science	Houghton Mifflin	2006	Yes	0.0%
K-5	Mathematics	McGraw-Hill	2013	Yes	0.0%
K-5	Science	Houghton Mifflin	2008	Yes	0.0%

## School Facilities & Safety (School Year 2015-16)

Skyridge Elementary School was originally constructed in 1994 and is comprised of 34 classrooms, a multipurpose room/cafe/tertia, 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 December 2015.

### Cleaning Process

The principal works daily with the custodial staff of two to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 08/29/2014				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ 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.
Interior		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.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Room 19: Teacher said it is hard to hear the school bell.
Restrooms/Fountains	X			Rooms 25 and 27: Water faucet drips water. Upper Restrooms: Outside water faucet leaking.
Safety (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.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Room 14: Window will not open. Room 27: Door needs door sweep.

# Pupil Outcomes

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils 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.

## California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate. 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.

### California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards

Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	35	38	44
Mathematics (Grades 3-8 and 11)	35	33	33

### California Assessment of Student Performance and Progress - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	88	82	93.2	24	37	17	21	81	92	22	33	28	16
Male	88	33	37.5	42	39	9	6	32	36.4	34	41	16	9
Female	88	49	55.7	12	35	22	31	49	55.7	14	29	37	20
Black or African American	--	--	--	--	--	--	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	88	2	2.3	--	--	--	--	2	2.3	--	--	--	--
Filipino	88	1	1.1	--	--	--	--	1	1.1	--	--	--	--
Hispanic or Latino	88	10	11.4	--	--	--	--	10	11.4	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	88	69	78.4	19	39	17	23	68	77.3	16	34	31	19
Two or More Races	88	0	0	--	--	--	--	0	0	--	--	--	--
Socioeconomically Disadvantaged	88	30	34.1	47	30	7	13	29	33	41	38	21	0
English Learners	88	8	9.1	--	--	--	--	8	9.1	--	--	--	--
Students with Disabilities	88	5	5.7	--	--	--	--	4	4.5	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

### California Assessment of Student Performance and Progress - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	79	78	98.7	46	24	19	10	76	96.2	32	42	20	7
Male	79	41	51.9	51	22	17	10	39	49.4	28	38	26	8
Female	79	37	46.8	41	27	22	11	37	46.8	35	46	14	5
Black or African American	79	1	1.3	--	--	--	--	1	1.3	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	79	3	3.8	--	--	--	--	3	3.8	--	--	--	--
Filipino	79	1	1.3	--	--	--	--	1	1.3	--	--	--	--
Hispanic or Latino	79	17	21.5	47	24	18	12	17	21.5	47	29	18	6
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	79	53	67.1	49	21	21	9	52	65.8	25	46	23	6
Two or More Races	79	3	3.8	--	--	--	--	2	2.5	--	--	--	--
Socioeconomically Disadvantaged	79	40	50.6	50	28	18	5	38	48.1	45	42	11	3
English Learners	79	10	12.7	--	--	--	--	10	12.7	--	--	--	--
Students with Disabilities	79	5	6.3	--	--	--	--	5	6.3	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

### California Assessment of Student Performance and Progress - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	70	68	97.1	38	25	31	6	68	97.1	31	35	25	9
Male	70	37	52.9	41	24	27	8	37	52.9	24	41	22	14
Female	70	31	44.3	35	26	35	3	31	44.3	39	29	29	3
Black or African American	70	1	1.4	--	--	--	--	1	1.4	--	--	--	--
American Indian or Alaska Native	70	1	1.4	--	--	--	--	1	1.4	--	--	--	--
Asian	70	1	1.4	--	--	--	--	1	1.4	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	70	11	15.7	45	36	18	0	11	15.7	45	55	0	0
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	70	53	75.7	38	23	34	6	53	75.7	28	32	28	11
Two or More Races	70	1	1.4	--	--	--	--	1	1.4	--	--	--	--
Socioeconomically Disadvantaged	70	25	35.7	48	32	20	0	25	35.7	40	40	20	0
English Learners	70	5	7.1	--	--	--	--	5	7.1	--	--	--	--
Students with Disabilities	70	12	17.1	83	0	17	0	12	17.1	67	17	17	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

## California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science, for the most recent three-year period.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	68	77	67	70	70	62	59	60	56

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	62
School	67
African American/Black	*
American Indian or Alaska Native	*
Asian	*
Filipino	*
Hispanic or Latino	36
Native Hawaiian or Pacific Islander	*
White	73
Males	71
Females	63
Socioeconomically Disadvantaged	56
English Learners	*
Students with Disabilities	36
Migrant Education	*
Two or More Races	*
Foster Youth	*

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

## State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## Physical Fitness (School Year 2014-15)

In the spring of each year, Skyridge Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ).

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.5%	9.9%	60.6%

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*



# 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.

## Parent Involvement (School Year 2015-16)

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.

## Discipline & Climate for Learning

Students at Skyridge Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents are informed of school rules and discipline policies through the Parent Handbook, which is sent out at the beginning of the year and the weekly Falcon Flyer. School rules are posted in all rooms and are reviewed with students at assemblies and classroom meetings.

