

# Del Cerro Elementary School

24382 Regina Street • Mission Viejo CA, 92691 • (949) 830-5430 • Grades K-6

Dr. Larry Callison, Principal

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



### Saddleback Valley Unified School District

25631 Peter A. Hartman Way  
Mission Viejo CA, 92691  
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www.svusd.org

#### District Governing Board

Suzy Swartz

Ginny Faye Aitkens

Dolores Winchell

Dennis Walsh

Don Sedgwick

#### District Administration

Dr. Clint Harwick  
**Superintendent**

Terry Stanfill  
**Assistant Superintendent, Human Resources**

Geri Partida  
**Assistant Superintendent, Business**

Dr. Kathy Dick  
**Assistant Superintendent, Educational Services**

Tammy Blakely  
**Assistant to the Superintendent/Director, Pupil Services**

Laura Ott  
**Director, Secondary Education**

Terry Petersen  
**Director, Elementary Education**

Diane Lohrman  
**Director, Special Education/SELPA**

### School Description

Del Cerro Elementary School is an exceptional place for student learning, parent involvement, and community activities. We believe that by empowering students with the necessary tools to be literate, thinking, technology-using citizens, we prepare them for the challenges of the 21st century.

Our staff, parents, and community share a common vision, and together we create an academically rigorous education for all students. Our curriculum balances enriching learning opportunities and quality support programs. We are committed to implementing the California Content Standards in a systematic and meaningful way while providing an environment that encourages social growth and civic responsibility.

Everyone has a place at Del Cerro. Parents, students, and community members work together to provide a positive, caring, and welcoming environment where all students learn. Please come and visit! We always welcome new parent volunteers.

Dr. Larry Callison, PRINCIPAL

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (949) 830-5430.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	47
Gr. 1	77
Gr. 2	81
Gr. 3	69
Gr. 4	85
Gr. 5	88
Gr. 6	97
<b>Total</b>	<b>544</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.0
Asian	9.4
Filipino	3.1
Hispanic or Latino	25.0
Native Hawaiian/Pacific Islander	0.2
White	52.8
Two or More Races	7.9
Socioeconomically Disadvantaged	30.1
English Learners	14.2
Students with Disabilities	14.7

## 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			
Del Cerro Elementary School	12-13	13-14	14-15
<b>Fully Credentialed</b>		23	23
<b>Without Full Credential</b>		0	0
<b>Teaching Outside Subject Area of Competence</b>		0	0
Saddleback Valley Unified School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Del Cerro Elementary School	12-13	13-14	14-15
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00	0.00
Districtwide		
<b>All Schools</b>	100.00	0.00
<b>High-Poverty Schools</b>	100.00	0.00
<b>Low-Poverty Schools</b>	100.00	0.00

\* 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 2014-15)**

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: November 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>High Point Basics Student Book Adopted 2004</p> <p>HM Reading: A Legacy of Literature Adopted 2004</p> <p>Holt Literature and Language Arts Adopted 2004</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Math Expressions by Houghton Mifflin Harcourt Adopted 2014</p> <p>Go Math by Houghton Mifflin Harcourt Adopted 2014</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Scott Foresman California Science K-5 Adopted 2008</p> <p>Prentice Hall CA Science Explorer Focus/Earth Science Adopted 2008</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Reflections by Harcourt Adopted 2007</p> <p>World History, Ancient Civil./Holt, Rinehart &amp; Winston Adopted 2007</p>

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

Del Cerro is the core of the neighborhood and is celebrating its 39th year. Classrooms are all 900 square feet to provide a positive learning space. The school houses a library media center and a centrally located multipurpose room with a stage. In 2001–2002 we modernized the campus, upgrading classrooms and bathrooms and installing a new heating and air-conditioning system. The lunch area, built in 2002, provides excellent shade. Measure B bond funds were recently used to provide brand new playground equipment for grades one through six. Measure B projects were completed in the 2009–2010 school year and included the expansion of the parking lot, new portables for our upper grades, and a new computer lab with 50 new iMacs for our students and staff. The roof was resurfaced over the summer and is ready for inclement weather. We expect to keep our students warm, safe, and dry.

