Skyline Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Skyline Elementary School
Street	55 Christen Avenue
City, State, Zip	Daly City, CA 94015-2811
Phone Number	650.877.8941
Principal	Luann Daniel-Libman
Email Address	ldaniel@ssfusd.org
School Website	skyline.ssfusd.org
Grade Span	TK-5
County-District-School (CDS) Code	41690706045132

2025-26 District Contact Information

District Name	South San Francisco Unified School District
Phone Number	650.877.8700
Superintendent	Shawnterra Moore, Ed.D.
Email Address	smoore@ssfusd.org
District Website	www.ssfusd.org

2025-26 School Description and Mission Statement

Skyline Elementary School is filled with hard-working, caring, and engaged students, dedicated and innovative teachers, along with supportive families and community. Each child is viewed as a unique person with individual gifts, interests, and talents.

The curricula, instructional strategies & extra curricular activities 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 K-5 student is given a technology device which is used to enhance classroom and home learning. The Skyline staff continually participates in staff development and embraces learning opportunities to improve

2025-26 School Description and Mission Statement

their practice. Every child is encouraged to challenge themselves and be a self-reliant student. Students are provided a learning environment that enhances positive feelings of self-esteem.

We provide additional structured activities by partnering with Soul Shoppe, a full time reading specialist and a part-time math interventionist. We offer after school enrichment activities like Robotic Dinosaurs, sewing, Chef-It-Up and provide family art engagement projects. We are proud of the diversity of cultures and languages at Skyline School. Students, staff, parents, and community members work together to make Skyline School look and feel like family. We love our school and love being together at Skyline! 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. We have a large garden space for outdoor learning and mindfulness opportunities.

As part of our continual improvement process we look at student assessments to explore strengths and areas of growth. The mission of Skyline School is to ensure our students are on the path to achieve the SSFUSD's Portrait of a Graduate through the four aims in order for all students to Thrive, Learn, make an Impact in their communities and Navigate their educational/life journey. Skyline Students uphold our PAX agreements to be Responsible, Respectful, Safe, and Kind. We strive to support students to become independent, critical thinkers, and take responsibility for their own learning.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	24
Kindergarten	62
Grade 1	73
Grade 2	49
Grade 3	52
Grade 4	56
Grade 5	58
Total Enrollment	374

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
Asian	22.1
Black or African American	1.1
Filipino	35.8
Hispanic or Latino	21.3
Native Hawaiian or Pacific Islander	2.2
Two or More Races	11.2
White	6.3
English Learners	20.2
Homeless	3.6
Socioeconomically Disadvantaged	39.3
Students with Disabilities	13.9

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19	92.68	364.5	83.29	234405.2	84
Intern Credential Holders Properly Assigned	1	4.88	8.1	1.86	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	20.1	4.61	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.3	0.77	11953.1	4.28
Unknown/Incomplete/NA	0.5	2.44	41.4	9.47	15831.9	5.67
Total Teaching Positions	20.5	100	437.6	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17	94.44	366.3	86.19	231142.4	83.24
Intern Credential Holders Properly Assigned	1	5.56	10.3	2.44	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	43.2	10.18	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.5	1.06	11746.9	4.23
Unknown/Incomplete/NA	0	0	0.5	0.12	14303.8	5.15
Total Teaching Positions	18	100	425.1	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18	94.74	343.1	76.78	230039.4	100
Intern Credential Holders Properly Assigned	0	0	9.9	2.22	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	73	16.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.1	0.47	12112.8	4.34
Unknown/Incomplete/NA	1	5.26	18.6	4.18	13705.8	4.91
Total Teaching Positions	19	100	446.9	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	20.6	4.7	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders/2017	0%
Mathematics	Houghton Mifflin Harcourt (HMH) Math Expressions/2015 for K-2 and Illustrative Math IM 2021 for 3-5	0%
Science	TWIG Science (Imagine Learning, 2022)	0%
History-Social Science	Pearson Scott Foresman-CA History Social Science/2006	0%
Health	Family Life Adopted - The Puberty Workshop and Curriculum/2016	0%

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

School Facility Conditions and Planned Improvements

Skyline Elementary School was built in 1966. The school has 21 teaching stations (6 buildings, 3 portables, MUR, Library, Exploratorium, and Administration Offices) providing education for grades TK-5 and a SPED preschool program. 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. In March of 2021, all classrooms were given air purifiers. In the summer of 2023, a garden was created.

