## La Tierra Early Childhood Center

24150 Lindley Street • Mission viejo • 9497075276 • Grades Preschool Scott Turner, Principal turners@svusd.org

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

#### Saddleback Valley Unified School District

25631 Peter A. Hartman Way Mission Viejo, CA 92691 949-580-1234 www.svusd.org

#### **District Governing Board**

Suzy Swartz

**Ginny Faye Aitkens** 

**Dolores Winchell** 

**Dennis Walsh** 

**Don Sedgwick** 

#### **District Administration**

Dr. Clint Harwick **Superintendent** 

Terry Stanfill

Assistant Superintendent, Human Resources

Geri Partida

**Assistant Superintendent, Business** 

Dr. Kathy Dick

Assistant Superintendent, Educational Services

**Tammy Blakely** 

Assistant to the Superintendent/Director, Pupil Services

Laura Ott

**Director, Secondary Education** 

Terry Petersen

**Director, Elementary Education** 

Diane Lohrman

**Director, Special Education/SELPA** 

#### **School Description**

The Saddleback Valley Unified School District Early Childhood Center serves 3-5 year old children who are found eligible for Special Education and/or Related Services. The programs are tailored to meet the individual needs of all learners.

Our vision is for all students to enter the k-12 system ready to meet the demands placed upon them. We believe that a high quality early childhood educational experience provides children with a broad range of skills to meet the every day demands placed upon them. We believe that developmentally appropriate practice is purposeful, playful, and planned. We believe that every child should experience school as a place where caring adults are fully engaged with them throughout their educational day. We also believe that families are an important part of the educational process and we welcome all families to participate in all aspects of their child's educational experience.

#### 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 9497075276.

# 2013-14 Student Enrollment by Grade Level Grade Level Number of Students

2013-14 Student Enrollment by Group				
Group	Percent of Total Enrollment			
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian/Pacific Islander				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

#### 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						
La Tierra Early Childhood Center	12-13	13-14	14-15			
Fully Credentialed	17	17	17			
Without Full Credential	0	0	0			
Teaching Outside Subject Area of Competence	0	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						
La Tierra Early Childhood Center 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			

<sup>&</sup>quot;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

This School

Districtwide

All Schools

Hig	h-Poverty Schools		
Lov	v-Poverty Schools		
*	approximately 40 percen program. Low-poverty so	e defined as those schools wat or more in the free and rechools are those with stude at or less in the free and rec	educed price meals ent eligibility of

program.

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

Textbooks and Instructional Materials  Year and month in which data were collected: NA					
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption				
Reading/Language Arts					
The textbooks listed are from most recent adoption:					
Percent of students lacking their own assigned textbook:					
Mathematics					
The textbooks listed are from most recent adoption:					
Percent of students lacking their own assigned textbook:					
Science					
The textbooks listed are from most recent adoption:					
Percent of students lacking their own assigned textbook:					
History-Social Science					
The textbooks listed are from most recent adoption:					
Percent of students lacking their own assigned textbook:					
Foreign Language					
The textbooks listed are from most recent adoption:					
Percent of students lacking their own assigned textbook:					
Health					
The textbooks listed are from most recent adoption:					
Percent of students lacking their own assigned textbook:					
Visual and Performing Arts					
The textbooks listed are from most recent adoption:					
Percent of students lacking their own assigned textbook:					
Science Laboratory Equipment					
The textbooks listed are from most recent adoption:					
Percent of students lacking their own assigned textbook:	<u></u>				

### School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)  Year and month in which data were collected:					
Custom learnested	Repair Status				Repair Needed and
System Inspected	Good	Fa	ir	Poor	Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer					
Interior: Interior Surfaces					
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation					
Electrical: Electrical					
Restrooms/Fountains: Restrooms, Sinks/ Fountains					
Safety: Fire Safety, Hazardous Materials					
Structural: Structural Damage, Roofs					
External: Playground/School Grounds, Windows/ Doors/Gates/Fences					
Overall Rating	Exemplary	Good	Fair	Poor	

#### **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 Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) Subject School District State 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14

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									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								ed
Subjec		School District State							
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13

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

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

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					
All Student at the School					
Male					
Female					
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino					
Native Hawaiian/Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
* CAASPP includes science assessmen	nts (CSTs, CMA, and CAPA) in grades 5, 8,				

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							
Crown	Actual API Change						
Group	10-11	11-12	12-13				
All Students at the School							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian/Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities		DE154 1	(D)				

\* "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**

La Tierra ECC offers parent training workshops to all families on a variety of topics. The ECC programs offer Back to School Night and Open House throughout the school year. Parent involvement is further facilitated though the Individualized Education Program (IEP) process where parents are valued as essential IEP team members.

