School Accountability Report Card

Cielo Vista Charter School

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located 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. Academic Performance Index API, Adequate Yearly Progress AYP), test data, enrollment, 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 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the *2012-13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

Contact Information (School Year 2013-14)

This section provides the school's contact information.

School		District	
School Name	Cielo Vista Charter School	**District Name**	Palm Springs Unified School District
Street	650 Paseo Dorotea	**Phone Number**	760-416-6000
City, State, Zip	Palm Springs, CA 92264-1406	**Web Site**	www.psusd.us
Phone Number	760-416-8250	**Superintendent**	Christine J. Anderson, Ed.D.
Principal	Lynda Lake	**E-mail Address**	canderson@psusd.us
E-mail Address	llake@psusd.us	**CDS Code**	33-67173-6032411

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Vision
Our vision defines the kind of school we are and aspire to become. It is the foundation of all our school programs.

1. We provide a safe, welcoming, and clean school environment.
2. We develop the highest competence in academic, intellectual, and social skills.
3. We promote creative abilities through music and the arts.
4. We build students of strong character through trustworthiness, respect, responsibility, fairness, caring, and citizenship.
5. We foster teamwork while embracing individual differences, within our learning community.
6. We expand students' knowledge and understanding of the community, nation, and world.
7. We develop and maintain partnerships that support the education of our youth through service to their community.

The Cielo Vista Charter Eagles SOAR to new heights.

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 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 774 students in grades kindergarten through six. We have one principal, one site coordinator, 28 teachers, and one resource teacher. 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 School Site Plan (SPSA), which meets the needs of all students. At Cielo Vista Charter School there are GATE (Gifted and Talented Education) clusters in four classes, third, fourth, fifth and sixth. The programs' curriculum extends beyond the grade level to include enrichment activities such as computer usage through the 24/7 computer program and instruction in classic literature. 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, is used to measure 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, 24/7 Apple Technology training 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.
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. 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 meeting, and a full time speech therapist and a one day weekly school psychologist. An afterschool program provides a variety of sports, art and academic activities from 3:15 - 6:15 every day. This program services 108 students.
The 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, currently with five mentors who work with individual students to facilitate learning and support their education. A Diversity Garden containing plants from every continent in the world has been established. Classes are encouraged to read and work in the garden. Each plant is marked with its area of origin and students read about their own origin from this garden. Our student painted ram sculpture watches over the garden. The students, in conjunction with the Agua Caliente Cultural Museum, hand painted a mural depicting the San Jacinto mountains, the school mascot (eagle) and children dressed in contemporary and Cahuilla clothing.
Cielo Vista makes a strong effort to secure community support with volunteers and for financial aide. We have a library of 12,000 plus books and 20 computers in our lab. Computers are also located in all classrooms. Currently, we have 3 classrooms participating in the District's 24/7 computer program.
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 will evaluate the effectiveness of our SPSA shortly after CST 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.

Title I Centralized Services
Our school receives services that are central office-managed. Set-aside Title I funds from our sites are centrally allocated as follows:
Title I Centralized $10,617
Title I Program Improvement $7,340
Title I Supplemental Education Services $22,021
Title I Professional Development $22,021
Title I Parent Participation - $1,468
Homeless Education - $708
Early Childhood Education - $9,346
Title IV - Safe and Drug Free Schools
Gifted and Talented Education

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name:	Lynda Lake	Contact Person Phone Number:	760-416-8250

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. Price Parenting classes and parent involvement courses are offered in both English and Spanish to the parents at Cielo Vista Charter.
The principal 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 Friday folders to promote 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. They have an area on campus where they hold their meetings and work on projects anytime they wish.
The school's community aide works with parents in need of community support services.

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 which are funded in part with Title I parent involvement monies.
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 CVCS parent involvement policy by ensuring that they are given a current copy of the CVCS 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.

