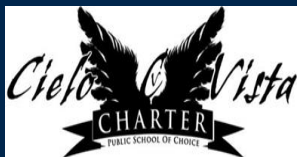


Cielo Vista Charter School

650 Paseo Dorotea • Palm Springs, CA 92264-1406 • 760-416-8250 • Grades TK-7
Devlinn Clinton/Jennifer Geyer, Principal
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<http://www.cielovistacharter.com/>



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



Cielo Vista Charter

980 East Tahquitz Canyon Way
Palm Springs, CA 92262
(760) 416-6000
www.psusd.us

District Governing Board

Karen Cornett, Member
Shari Stewart, President
Richard Clapp, Member
John Gerardi, Clerk
James Williamson, Member

District Administration

Christine J. Anderson, Ed. D
Superintendent
Mauricio Arellano
**Assistant Superintendent,
Human Resources**

Mike Swize, Ed. D.
**Assistant Superintendent,
Educational Services**

Brian J. Murray, Ed.D.
**Assistant Superintendent,
Business Services**

Mission Statement:

Cielo Vista Charter School creates a safe environment that fosters the social, emotional, intellectual, and character growth of our students. A sense of unity exists between family, school, and community. Our cooperative learning environment enables the students to reach their full potential as responsible, informed citizens, and lifelong learners.

Cielo Vista Vision:

Our vision defines the kind of school we are and aspire to become. It is the foundation of all our school programs. All stakeholders in the Cielo Vista Charter (“CVC” or “Charter School”) community (teachers, parents, staff, students, administrators, and community leaders) will be actively engaged in working collaboratively to help all students increase academic proficiency based on California content and performance standards. State of the art 60/40 laptop technology (60% technology and 40% traditional paper pencil) co-curriculum and hands-on academic activities will be enhanced to achieve this vision.

1. We provide a safe, welcoming, and clean school environment.
2. We develop the highest competence in academic, intellectual, and social skills.
3. We are developing the child as a whole by delivering music, arts, nutrition, and physical education thus reaching the left and right sides of the whole child’s brain.
4. We promote the integration of technology throughout the entire curriculum.
5. We build students of strong character through trustworthiness, respect, responsibility, fairness, caring, and citizenship (Character Counts!).
6. We foster teamwork while embracing individual differences within our learning community.
7. We expand students’ knowledge and understanding of the community, nation, and world.
8. We develop and maintain partnerships that support education of our youth through service to their community.

The Cielo Vista Charter Eagles SOAR to new heights.

School Description:

Cielo Vista Charter School is located in the southeastern part of Palm Springs. As one of sixteen elementary schools in the Palm Springs Unified School District, Cielo Vista Charter serves approximately 820 students in grades kindergarten through seventh. We have two co-principals, 36 teachers, one resource teacher and one school counselor. As a dependent charter school of Palm Springs Unified School District (PSUSD), CVC implements the goals of the district and is committed to providing quality standards based education in all areas, as reflected in our Single Plan for Student Achievement (SPSA), which meets the needs of all students. The Cielo Vista Charter staff not only strives to promote academic excellence, safety, self-esteem, and character building, but also understands and appreciates individual differences. Teachers continue to review data, evaluate strengths and challenges, and use effective teaching strategies and standards-based materials to enable students to learn at their highest ability levels. The staff focuses instruction on the individual needs of the students in their classrooms. Data analysis, using OARS and EADMS, is used to measure common core standards based proficiency. The staff has participated in staff development at the school site and through district provided events and have been fully trained in research-based teaching strategies such as Project Based Learning, Direct Instruction, Professional Learning Communities, Turn Around Schools, one to one Google Chromebook Technology training, SPARKS and SDAIE. Parents, community and staff work together in fostering student growth in all areas. Utilizing resources from the community, home and school, each student is encouraged to become a positive influence in our society. Cielo Vista Charter is a proud recipient of both the 2013-2014 California Distinguished School Award and the 2013-2014 Exemplary Program Award for PE and Nutrition. Our PE coordinator was also presented with the Coachella Valley Health Collaborative 2014 Healthy Living Challenge Award.