#### 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**

The School Emergency Plan was last updated in 09/2014. The plan includes various teams (Search and Rescue, First Aid, Reunification, Command Center, etc.) and has a detailed chain of command. The plan has inventoried all supplies on campus and identified utility shutoffs The plan has been reviewed with individual teams and with the certificated staff at the October 2014 Staff Meeting. La Tierra ECC has identified a primary and secondary assembly area in the event of an evacuation. We participate in monthly fire drills and the California Shakedown.

Certificated and Classified staff received DEE Lockdown training by the Orange County Sheriff's Department in November of 2013. La Tierra ECC practiced a full Lockdown in 09/29/2014 with the support of our School Resource Officer. The campus is equipped with Lock Blok's to allow the doors to stay in the locked position at all times. Staff has been trained on site-specific information regarding what to do in a Lockdown or "Shelter in Place" situation.

Suspensions and Expulsions						
School	11-12	12-13	13-14			
Suspensions Rate			0			
Expulsions Rate			0			
District	11-12	12-13	13-14			
Suspensions Rate						
Expulsions Rate						
State	11-12	12-13	13-14			
Suspensions Rate						
Expulsions Rate						

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 Distri					
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						
First Year of Program Improvement						
Year in Program Improvement						
Number of Schools Currently in Program Improvement						
Percent of Schools Currently in Program Impro	Percent of Schools Currently in Program Improvement					
* DVA/ / data was in a time of visual in all and to a the at the DV	atalog of the c	ale a a la conse				

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.

Average Class Size and Class Size Distribution												
Number of Classrooms*  Average Class Size												
AVE	erage C	iass Siz	æ	1-20 21-32 33+								
Grade	12	13	14	12	13	14	12	13	14	12	13	14

<sup>\*</sup> 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.

Academic Counselors and Other Support Staff at this School					
Number of Full-Time Equivalent (FTE)					
Academic Counselor 0					
Counselor (Social/Behavioral or Career Development)	0				
Library Media Teacher (Librarian)	0				
Library Media Services Staff (Paraprofessional)	0				
Psychologist	4				
Social Worker	0				
Nurse	0				
Speech/Language/Hearing Specialist 5					
Resource Specialist 0					
Other 90					
Average Number of Students per Staff Member					
Academic Counselor NA					

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.

FY 2012-13 Teacher and Administrative Salaries					
Category	District Amount	State Average for Districts In Same Category			
Beginning Teacher Salary					
Mid-Range Teacher Salary					
Highest Teacher Salary					
Average Principal Salary (ES)					
Average Principal Salary (MS)					
Average Principal Salary (HS)					
Superintendent Salary					
Percent of	District Budget				
Teacher Salaries					
Administrative Salaries					
* For detailed information on calaries, see the CDE Cortificated Salaries 9.					

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	Total Restricted		Unrestricted	Average Teacher Salary			
School Site							
District	<b>*</b>	•	\$4,644	\$87,209			
State   ♦							
Percent Difference: School Site/District							
Percent Difference: School	Site/ State						

Types of Services Funded at La Tierra Early Childhood Center

#### Professional Development provided for Teachers at La Tierra Early Childhood Center

The primary area of Professional Development have included California Preschool learning Foundations, Common Core State Standards, Research-Based Instructional Strategies for Students with Special Needs, and Curriculum Development. Professional Development has been delivered though District-Wide staff development days, PLC Meetings, optional committees and groups, and individual conference attendance. Teachers are supported though regular PLC meetings and further training.

Crann	English-Language Arts			Mathematics			
Group	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced	
All Students in the LEA							
All Students at the School							
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian/Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							

<sup>\*</sup> 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced						
La Tierra Early Childhood Center	2011-12	2012-13	2013-14			
English-Language Arts						
Mathematics						
Saddleback Valley Unified School	2011-12	2012-13	2013-14			
English-Language Arts						
Mathematics						
California	2011-12	2012-13	2013-14			
English-Language Arts						
Mathematics						
·						

<sup>\*</sup> 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.

Completion of High School Graduation Requirements						
<b>0</b>	Graduating Class of 2013					
Group	School	District	State			
All Students						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						

Dropout Rate and Graduation Rate						
La Tierra Early Childhood Center	2010-11	2011-12	2012-13			
Dropout Rate (1-year)						
Graduation Rate						
Saddleback Valley Unified School	2010-11	2011-12	2012-13			
Dropout Rate (1-year)						
Graduation Rate						
California	2010-11	2011-12	2012-13			
Dropout Rate (1-year)						
Graduation Rate						

2013-14 Advanced Placement Courses					
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses			
Computer Science		•			
English		•			
Fine and Performing Arts		•			
Foreign Language		•			
Mathematics		•			
Science		•			
Social Science		•			
All courses					

Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission					
UC/CSU Course Measure Percent					
2013-14 Enrollment in Courses Required for UC/CSU Admission					
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission					

Career Technical Education Participation						
Measure	CTE Program Participation					
Number of pupils participating in CTE						
% of pupils completing a CTE program and earning a high school diploma						
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education						

## **Career Technical Education Programs**