Student Enrollment by Grade Level (School Year 2012-13)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	153	Grade 8	0
Grade 1	115	Ungraded Elementary	0
Grade 2	126	Grade 9	0
Grade 3	97	Grade 10	0
Grade 4	110	Grade 11	0
Grade 5	122	Grade 12	0
Grade 6	64	Ungraded Secondary	0
Grade 7	0	Total Enrollment	787

Student Enrollment by Student Group (School Year 2012-13)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.30%	White	19.10%
American Indian or Alaska Native	0.40%	Two or More Races	2.20%
Asian	0.80%	Socioeconomically Disadvantaged	77.40%
Filipino	6.50%	English Learners	45.40%
Hispanic or Latino	67.90%	Students with Disabilities	3.70%
Native Hawaiian or Pacific Islander	0.00%		

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2010-11 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2011-12 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2012-13 Avg. Class Size	Number of Classrooms 1-20	21-32	33+
Kindergarten	31.2	0	5	0	30.8	0	4	0	31.0	0	5	0
1	30.3	0	3	0	29.5	0	4	0	29.0	0	4	0
2	29.8	0	4	0	32.0	0	3	0	32.0	0	4	0
3	29.8	0	4	0	28.8	0	4	0	32.0	0	2	1
4	33.7	0	0	3	31.8	0	4	0	22.0	1	4	0
5	30.8	0	3	1	32.0	0	2	1	31.0	0	4	0
6	--	--	--	--	--	--	--	--	32.0	0	6	6
Other	--	--	--	--	--	--	--	--	--	--	--	--

III. School Climate

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan.

Our safe school plan consists of the following components:
Component #1
Educate students on nutrition and healthy life choices.

Component #2
Make the North Gate ingress and egress safer for the parents and students.

Date School Safety Plan last reviewed: 2/21/2014

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of suspended students suspended divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	1.46	1.30	0.64	18.44	15.97	14.69
Expulsions	0.00	0.00	0.00	0.74	0.73	0.65

IV. School Facilities

School Facility Conditions (School Year 2013-14)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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, 28 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 one daytime custodian 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 recently had an outdoor shade structure installed so that students have a place to eat outdoors and fencing installed around kindergarten classroom area to ensure the students' safety.

Planned Improvements (School Year 2013-2014)

Trim the trees and reseed the grass area in front of the school. New playground equipment is scheduled to be installed in March 2013.

School Facility Good Repair Status (School Year 2013-14)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item 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			
Restrooms/Fountains: Restrooms, Sinks	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

Overall Summary of School Facility Good Repair Status (School Year 2013-14)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			

Date of inspection: 1/9/2014
Completion date of inspection form: 1/12/2014

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	--	--	--	425
Without Full Credential	--	--	--	4
Teaching Outside Subject Area of Competence	--	--	--	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). 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.

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Taught by Non-Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

Note: 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.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.00	0
Counselor (Social/Behavioral or Career Development)	0.00	--
Library Media Teacher (Librarian)	0.00	--
Library Media Services Staff (paraprofessional)	1.00	--
Psychologist	0.20	--
Social Worker	0.00	--
Nurse	0.20	--
Speech/Language/Hearing Specialist	0.60	--
Resource Specialist (non-teaching)	1.00	--
Other	0.00	--

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2013-14)

Textbook Information

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. Information should also be provided specifying whether these instructional materials were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board.

The District's Textbook Selection Committee, comprised of teacher representatives from every grade level, with pubic 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.

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

Textbook List

This table displays textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science.

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Macmillan/McGraw-Hill Treasures	10-11
History-Social Science	California Reflections	05-06
Mathematics	Pearson/enVision Math	08/09
Science	Delta Education/FOSS	05/06
Science	Harcourt/California Science	07/08

Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Textbook Information Collection Date: 2/21/2014

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	$5,405.00	$667.00	$4,738.00	$69,904.00
District	--	--	$5,894.45	$71,323.00
Percent Difference - School and District	--	--	-24.41 %	-2.03 %
State	--	--	$5,537.00	$69,704.00
Percent Difference - School and State	--	--	-16.86 %	0.29 %

Types of Services Funded (Fiscal Year 2012-13)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

For GATE students:
John Delandtsheer
Teaching Materials and Supplies

For Underachieving students:
Afterschool Intervention
ASES Afterschool Program
Teaching materials and supplies
Title I program services, curriculum and instructional support, local testing services, ELL services, standards and assessment support, and accounting services
Program Improvement services