The table illustrates the suspension and expulsion rates for the past three years.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	1.3%	1.0%	0.2%	0.0%	0.0%	0.0%
District	3.2%	3.3%	4.4%	0.0%	0.0%	0.2%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

## Safe School Plan (School Year 2014-15)

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.

## 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 2015-16)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2010-2011
Year in PI (2015-16)	-	Year 3
# of Title I Schools Currently In PI	-	0
% of Title I Schools Currently In PI	-	0.0%

### Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/language arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district, and state performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		N/A		Yes	

### School Leadership

Leadership at Skyridge Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Beginning in the 2013-14 school year, leadership duties were assumed by Principal Andrew Wood.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: School Site Council, English Language Advisory Committee (ELAC), Leadership Team, and Parent Teacher Club.

### Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers three staff development "buy-back" days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.



## Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
13	14	15	13	14	15	13	14	15	13	14	15	
By Grade Level												
K	18	21	20	2	1	3	4	3	1	-	-	-
1	20	23	19	2	-	3	2	4	-	-	-	-
2	20	21	23	2	-	-	1	2	4	-	-	-
3	23	21	21	-	-	1	4	2	3	-	-	-
4	26	27	25	-	-	-	3	3	3	-	-	-
5	31	25	23	-	-	-	3	3	3	-	-	-
Other	-	7	7	-	1	1	-	-	-	-	-	-

## Counseling and Support Staff (School Year 2014-15)

It is the goal of Skyridge Elementary School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Skyridge Elementary School. Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Health Clerk	1	0.7
Library Technician	1	0.2
Nurse	1	0.2
PE Teacher	1	0.5
Psychologist	1	0.5
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	4	4.0
Special Day Class (SDC) Teacher	1	1.0
Speech and Language Specialist	1	0.5

Skyridge Elementary School provides programs and services to meet students needs that are identified in the Individualized Education Plan (IEP). The Resource Specialist Program (RSP) serves students with exceptional needs who are able to function in the regular classroom for the majority of the day. They receive assistance in class from RSP teachers and aides or the students are pulled out for some individual help.

Skyridge Elementary School offers Gifted and Talented Education (GATE) program to those who qualify. GATE students are clustered in classrooms and receive differentiated instruction.

English language learners can be pulled out for some one-on-one or small group instruction. They also receive assistance within their regular classrooms.

## Additional Internet Access/Public Libraries

For additional research materials and internet availability, students are encouraged to visit the public libraries in Placer County, which contain numerous computer workstations. For more information on locations and hours please visit: [www.placer.ca.gov/Departments/Library.aspx](http://www.placer.ca.gov/Departments/Library.aspx).

## 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, the county, and the state. 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).

## Library & Computer Resources

The school's library, staffed by one part-time library technician, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a bi-weekly basis with their classes.

All classrooms have between one and fifteen computers, varying by grade level. Skyridge Elementary School also has one computer lab with 34 computers. Computer skills and concepts are integrated throughout standard curriculum, which helps to prepare students for technological growth and other opportunities.

## Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, sports, and programs include:

- Jog-a-thon
- Morning Mile
- Enrichment Classes
- Carnival
- Science Fair
- Golf
- Skyridge Trekkers
- Chorus
- Skyridge Olympics
- Passport to Fun Reading
- Destination Imagination
- Dance
- Falcon Fun Fridays
- Band
- Art Docent Program

## Student Recognition

Skyridge Students receive recognition in many different ways. Falcon Feathers are given out when a student goes above and beyond by doing something positive or out of the ordinary during a given school day. Students are also recognized at award assemblies for their academic achievement/improvement and citizenship at the end of each trimester and throughout the school year. Good or excellent attendance is recognized monthly. Reading, running, physical education, attendance, academic achievement and positive leadership are also awarded to deserving students at an end of year assembly.

## Homework

Skyridge Elementary School believes homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned to students on an individual basis by their teachers. The assignments may be nightly, weekly, or for an extended period of time. Nightly homework will never be new work to be learned, but will be a reinforcement of work presented in the classroom. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

## Teacher & Administrative Salaries (Fiscal Year 2013-14)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$41,654	\$42,723
Mid-Range Teachers	\$58,833	\$65,936
Highest Teachers	\$72,954	\$84,545
Elementary School Principals	\$86,427	\$106,864
Middle School Principals	\$95,102	\$110,494
High School Principals	-	\$103,499
Superintendent	\$113,500	\$159,133
Salaries as a Percentage of Total Budget		
Teacher Salaries	35.0%	40.0%
Administrative Salaries	6.0%	6.0%

## School Site Teacher Salaries (Fiscal Year 2013-14)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$61,168
District	\$59,299
Percentage of Variation	3.2%
School & State	
All Elementary School Districts	\$69,086
Percentage of Variation	-11.5%

## District Expenditures (Fiscal Year 2013-14)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,837
From Supplemental/Restricted Sources	\$873
From Basic/Unrestricted Sources	\$4,965
District	
From Basic/Unrestricted Sources	\$6,990
Percentage of Variation between School & District	-29.0%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	-7.2%

Supplemental/restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

## District Revenue Sources (Fiscal Year 2014-15)

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).