



Cielo Vista Elementary School

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2017-18 School Accountability Report Card Published During the 2018-19 School Year

Saddleback Valley
Unified School District



Saddleback Valley Unified School District

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District Governing Board

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Dr. Edward Wong, Vice President
Amanda Morrell, Clerk
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Greg Kunath, Member

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**Director, Communications and
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Liza Zielasko
Director, Elementary Education
Dr. Diane Clark
Director, Special Education
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Director, Student Services

School Description

The mission of Cielo Vista Elementary School is to celebrate each student and promote excellence through a safe learning community that empowers each student to achieve success and centers on respect for all aspects of the learning program.

At Cielo Vista students will become:

- Respectful & Responsible Citizens
- Effective Communicators
- Collaborative Workers
- Independent Learners

Our Vision:

Students will successfully progress in becoming college and career ready and demonstrate the 21st century skills of critical thinking, communication, collaboration, and creativity. The environment at Cielo Vista will encourage effective interaction between student, teacher and parents. Cielo Vista focuses on intentional lesson design, engaging strategies, and developing innovative practices that create successful students. We believe in creating a learning environment that guides students to develop their maximum potential in academic, physical, and social areas of individual growth. Cielo Vista supports the use of multiple assessments to recognize, monitor, report and improve student achievement. Collaborative analysis of school assessment data will guide the systematic planning for intervention, remediation, and acceleration.

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 Teacher Association (PTA), Meet the Masters, Student Council, Peer-Assistance Leadership (PAL), and a variety of enrichment programs in different subject matters. Cielo Vista is an AVID (Advancement Via Individual Determination) certified school that prepares our students to be college and career ready. We believe in building resiliency in all students promoting student voice and choice throughout the TK-6 educational experience. Cielo Vista also offers STMath and Reading Eggs to extend our on-line 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!

Fran Hansell, Ed.D., PRINCIPAL

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 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, 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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	197
Grade 1	98
Grade 2	105
Grade 3	83
Grade 4	85
Grade 5	110
Grade 6	98
Total Enrollment	776

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.3
Asian	5.3
Filipino	4.0
Hispanic or Latino	47.7
Native Hawaiian or Pacific Islander	0.8
White	37.1
Socioeconomically Disadvantaged	47.2
English Learners	32.9
Students with Disabilities	17.1
Foster Youth	0.1

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

Teacher Credentials			
Cielo Vista Elementary School	16-17	17-18	18-19
With Full Credential	30	33	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1,157
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Cielo Vista Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance by Benchmark Education Company Adopted 2017 Benchmark Adelante by Benchmark Education Company Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Math Expressions by Houghton Mifflin Harcourt Adopted 2014 Go Math by Houghton Mifflin Harcourt Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Scott Foresman California Science K-5 Adopted 2008 Prentice Hall CA Science Explorer Focus/Earth Science Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Reflections by Harcourt Adopted 2007 World History, Ancient Civil./Holt, Rinehart & Winston Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

We opened our school 26 years ago. Cielo Vista was modernized during the 2016-2017 school year. These renovations included new air conditioners, fire alarm system, lighting, sinks, counters, carpets, ceiling tiles, restrooms and cabinetry. The interior and exterior was painted and a new lunch structure was installed. New carpeting was installed in all of the portables as well. Over time we have added 27 portable buildings to our school. The district childcare center (TLC) uses three additional portables. All playground equipment meets new state safety standards. New Epson interactive Boards and document cameras have been installed in classrooms and additional wireless access points were installed. In grades 2-6 we have one-to-one technology with Chromebooks and we provide desktop computers and iPads in kindergarten through third grade classrooms.

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: September 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Stained/broken ceiling tiles, to be replaced by plant foreman or maintenance
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	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.

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, which 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); and
- 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	52.0	55.0	64.0	65.0	48.0	50.0
Math	39.0	40.0	51.0	52.0	37.0	38.0

Note: 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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.7	22.9	37.6

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	372	361	97.04	54.85
Male	201	197	98.01	53.81
Female	171	164	95.91	56.10
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100.00	93.75
Filipino	11	11	100.00	63.64
Hispanic or Latino	209	199	95.22	43.72
White	119	118	99.16	67.80
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	203	195	96.06	41.03
English Learners	157	151	96.18	41.72
Students with Disabilities	71	69	97.18	14.49
Foster Youth	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	372	364	97.85	40.11
Male	201	197	98.01	44.16
Female	171	167	97.66	35.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100	75
Filipino	11	11	100	63.64
Hispanic or Latino	209	202	96.65	25.74
White	119	118	99.16	57.63
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	203	198	97.54	25.76
English Learners	157	154	98.09	28.57
Students with Disabilities	71	69	97.18	13.04
Foster Youth	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Our School Site Council (SSC), which always includes parent members, approves the school's annual plan and budget expenditures. Our English Language Advisory Committee (ELAC), which also includes parents, helps students learning English feel welcome at our school. Cielo Vista also hosts a Title 1 evening meeting to discuss our school's goals and programs and an informational AVID night for parents to understand how we support college and career readiness at school. Our PTA has more than 300 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, Shelly Reed, at (949) 589-7456.

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.

School Safety Plan

Cielo Vista is focused on providing a safe and effective learning environment where every child is valued and has opportunities to learn and grow. We hold high expectations for our students, we value a strong home-school connection, and we respect the needs of each student. We utilize a comprehensive school wide positive behavior intervention and support (PBIS) program called HAWK PRIDE, to teach student safety and appropriate behavior in the classroom and on our school campus. 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	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.6	0.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.8	1.8	1.9
Expulsions Rate	0.1	0.2	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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 (non-teaching)	
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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	28	29	23			2	6	5	7			
1	29	32	29				3	3	3			
2	21	23	30	1	1		3	3	3			
3	29	29	25			1	4	3	3			
4	28	29	28		1		3		3		3	
5	24	24	34	1	1		1	3		1		3
6	29	23	32	1	1		1	3	2	3		1
Other	7		5	1		2						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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. 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. Cielo Vista teachers have participated in KAGAN engagement strategies training and the Summer Institute for AVID. Our teachers have participated in numerous Professional development opportunities for the new ELA adoption Benchmark Advance. Cielo Vista staff have also starting training and professional development with Thinking Maps in the 2017/18 school year.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$47,903
Mid-Range Teacher Salary	\$76,027	\$74,481
Highest Teacher Salary	\$102,824	\$98,269
Average Principal Salary (ES)	\$127,800	\$123,495
Average Principal Salary (MS)	\$133,873	\$129,482
Average Principal Salary (HS)	\$154,800	\$142,414
Superintendent Salary	\$270,000	\$271,429
Percent of District Budget		
Teacher Salaries	38.0	35.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5145.88	312.38	4833.51	93561.45
District	◆	◆	4833.51	\$83,025
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			0.0	11.9
Percent Difference: School Site/ State			-38.3	14.7

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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.

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).

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.