For School Improvement:
Title I program services, curriculum and instructional support, local testing services, ELL services, standards and assessment support, and accounting services
Program Improvement services
Teacher on Special Assignment
Parent Education Nights
Supplemental educational services
Community aide
Resource clerk
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
Teaching materials and supplies
Staff development

For English Language Learners:
Afterschool Intervention
Teaching materials and supplies
Title I program services, curriculum and instructional support, local testing services, ELL services, standards and assessment support, and accounting services
Program improvement services

For Homeless Students:
Community aide assists with community outreach services
Free and reduced lunch program
Free uniforms and shoes
Equal access to all school programs
Homeless education programs

Other:
Supervision aides
Character Counts materials
PBL professional development
Social Sciences professional development

Teacher and Administrative Salaries (Fiscal Year 2011-12)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	$42,328.00	$41,462.00
Mid-Range Teacher Salary	$61,826.00	$66,133.00
Highest Teacher Salary	$85,851.00	$85,735.00
Average Principal Salary (Elementary)	$106,593.00	$107,206.00
Average Principal Salary (Middle)	$114,623.00	$111,641.00
Average Principal Salary (High)	$134,651.00	$122,628.00
Superintendent Salary	$200,000.00	$225,176.00
Percent of Budget for Teacher Salaries	39.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on the modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards or without accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

	School			District			State		
Subject	**2010-11**	**2011-12**	**2012-13**	**2010-11**	**2011-12**	**2012-13**	**2010-11**	**2011-12**	**2012-13**
English-Language Arts	65%	67%	74%	46%	46%	45%	54%	56%	55%
Mathematics	83%	85%	88%	43%	43%	42%	49%	50%	50%
Science	77%	82%	61%	51%	52%	50%	57%	60%	59%
History-Social Science				36%	38%	39%	48%	49%	49%

Note: 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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	45%	42%	50%	39%
All Students at the School	74%	88%	61%	
Male	75%	89%	70%	
Female	72%	86%	55%	
Black or African American	83%	79%		
American Indian or Alaska Native				
Asian				
Filipino	79%	95%	91%	
Hispanic or Latino	70%	86%	51%	
Native Hawaiian or Pacific Islander				
White	83%	90%	74%	
Two or More Races				
Socioeconomically Disadvantaged	70%	85%	53%	
English Learners	56%	81%	26%	
Students with Disabilities	74%	81%		
Students Receiving Migrant Education Services				

Note: 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.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.30%	23.70%	44.90%
7			
9			

Note: 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	7	8	8
Similar Schools	10	10	10

API Performance Index Growth by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score.

Group	School		District		State		School - Actual API Change		
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	10-11	11-12	12-13
All Students at the School	500	904	16,801	752	4,655,989	790	36	9	16
Black or African American	21	910	898	703	296,463	708	--	--	--
American Indian or Alaska Native	3	--	85	739	30,394	743	--	--	--
Asian	3	--	185	873	406,527	906	--	--	--
Filipino	38	936	439	862	121,054	867	--	--	--
Hispanic or Latino	320	889	12,513	735	2,438,951	744	26	12	23
Native Hawaiian or Pacific Islander	0	--	38	844	25,351	774	--	--	--
White	104	942	2,474	816	1,200,127	853	--	12	2
Two or More Races	11	852	169	792	125,025	824	--	--	--
Socioeconomically Disadvantaged	375	887	14,631	738	2,774,640	743	35	10	12
English Learners	203	874	7,484	692	1,482,316	721	22	7	23
Students with Disabilities	32	850	1,525	579	527,476	615	--	--	--

Note: "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.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:
• Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)
Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria (School Year 2012-13)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	n/a	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		19
Percent of Schools Currently in Program Improvement		90.5%

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

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.

Last year included four minimum and two entire days for staff development. Our staff newsletter contains information that reinforces this learning and/or provides new information to support staff. The principal is in each classroom and provides 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 staff development for Project Based Learning, OARS, Treasures Reading, Writing, 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 trainings attended by our leadership team, teachers and classified staff at Cielo Vista Charter in 2010-2011 include Thinking Maps, PBL, PLC, Unitedstreaming, and Turn Around Schools training.

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

Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days per School Year		
	2010-11	**2011-12**	**2012-13**
Annual number of school days dedicated to staff development	2	2	2