

# Cielo Vista Elementary School

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

Beth Ewing, Principal  
Beth.Ewing@svusd.org  
www.schools@svusd.org

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Saddleback Valley Unified School District

25631 Peter A. Hartman Way  
Mission Viejo CA, 92691  
(949) 586-1234  
www.svusd.org

#### District Governing Board

Suzie Swartz

Ginny Faye Aitkens

Dolores Winchell

Dennis Walsh

Amanda Morrell

#### District Administration

Dr. Clint Harwick

**Superintendent**

Dr. Terry Stanfill

**Assistant Superintendent, Human Resources**

Geri Partida

**Assistant Superintendent, Business**

Laura Ott

**Assistant Superintendent, Educational Services**

Tammy Blakely

**Assistant to the**

**Superintendent/Director, Pupil Services**

Dr. Rocky Murray

**Director, Secondary Education**

Dr. Terry Petersen

**Director, Elementary Education**

Dr. Diane Lohrman

**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 in different subject matters. Cielo Vista has begun the implementation of AVID (Advancement Via Individual Determination) to prepare our students to be college and career ready. Cielo Vista also offers a Virtual School Academy that includes ST Jiji Math and Reading Eggs to extend our instruction into the home and our Accelerated Reader Club to foster lifelong literacy.

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

Beth Ewing, PRINCIPAL

### 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).

### 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.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/>.
- 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/guardians and community members should contact the school at (949) 589-7456 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	160
Grade 1	104
Grade 2	118
Grade 3	92
Grade 4	96
Grade 5	125
Grade 6	126
<b>Total Enrollment</b>	<b>821</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.4
Asian	3.8
Filipino	3.5
Hispanic or Latino	49.8
Native Hawaiian or Pacific Islander	0.5
White	37.4
Two or More Races	2.3
Socioeconomically Disadvantaged	44.1
English Learners	35.2
Students with Disabilities	13.6
Foster Youth	0.5

## 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	13-14	14-15	15-16
<b>With Full Credential</b>	35	36	33
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Saddleback Valley Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	1195
<b>Without Full Credential</b>	♦	♦	3
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Cielo Vista Elementary School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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

2014-15 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
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	100.0	0.0
<b>High-Poverty Schools</b>	100.0	0.0
<b>Low-Poverty Schools</b>	100.0	0.0

\* 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 2015-16)**

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.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: October 2015</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	<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><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>Math Expressions by Houghton Mifflin Harcourt Adopted 2014</p> <p>Go Math by Houghton Mifflin Harcourt Adopted 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>Scott Foresman California Science K-5 Adopted 2008</p> <p>Prentice Hall CA Science Explorer Focus/Earth Science Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>Reflections by Harcourt Adopted 2007</p> <p>World History, Ancient Civil./Holt, Rinehart &amp; Winston Adopted 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</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: 10-28-15

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				
<b>Interior:</b> Interior Surfaces	X				carpet torn, to be replaced by contractor. Stained ceiling tiles, to be replaced by custodian.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				Broken outlet plate, to be replaced by electrician.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				Toilet and sink not working, to be repaired by plumber.
<b>Safety:</b> Fire Safety, Hazardous Materials	X				Door handle loose, to be repaired by locksmith
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Woodchips need raking, to be repaired by custodian.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	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 State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	52	61	44
Math	38	47	33

\* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	71	75	72	81	80	79	59	60	56

\* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.80	30.70	46.50

\* 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.

2014-15 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	79
All Student at the School	72
Male	70
Female	73
Asian	--
Filipino	--
Hispanic or Latino	58
Native Hawaiian or Pacific Islander	--
White	80
Two or More Races	--
Socioeconomically Disadvantaged	72
English Learners	36
Students with Disabilities	52
Foster Youth	--

\* 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.

### School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	95	92	96.8	33	23	24	21
	4	94	94	100.0	29	23	27	21
	5	130	129	99.2	19	17	33	31
	6	127	127	100.0	16	35	35	14
Male	3	95	48	50.5	33	23	27	17
	4	94	48	51.1	33	17	27	23
	5	130	60	46.2	27	23	30	20
	6	127	74	58.3	18	39	28	15
Female	3	95	44	46.3	32	23	20	25
	4	94	46	48.9	24	30	26	20
	5	130	69	53.1	13	12	35	41
	6	127	53	41.7	13	30	43	13

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3	95	3	3.2	--	--	--	--
	4	94	4	4.3	--	--	--	--
	5	130	1	0.8	--	--	--	--
	6	127	3	2.4	--	--	--	--
American Indian or Alaska Native	6	127	2	1.6	--	--	--	--
Asian	3	95	4	4.2	--	--	--	--
	4	94	2	2.1	--	--	--	--
	5	130	5	3.8	--	--	--	--
	6	127	6	4.7	--	--	--	--
Filipino	3	95	4	4.2	--	--	--	--
	4	94	2	2.1	--	--	--	--
	5	130	10	7.7	--	--	--	--
	6	127	3	2.4	--	--	--	--
Hispanic or Latino	3	95	47	49.5	47	30	23	0
	4	94	46	48.9	37	30	24	9
	5	130	56	43.1	30	13	43	14
	6	127	70	55.1	20	40	30	10
Native Hawaiian or Pacific Islander	5	130	2	1.5	--	--	--	--
White	3	95	33	34.7	18	18	21	42
	4	94	39	41.5	18	21	28	33
	5	130	45	34.6	13	18	24	44
	6	127	40	31.5	10	33	43	15
Two or More Races	3	95	1	1.1	--	--	--	--
	4	94	1	1.1	--	--	--	--
	5	130	10	7.7	--	--	--	--
	6	127	2	1.6	--	--	--	--
Socioeconomically Disadvantaged	3	95	45	47.4	42	33	20	4
	4	94	48	51.1	38	29	23	10
	5	130	46	35.4	30	24	37	9
	6	127	54	42.5	22	44	26	7
Students with Disabilities	3	95	16	16.8	69	6	19	6
	4	94	17	18.1	53	35	12	0
	5	130	25	19.2	48	24	20	8
	6	127	30	23.6	40	43	10	7