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 -September 2025
- The Overall Rating: 98.08%

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	September 2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	56	59	49	49	47	48
Mathematics (grades 3-8 and 11)	54	56	38	39	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	166	164	98.80	1.20	59.15
Female	88	87	98.86	1.14	66.67
Male	78	77	98.72	1.28	50.65
American Indian or Alaska Native	0	0	0	0	0
Asian	40	40	100.00	0.00	75.00
Black or African American	--	--	--	--	--
Filipino	60	59	98.33	1.67	59.32
Hispanic or Latino	33	32	96.97	3.03	37.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	64.71
White	11	11	100.00	0.00	54.55
English Learners	25	23	92.00	8.00	17.39
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	75	73	97.33	2.67	43.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	15.79

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	166	164	98.80	1.20	56.10
Female	88	87	98.86	1.14	51.72
Male	78	77	98.72	1.28	61.04
American Indian or Alaska Native	0	0	0	0	0
Asian	40	40	100.00	0.00	82.50
Black or African American	--	--	--	--	--
Filipino	60	59	98.33	1.67	54.24
Hispanic or Latino	33	32	96.97	3.03	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	64.71
White	11	11	100.00	0.00	63.64
English Learners	25	23	92.00	8.00	30.43
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	75	73	97.33	2.67	39.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	21.05

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	31.03	56.14	33.08	34.45	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	58	57	98.28	1.72	56.14
Female	35	35	100.00	0.00	62.86
Male	23	22	95.65	4.35	45.45
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	77.78
Black or African American	--	--	--	--	--
Filipino	21	20	95.24	4.76	55.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	24	23	95.83	4.17	43.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.3%	100.0%	100.0%	100.0%	100.0%

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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

Skyline Elementary has multiple opportunities for parental involvement at Skyline. Parents serve on our School Site Council and our PTA is one of the best ways to become involved at our school! Our PTA is very active in supporting the school through various fundraisers, book fairs, family art projects, spirit wear, sponsoring our basketball teams and working in our cafeteria. Since March of 2020 we have moved to a virtual format for our PTA Meetings, although we have started to have in-person meetings once a quarter. After completing the district's volunteer application, parents can volunteer in classrooms, school functions, and chaperone field trips. We believe that parental involvement leads to overall student success academically and socially. In the summer of 2023, we added a garden to our campus and families worked together with other community volunteers to create it. 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, Luann Daniel-Libman, at 650-877-8941 or ldaniel@ssfusd.org.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	383	380	44	11.6
Female	195	194	25	12.9
Male	188	186	19	10.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	82	82	3	3.7
Black or African American	--	--	--	--
Filipino	137	136	17	12.5
Hispanic or Latino	81	81	11	13.6
Native Hawaiian or Pacific Islander	12	12	5	41.7
Two or More Races	42	42	4	9.5
White	25	23	4	17.4
English Learners	81	81	7	8.6
Foster Youth	--	--	--	--
Homeless	16	16	4	25.0
Socioeconomically Disadvantaged	166	163	29	17.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	60	60	7	11.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.26	0.27	1.31	3.94	3.3	2.64	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.31	0.00
Female	0.00	0.00
Male	2.66	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.22	0.00
Black or African American	0.00	0.00
Filipino	2.19	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.38	0.00
White	0.00	0.00
English Learners	2.47	0.00
Foster Youth	0.00	0.00
Homeless	6.25	0.00
Socioeconomically Disadvantaged	2.41	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.33	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The School Safety Plan includes an overview of the school's current comprehensive safe school programs and initiatives as well as an annual action plan that addresses the four phases of an emergency planning: mitigation, preparedness, response and recovery. The plan focuses on five emergencies; fire, earthquake, lock-down, shelter in place and secure campus.

