

Cielo Vista Elementary School

21811 Avenida de las Fundadores • Rancho Santa Margarita CA, 92688 • (949) 589-7456 • Grades K-6

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Saddleback Valley Unified School District

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Director, Elementary Education

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Director, Special Education/SELPA

School Description

Cielo Vista's mission is to celebrate and nurture students' gifts while acting as a community to promote lifelong learning in a changing world. Parents, teachers, and staff work together to create programs that meet district and state standards. Our staff takes pride in supporting all of our students. We have received training as a professional learning community, and we look at student data to guide our instructional programs. We provide a range of services for students at all levels, including programs for English Learners and academically gifted students.

Cielo Vista is an educational, social, and cultural hub for our community. We focus on providing a safe and effective learning environment through HAWKS, a comprehensive school-climate program. We offer programs before, during, and after school, including the Parent Student Teacher Organization, Meet the Masters, Student Council, Peer-Assistance Leadership (PAL), and a variety of enrichment programs such as The Lunch Bunch (noon-time intervention), The Blue Crew (computer club), Club 350 (ELA/Math enrichment program), a Virtual School Academy that includes ST Jiji Math to extend our instruction into the home and our Accelerated Reader Club to foster lifelong literacy.

As our school moves toward implementation of the California Common Core Standards, we pride ourselves in preparing Cielo Vista students to succeed in the 21st century!

Beth Ewing, PRINCIPAL

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (949) 589-7456.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	172
Gr. 1	130
Gr. 2	107
Gr. 3	105
Gr. 4	128
Gr. 5	123
Gr. 6	115
Total	880

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.5
Asian	3.1
Filipino	3.6
Hispanic or Latino	48.5
Native Hawaiian/Pacific Islander	0.2
White	39.2
Two or More Races	2.2
Socioeconomically Disadvantaged	47.7
English Learners	34.4
Students with Disabilities	13.2

A. 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.

Teacher Credentials			
Cielo Vista Elementary School	12-13	13-14	14-15
Fully Credentialed		35	36
Without Full Credential		0	0
Teaching Outside Subject Area of Competence		0	0
Saddleback Valley Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Cielo Vista Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	100.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

We choose textbooks and instructional materials that are aligned to state-adopted content standards consistent with state-adopted curriculum framework content and cycles. This report includes a list of some of the textbooks and instructional materials we use at our school. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This report shows whether each student in each core course had sufficient textbooks or instructional materials that are consistent with the content and cycles of the state-adopted curriculum frameworks for those subjects.

Textbooks and Instructional Materials

Year and month in which data were collected: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>High Point Basics Student Book Adopted 2004</p> <p>HM Reading: A Legacy of Literature Adopted 2004</p> <p>Holt Literature and Language Arts Adopted 2004</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Math Expressions by Houghton Mifflin Harcourt Adopted 2014</p> <p>Go Math by Houghton Mifflin Harcourt Adopted 2014</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Scott Foresman California Science K-5 Adopted 2008</p> <p>Prentice Hall CA Science Explorer Focus/Earth Science Adopted 2008</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Reflections by Harcourt Adopted 2007</p> <p>World History, Ancient Civil./Holt, Rinehart & Winston Adopted 2007</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

We opened our school 24 years ago. Over the past three years, we painted the outside of the school and installed new carpeting in the portables. A new field was installed and shade structures were added to the kindergarten and play areas. Over time we have added 27 portable buildings to our school. The district childcare center uses two additional portables. All playground equipment meets new state safety standards. In 2010–2011, we used bond funds to improve the school’s technology tools by installing SMART Boards and document cameras in every classroom. During the 2013-2014 school year, we brought Chromebooks into the upper grade classrooms and provided more computers and iPads in the classrooms for kindergarten through sixth grade.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9-16-14