Many parents are employed in the service areas of the desert communities. Although they have very busy working days, our parents still find time to be supportive of our programs, volunteering a minimum of 10 hours each year. There is an active and knowledgeable School Site Council and, under the guidance of the Parent Teacher Group president, a strong nucleus of parents is actively involved in school activities. There are monthly Student Success Team meetings, and a full time speech therapist and a one day weekly school psychologist. An after school program provides a variety of sports, art and academic activities from 3:00 - 6:00 every day. This program services approximately 100 students. A monthly newsletter is sent out in Spanish and English. Cielo Vista Charter has a volunteer program developed to support those students who have a need for additional positive adult support, these volunteers work with individual students to facilitate learning and support their education.

In 2015, CVC expanded its program to include a middle school portion as it expanded to 7th grade. In 2016, they will be expanding once again to include 8th grade. The middle school program is noted for exceptional academics and hands on teaching based on a project based approach to instruction. Students rotate classrooms on an A/B schedule allowing them longer blocks of time to deepen their understanding of core content areas. Middle school students are given the opportunity to participate in elective classes ranging from leadership to STEM based practices. All students also participate in a Spanish class that is geared to assist them in meeting A-G course requirements for California university admissions beginning in 7th grade. In preparation for this language requirement, 3rd-5th grade students participate in language acquisition through an online Rosetta Stone program. All 4-7th students chose to increase their musical knowledge and abilities by participating in our band or choir programs each year. Students are given the opportunity to explore areas of interest through extra curricular activities including after school intramurals and clubs, such as the Science and Robotics clubs.

Cielo Vista makes a strong effort to secure community support with volunteers and for financial aid. We have a library of 12,000 plus books and 26 computers in our lab. Currently, we have a one to one mobile learning devices for all students in grades TK - 7 .

The Single Plan for Student Achievement is updated annually by the Cielo Vista Charter School Site Council and approved by both the CVC Board and the PSUSD Board. We evaluate the effectiveness of our SPSA yearly after SBAC scores are released and our SSC and other leadership groups have had the opportunity to review all student achievement data. Monitoring comments will be added to our SPSA throughout the year. Revisions to our SPSA, and subsequent Board approval, will occur if there are substantial budget and/or material changes during the school year.

We are not a Title I school.

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 760-416-8250 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	122
Grade 1	113
Grade 2	121
Grade 3	115
Grade 4	126
Grade 5	86
Grade 6	70
Total Enrollment	753

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.1
Asian	0.4
Filipino	4.9
Hispanic or Latino	72.8
White	17.1
Two or More Races	1.5
Socioeconomically Disadvantaged	79.9
English Learners	45.4
Students with Disabilities	2.9
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 Charter School	13-14	14-15	15-16
With Full Credential	29	33	38
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Cielo Vista Charter	13-14	14-15	15-16
With Full Credential	♦	♦	1024
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	39

Teacher Misassignments and Vacant Teacher Positions at this School			
Cielo Vista Charter School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	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
This School	100.0	0.0
Districtwide		
All Schools	99.3	0.7
High-Poverty Schools	99.3	0.7
Low-Poverty Schools	0.0	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)

The District's Textbook Selection Committee, comprised of teacher representatives from every grade level, with public input, choose the curriculum used. All textbooks are adopted from the most recent state-approved and local governing board approved list. All textbooks are consistent with the content and cycles of the curriculum frameworks, adopted by the SBE. Every student including English Learners have access to their own textbooks and instructional materials. If textbooks or instructional materials are needed, they are requested from the district's textbook room where they store such materials. If a book is worn, it is replaced and the worn copy is sent back to the textbook room to be discarded. Cielo Vista Charter has the right to choose their own curriculum as long as it is chosen from the state approved list.