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: 9-17-14

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	Stained ceiling tiles, to be replaced by custodian.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	Burnt out light bulb, to be replaced by custodian.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	Sink not working, to be repaired by plumber.
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
	[X]	[ ]	[ ]	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	91	80	87	79	81	81	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	70	72	69	71	74	71	54	56	55
Math	69	70	70	65	65	65	49	50	50
HSS				69	71	71	48	49	49

\* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	8	8	8
Similar Schools	2	2	2

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

#### Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.4	24.7	41.6

\* 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.

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	81
All Student at the School	87
Male	89
Female	86
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	63
Native Hawaiian/Pacific Islander	
White	95
Two or More Races	
Socioeconomically Disadvantaged	70
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-7	-7	2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	17	-63	22
Native Hawaiian/Pacific Islander			
White	-10	4	-2
Two or More Races			
Socioeconomically Disadvantaged		-50	22
English Learners		-43	26
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement

Del Cerro is fortunate to have strong community support. Our PTA sponsors fund-raisers to provide funding for the Art Masters program, hands-on science, additional materials for classrooms, computer software and hardware, and other learning opportunities. Equally valuable is the time parents contribute as classroom volunteers. Volunteers assist our teachers and staff to help enrich students' classroom experiences and support family- and school-related programs and special projects. This year volunteers have logged more than 50,000 hours! Our School Site Council monitors the school plan and coordinates expenditures to enhance our instructional program. To find out more about volunteering at Del Cerro, contact our PTA president, Mrs. Jill Schindler, at (949) 830-5430.

### 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

Del Cerro Elementary School is committed to providing a safe learning environment where students and staff recognize and value responsibility and mutual respect. Every year we review and update our school wide safety plan, which addresses physical safety, disaster preparedness, bullying issues, school wide discipline, and illness and injury prevention. This plan was last revised and shared with faculty in September 2013. Monthly drills allow students and staff to practice procedures in the event of an emergency. Dedicated campus supervisors oversee students at recess and lunch, and a strictly enforced visitor identification system adds to our students' safety on a daily basis. Teachers have been provided training by the Orange County Sheriff's Department to Deny, Evade or Engage (DEE) possible intruders on campus.

#### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0.0	0.2	0.0
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	3.3	2.9	1.9
Expulsions Rate	0.1	0.1	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		7
Percent of Schools Currently in Program Improvement		87.5

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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)	
Psychologist	.4*
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.8*
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	32.5	28	24	0			2	2	2	2		
Gr. 1	30.7	21	19	0	1	2	3	3	2	0		
Gr. 2	24	22	20	0	1	2	3	2	2	0		
Gr. 3	27.8	22	23	0	1	1	4	3	2	0		
Gr. 4	28.2	21	21	1	2	2	2	1	1	2	1	1
Gr. 5	35	23	22	0	2	2	0			2	2	2
Gr. 6	33	23	24	0	1	1	1	2	2	2	1	1

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$41,761
Mid-Range Teacher Salary	\$69,313	\$66,895
Highest Teacher Salary	\$93,743	\$86,565
Average Principal Salary (ES)	\$112,050	\$108,011
Average Principal Salary (MS)	\$118,747	\$113,058
Average Principal Salary (HS)	\$127,831	\$123,217
Superintendent Salary	\$274,263	\$227,183
Percent of District Budget		
Teacher Salaries	45	38
Administrative Salaries	5	5

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,220	\$87	\$4,133	\$81,113
District	♦	♦	\$4,644	\$77,428
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			-21%	0%
Percent Difference: School Site/ State			-27%	-17%

**Types of Services Funded at Del Cerro Elementary School**

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state's tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the state's English/language arts and mathematics tests
- (c) an API of at least 740 or growth of at least one point.

**Professional Development provided for Teachers at Del Cerro Elementary School**

We provide staff training to help teachers meet the goals in our annual school plan. We have weekly staff development days during the year, and we also hold regularly scheduled staff meetings, grade-level meetings, and planning days. Teachers attend conferences and communicate across preschool, elementary, and middle school grade levels.