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	95	93	97.9	31	41	14	14
	4	94	94	100.0	20	36	28	16
	5	130	129	99.2	26	36	19	19
	6	127	127	100.0	36	23	20	21
Male	3	95	49	51.6	27	41	16	16
	4	94	48	51.1	17	25	42	17
	5	130	60	46.2	32	33	18	17
	6	127	74	58.3	34	23	20	23
Female	3	95	44	46.3	36	41	11	11
	4	94	46	48.9	24	48	13	15
	5	130	69	53.1	20	39	20	20
	6	127	53	41.7	40	23	19	19
Black or African American	3	95	3	3.2	--	--	--	--
	4	94	4	4.3	--	--	--	--
	5	130	1	0.8	--	--	--	--
	6	127	3	2.4	--	--	--	--
American Indian or Alaska Native	6	127	2	1.6	--	--	--	--
Asian	3	95	4	4.2	--	--	--	--
	4	94	2	2.1	--	--	--	--
	5	130	5	3.8	--	--	--	--
	6	127	6	4.7	--	--	--	--
Filipino	3	95	3	3.2	--	--	--	--
	4	94	2	2.1	--	--	--	--
	5	130	10	7.7	--	--	--	--
	6	127	3	2.4	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3	95	49	51.6	47	45	8	0
	4	94	46	48.9	33	39	24	4
	5	130	56	43.1	39	36	23	2
	6	127	70	55.1	44	26	16	14
Native Hawaiian or Pacific Islander	5	130	2	1.5	--	--	--	--
White	3	95	33	34.7	15	42	15	27
	4	94	39	41.5	5	38	33	23
	5	130	45	34.6	20	27	20	33
	6	127	40	31.5	23	25	28	25
Two or More Races	3	95	1	1.1	--	--	--	--
	4	94	1	1.1	--	--	--	--
	5	130	10	7.7	--	--	--	--
	6	127	2	1.6	--	--	--	--
Socioeconomically Disadvantaged	3	95	45	47.4	36	51	9	4
	4	94	48	51.1	31	44	19	6
	5	130	46	35.4	41	46	11	2
	6	127	54	42.5	54	20	13	13
Students with Disabilities	3	95	16	16.8	50	44	0	6
	4	94	17	18.1	29	53	18	0
	5	130	25	19.2	56	28	8	8
	6	127	30	23.6	67	20	3	10
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

### 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	2012-13	2013-14	2014-15
Suspensions Rate	1.04	0.76	0.57
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	2.89	1.89	1.70
Expulsions Rate	0.11	0.18	0.15
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

**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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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	6	
Percent of Schools Currently in Program Improvement	66.7	

**Average Class Size and Class Size Distribution (Elementary)**

Average Class Size			Number of Classrooms*									
Grade	2012-13	2013-14	2014-15	1-20			21-32			33+		
				2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	30	29	28				6	6	6			
1	29	31	30				4	4	3			
2	25	25	24	1	1	1	4	3	4			
3	27	27	30				5	4	3			
4	26	31	29	1	1		4	1	3		2	
5	37	33	26			1				3	4	3
6	29	31	29	1	1	1			1	3	3	3
Other			15			1						

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)	.4625
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.

### Professional Development provided for Teachers

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. Since 2012-2013, the major focus for staff development has been 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$43,165
Mid-Range Teacher Salary	\$70,870	\$68,574
Highest Teacher Salary	\$95,849	\$89,146
Average Principal Salary (ES)	\$111,534	\$111,129
Average Principal Salary (MS)	\$120,491	\$116,569
Average Principal Salary (HS)	\$128,082	\$127,448
Superintendent Salary	\$279,692	\$234,382
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/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Saddleback Valley USD has identified Goals and Actions/Services to support students to be college and career ready and to demonstrate the 21st century skills of critical thinking, communication, collaboration, and creativity.

Goal 1- Improve literacy in all content areas.

Goal 2- Improve student proficiency in all subject areas: English/Language Arts, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages, and career technical education.

Goal 3- Improve access to, enrollment in and completion of a rigorous course of study.

Goal 4- Increase student engagement and parent involvement.

The District has implemented the following Actions and Services to support each Goal identified above:

- \* Develop and implement school site literacy goals for all students and specific goals for students in significant subgroups.
- \* Expand literacy intervention programs including prevention and early systematic intervention, appropriate materials, professional development and extended learning time options; provide focused support for students in grades 4-12 at the Intermediate Level of Proficiency at all school sites.
- \* Provide appropriate, current instructional materials.
- \* Provide staffing to support classrooms with Literacy Coaches/Academic Coach and ELD Coach.
- \* Support continued implementation of strategies for Designated and Integrated ELD.
- \* Expand intervention programs for at-risk students to prepare them for "a-g" courses.
- \* Expand Advancement Via Individual Determination (AVID).
- \* Increase the number of "a-g" approved courses and Advanced Placement/International Baccalaureate courses.
- \* Expand Counseling Services.
- \* Provide parent education regarding course pathways, graduation requirements, post-secondary opportunities, current academic standards; support parent participation and involvement in parent and advisory groups.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4358.05	251.28	\$3,873	\$78,907
District	◆	◆	4106.77	\$78,959
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			-5.7	1.9
Percent Difference: School Site/ State			-17.4	11.6

\* Cells with ◆ do not require data.