Textbooks and Instructional Materials Year and month in which data were collected: 8/2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Macmillan/McGraw-Hill Treasures 10/11 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Great Minds/ Eureka Math 15/16 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Delta Education/FOSS 05/06 Harcourt/California Science 07/08 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	California Reflections 05/06 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Cielo Vista Charter was built in 1955 with nine permanent classrooms. The school was modernized in 1995. The staff worked with the architects to design the school to facilitate learning. We have a multi-purpose room, office, 36 classrooms, library- technology center, and a district run Child Care Center that is located on the southwest corner of our site.

The library contains over 12,000 books. We also have classroom libraries for each classroom at various reading levels.

We have two daytime custodians and a nightly cleaning crew from our contracted cleaning company. Regular and preventive maintenance is handled daily and emergencies are given more immediate attention.

We are a closed campus. All gates are locked after the start bell rings. All visitors must come through the office and check in and receive a badge before entering the campus.

We have installed an outdoor shade structure with a misting system so that students have a place to eat outdoors and fencing installed around kindergarten classroom area to ensure the students' safety.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/24/2015				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Work Order on file in M&O Dept. Office
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/24/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], 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	57	32	44
Math	55	20	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	61	81	70	50	50	44	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	14.10	21.20	38.80

* 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	44
All Student at the School	70
Male	73
Female	68
Black or African American	--
Filipino	--
Hispanic or Latino	56
White	94
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	16
Students with Disabilities	68
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	112	112	100.0	19	25	29	28
	4	126	126	100.0	17	23	38	21
	5	86	86	100.0	27	20	28	24
	6	70	68	97.1	13	25	43	19
Male	3		51	45.5	24	27	27	22
	4		63	50.0	21	22	41	16
	5		44	51.2	32	25	27	16
	6		35	50.0	11	23	49	17
Female	3		61	54.5	15	23	30	33
	4		63	50.0	14	24	35	25
	5		42	48.8	21	14	29	33
	6		33	47.1	15	27	36	21
Black or African American	3		2	1.8	--	--	--	--
	4		7	5.6	--	--	--	--
	5		3	3.5	--	--	--	--
	6		4	5.7	--	--	--	--
Asian	6		1	1.4	--	--	--	--
Filipino	3		7	6.3	--	--	--	--
	4		8	6.3	--	--	--	--
	5		9	10.5	--	--	--	--
	6		4	5.7	--	--	--	--
Hispanic or Latino	3		77	68.8	26	30	27	17
	4		88	69.8	17	26	40	16
	5		54	62.8	35	22	28	13
	6		45	64.3	18	33	36	13
White	3		22	19.6	5	14	27	55
	4		21	16.7	14	10	38	38
	5		17	19.8	6	24	35	35
	6		13	18.6	8	8	46	38
Two or More Races	3		4	3.6	--	--	--	--
	4		2	1.6	--	--	--	--
	5		3	3.5	--	--	--	--
	6		1	1.4	--	--	--	--
Socioeconomically Disadvantaged	3		91	81.3	23	29	24	24
	4		95	75.4	19	26	40	15
	5		67	77.9	28	24	31	15
	6		52	74.3	15	29	40	15

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
English Learners	3		52	46.4	27	25	31	17
	4		58	46.0	22	24	40	14
	5		21	24.4	71	14	5	5
	6		11	15.7	55	9	36	0
Students with Disabilities	3		2	1.8	--	--	--	--
	4		3	2.4	--	--	--	--
	5		5	5.8	--	--	--	--
	6		2	2.9	--	--	--	--
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	112	112	100.0	11	20	46	23
	4	126	125	99.2	9	38	39	14
	5	86	85	98.8	27	31	22	20
	6	70	68	97.1	22	28	29	21
Male	3		51	45.5	8	18	49	25
	4		63	50.0	6	33	46	14
	5		44	51.2	32	32	16	20
	6		35	50.0	11	31	34	23
Female	3		61	54.5	13	21	44	21
	4		62	49.2	11	42	32	15
	5		41	47.7	22	29	29	20
	6		33	47.1	33	24	24	18
Black or African American	3		2	1.8	--	--	--	--
	4		7	5.6	--	--	--	--
	5		3	3.5	--	--	--	--
	6		4	5.7	--	--	--	--
Asian	6		1	1.4	--	--	--	--