The plan identifies members of the school's emergency response team, their roles and responsibilities, and their lines of communication with the district's emergency response team. There are also detailed maps of all evacuation locations, paths of travel and utility shut off locations. All staff are broken up into teams to ensure all areas are covered and release/reunification procedures run smoothly. There is also a staff release plan in place in the event there is a need to house students overnight. Various staff members have gone through emergency training which include CPR, First Aid, Fire Suppression as well as Search & Rescue techniques in order to promote safety in an emergency. Each School Safety Plan incorporates the state's Standardized Emergency Management System and is aligned with the detailed District Emergency Management handbook.

Skyline Elementary School students are supervised before school by their teachers. During the day, teachers and noon supervisors supervise students in the cafeteria and on the playground. Each classroom is equipped with a walkie talkie for school wide communication. Our campus is a closed campus and gates are kept closed during the day. All visitors must enter through the office doors and sign in at the office where they are provided a visitor sticker to wear. All school staff members watch to make sure visitors are wearing these stickers when on campus.

We participate in monthly drills to make sure students and staff are ready in the event of an emergency. We updated our school safety plan in October 2025 and it was reviewed with the staff in October.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	2	0
1	24	1	1	1
2	15	4	0	0
3	15	4	0	0
4	31	0	2	0
5	33	0	1	0
6	0	0	0	0
Other	22	0	1	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	0	3	0
1	25	0	2	0
2	25	0	2	0
3	19	3	0	0
4	28	0	2	0
5	29	0	2	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3	1	
1	17	1	3	
2	16	1	2	
3	26		2	
4	28		2	
5	30		2	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$19,864.00	$1,989.00	$10,248.00	$105,071.90
District	N/A	N/A	$7,627.00	$99,877.48
Percent Difference - School Site and District	N/A	N/A	29.3	5.1
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-8.4	4.9

Fiscal Year 2024-25 Types of Services Funded

Below is a list of funding sources for the 2024 - 2025 school year: Peer Assistance and Review; 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;Local Control Funding Formula (LCFF); Instructional Materials; Prop 28 and Expanding Learning Opportunity grant funds.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$65,912	$62,145
Mid-Range Teacher Salary	$95,687	$97,088
Highest Teacher Salary	$121,573	$120,436
Average Principal Salary (Elementary)	$159,480	$151,343
Average Principal Salary (Middle)	$165,850	$159,514
Average Principal Salary (High)	$250,077	$177,261
Superintendent Salary	$313,950	$294,805
Percent of Budget for Teacher Salaries	28.37%	29.95%
Percent of Budget for Administrative Salaries	5.33%	5.4%

Professional Development

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 essential to the growth of our teachers and students. 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 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.

- We are using DIBELS, STAR Reading, IXL, and other assessment data to best support our students.
- We are using PAX Good Behavior Game and it has been very successful in helping students to self regulate their behavior in school. Some members of staff are being trained in Zones of Regulation and we have begun implementation in classrooms with the help of our school psychologist, district behaviorist, and YSB counselor.
- Data Analysis is completed utilizing the PLC process, cycle of inquiry, and the Data Analysis Protocol. Each grade level along with the whole staff, looks at data in order to better support student learning. We also offer other professional development opportunities as deemed necessary.

* Continued using Small Group instruction to support foundational skills using SIPPS will be addressed during the 2024-2025 school year.
* K-2 staff will implement UFLI phonics instruction to support students in a whole group setting with their foundational skills.
* Staff continue to receive training in Designated ELD to support our students whose second language is English.
* Staff will continue to receive training in Partner Talks and Collaboration Conversations to support all language learners.
*. Staff will receive training and support in math talks and counting collections.
*. Staff will receive training in DOK questions and language functions to expand academic conversations among students.
* Staff will receive support on the implementation of Cognitive Content Dictionaries (CCD/BeGlad).
*. Several teachers were trained in BeGlad and other staff will receive training in some of the instructional strategies.
* Teachers have implemented the TWIG Science program in their classrooms.
* This year we are focusing on the Portrait of a Graduate Aim of IMPACT.
* Staff implemented Illustrative Math IM for grades 3rd - 5th receiving training and support.
* Staff received training from SVMI for math support.
* The ILT engaged in a book study on The Writing Revolution and staff was trained in writing instructional strategies.

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3