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	Stained ceiling tiles, to be replaced by custodian. Carpet seams showing, to be repaired when carpet is replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	Toilet and sink not working, to be repaired by plumber.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	Woodchips need raking, to be repaired by custodian.
Overall Rating	Exemplary	Good	Fair	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
	[X]	[]	[]	

B. 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 successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	69	71	76	79	81	81	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	64	67	65	71	74	71	54	56	55
Math	66	69	68	65	65	65	49	50	50
HSS				69	71	71	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	7	7	7
Similar Schools	6	6	8

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.0	22.2	53.8

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	81	
All Student at the School	76	
Male	79	
Female	71	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	72	
Native Hawaiian/Pacific Islander		
White	82	
Two or More Races		
Socioeconomically Disadvantaged	67	
English Learners	26	
Students with Disabilities	77	
Students Receiving Migrant Education Services		

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	6	11	-3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	11	13	-2
Native Hawaiian/Pacific Islander			
White	5	12	4
Two or More Races			
Socioeconomically Disadvantaged	-1	27	10
English Learners	-2	24	-1
Students with Disabilities			-9

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. 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.

Opportunities for Parental Involvement

Our SSC, which always includes parent members, approves the school's annual plan and some budget expenditures. Our ELAC, which also includes parents, helps students learning English feel welcome at our school. Our PTA has more than 200 members who promote cultural programs and help support instruction. The group always needs new members. To find out how you can volunteer, please contact our PTA president, Karly Foster, at (949) 589-7456.

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.

School Safety Plan

We use a schoolwide behavior program, HAWKS, to teach student safety and pride. Staff members and playground assistants supervise students before, during, and after school. We update our school safety plan annually. We also conduct monthly fire drills and emergency drills twice a year. Our clean, safe campus reflects the pride we have in our community and ourselves.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	1.3	1.0	0.8
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	3.3	2.9	1.9
Expulsions Rate	0.1	0.1	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2013-2014
Year in Program Improvement	Year 2	Year 1
Number of Schools Currently in Program Improvement	7	
Percent of Schools Currently in Program Improvement	87.5	

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6*
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.4*
Resource Specialist	
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	26	30	29	0			5	6	6	0		
Gr. 1	25.8	24	26	1	1	1	4	4	4	0		
Gr. 2	31.2	24	21	0	1	2	5	4	3	0		
Gr. 3	29.8	23	21	0	1	2	5	5	3	0		
Gr. 4	31.8	25	26	1	1	2	0	4	1	3		2
Gr. 5	27.8	24	25	1	2	2	2			1	3	3
Gr. 6	32.5	27	29	0	1	1	2			2	3	3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$41,761
Mid-Range Teacher Salary	\$69,313	\$66,895
Highest Teacher Salary	\$93,743	\$86,565
Average Principal Salary (ES)	\$112,050	\$108,011
Average Principal Salary (MS)	\$118,747	\$113,058
Average Principal Salary (HS)	\$127,831	\$123,217
Superintendent Salary	\$274,263	\$227,183
Percent of District Budget		
Teacher Salaries	45	38
Administrative Salaries	5	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,250	\$377	\$3,873	\$78,907
District	♦	♦	\$4,644	\$77,428
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			-26%	3%
Percent Difference: School Site/ State			-31%	-14%

Types of Services Funded at Cielo Vista Elementary School

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state's tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the state's English/language arts and mathematics tests
- (c) an API of at least 740 or growth of at least one point.

Professional Development provided for Teachers at Cielo Vista Elementary School

Teachers may pursue professional training through school- and district-level programs. Teachers meet weekly in grade-level groups to review student work, plan instruction, develop assessments, and review goals. We provide three onsite staff training days, and teachers can attend off-campus conferences related to school goals. In 2012-2013, the major focus for staff development was on student accountability through the data team process. Cielo Vista teachers attended the School Accountability for Instruction, Learning, and Leadership district-sponsored staff training. Presentations emphasize the effective use of materials adopted for core curriculum areas and a review of student progress using student-engagement strategies and common assessments.