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
Filipino	3		7	6.3	--	--	--	--
	4		8	6.3	--	--	--	--
	5		9	10.5	--	--	--	--
	6		4	5.7	--	--	--	--
Hispanic or Latino	3		77	68.8	14	26	39	21
	4		87	69.0	8	39	39	14
	5		53	61.6	36	34	19	11
	6		45	64.3	29	27	29	16
White	3		22	19.6	0	5	68	27
	4		21	16.7	14	19	43	24
	5		17	19.8	12	24	29	35
	6		13	18.6	8	23	31	38
Two or More Races	3		4	3.6	--	--	--	--
	4		2	1.6	--	--	--	--
	5		3	3.5	--	--	--	--
	6		1	1.4	--	--	--	--
Socioeconomically Disadvantaged	3		91	81.3	13	23	45	19
	4		95	75.4	8	42	39	11
	5		66	76.7	30	36	20	14
	6		52	74.3	25	27	29	19
English Learners	3		52	46.4	13	21	46	19
	4		58	46.0	10	41	34	14
	5		20	23.3	65	35	0	0
	6		11	15.7	64	27	9	0
Students with Disabilities	3		2	1.8	--	--	--	--
	4		3	2.4	--	--	--	--
	5		5	5.8	--	--	--	--
	6		2	2.9	--	--	--	--
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

Cielo Vista Charter has a School Site Council (SSC), which is involved in school policy making, planning and implementing the school plan, and in budget approval. Parents and SSC members are invited to attend training for all school site council members to develop their leadership in governance, advisory, and advocacy roles.

Parents are considered to be an integral part of the school, as they are the primary educators of their children and their involvement is a major contributor to the overall success of the school. Parents have a vital role in the education of their children. The CVC vision is to increase parental involvement through having room parents in each classroom, a co-principal's parental advisory council, home communication, and parent classes. CVC strongly believes in the educational success of every child. All parents are asked to give at least 10 hours of service to the school throughout the school year. Administration sends home monthly newsletters to parents as a way to promote clear communication between the school and the families. Teachers send home progress reports and weekly communication folders to promote open communication of school programs and students' progress.

Cielo Vista Charter has a very active Parent Teacher Group, whose members reflect the diversity of our student population. PTG members are active in all aspects of the school's function. PTG (Parent Teacher Group) meets monthly on the third Friday of the month from 8:00-10:00 AM. As part of their agreed upon responsibilities, they organize all fundraising, parent family nights, uniform sales, and organizing volunteers and community outreach programs.

Parent surveys are distributed annually to receive input regarding all aspects of the school. This data is used in developing the school plans and programs. Cielo Vista Charter also has a Back to School Night, parent conferences, and parent education nights. Cielo Vista Charter school provides accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students, and in the development of the CVC parent involvement policy by ensuring that they are given a current copy of the CVC Parent Involvement Policy during Back to School Night and the first ELAC meeting of the year and are asked for their input on modifying the plan. In addition, modifications are made for all parents to access the policy and provide feedback on possible revisions. The Cielo Vista Charter Involvement Policy is distributed to all parents at the beginning of each school year. Also, a Cielo Vista Charter Compact has been developed and approved by staff and parents for use. The signed compacts are on file in the Cielo Vista Charter office.

Contact Person Name: Devlinn Clinton or Jennifer Geyer Contact Person Phone Number: 760-416-8250

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

Our safe school plan consists of the following components:

Component #1

Increase Nutrition and Physical Education instruction for every student

Component #2

Install a complete emergency kit in every classroom

Date School Safety Plan last reviewed: 2/17/2015

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.50	0.38	0.52
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	6.94	5.92	5.64
Expulsions Rate	0.46	0.33	0.36
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
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
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
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		18
Percent of Schools Currently in Program Improvement		69.2

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	31	29	24				5	5	5			
1	29	29	28				4	4	4			
2	32	29	30				4	4	4			
3	32	31	29				2	4	4	1		
4	27	30	32				4	3	4			
5	31	32	29				4	1	3		2	
6	32	28	23				6	18	18	6		

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.00
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.20
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	0.60
Resource Specialist	1.00
Other	
Average Number of Students per Staff Member	
Academic Counselor	160

* 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

The entire staff is offered opportunities throughout the year to attend conferences within the spectrum of our school plan. Our staff meetings provide staff development on curriculum standards and/or teaching strategies. Paraprofessionals and other staff are provided an opportunity and encouraged to participate in the same professional development activities as teachers. Everyone is encouraged to attend college or university classes to continue their education. Having every teacher become highly qualified is our goal.

This year we are focusing staff development on implementing best practice systems, including process writing, Project Based Learning, GATE strategies, Student engagement strategies and Data Analysis. Our staff newsletter contains information that reinforces this learning and/or provides new information to support staff. The administration is in each classroom and provides ongoing support as necessary. The school district provides new teacher support through BTSA (Beginning Teacher Support and Assessment) and PAR (Peer Assistance Review) throughout the year. CVC teachers participate in ongoing staff development for Project Based Learning, EADMS, OARS, Character Counts, California Treasures Language Arts, Common Core Mathematics, Professional Learning Communities, K-12 Alliance for Math and Science, Meyer-Briggs Personality Traits, Thinking Maps and the writing process throughout the year. Other staff development workshops and training attended by our leadership team, teachers and classified staff at Cielo Vista Charter in 2013-2014 include Thinking Maps, PBL, PLC, Discovery Education Unitedstreaming, and Turn Around Schools training.

Members of our School Site Council (SSC) are required to attend SSC training which is offered annually.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,791	\$43,165
Mid-Range Teacher Salary	\$65,423	\$68,574
Highest Teacher Salary	\$90,847	\$89,146
Average Principal Salary (ES)	\$119,924	\$111,129
Average Principal Salary (MS)	\$119,400	\$116,569
Average Principal Salary (HS)	\$137,564	\$127,448
Superintendent Salary	\$210,585	\$234,382
Percent of District Budget		
Teacher Salaries	31%	38%
Administrative Salaries	4%	5%

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

Types of Services Funded

Student Achievement services: Academic Coaches, Parent Education Nights, Teaching materials and supplies, Staff development - GATE, Process Writing and PBL professional development

For GATE students: Professional development and support provided by Erik Mickelson

Program improvement services for Underachieving students: Academic Coaches, Reading Intervention, ASES Afterschool Program, Teaching materials and supplies, curriculum and instructional support, local testing services, ELL services, standards and assessment support, and accounting services

Program improvement services for Special Education: Title I program services, curriculum and instructional support, local testing services, ELL services, standards and assessment support, and accounting services

Program improvement services for English Language Learners: Academic Coaches, Reading Intervention, ASES Afterschool Program, Teaching materials and supplies, curriculum and instructional support, local testing services, ELL services, standards and assessment support, and accounting services

Program improvement services for Homeless Students: Community outreach services, Free and reduced lunch program, Free uniforms and shoes, Equal access to all school programs, Homeless education programs

Other services: Supervision aides, Peer Mediation, School Counselor, Character Counts materials

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,374	\$22	\$6,352	79,946
District	♦	♦	\$6,996.03	\$73,970
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			-9.2	8.1
Percent Difference: School Site/ State			18.8	9.6

* Cells with ♦ do not require data.